STUDENTS' DIFFICULTIES IN CONSTRUCTING COMPLEX SENTENCES AT GRADE X SMA NEGERI 1 PADANG BOLAK

A THESIS

Submitted to English Study Program as a Partial Fulfillment of Requirement for the Degree of Educational Islamic Scholar (S.Pd.I) of State College for Islamic Studies (STAIN) Padangsidimpuan

By:

SYAHRUL EFENDI LUBIS
Reg. No. : 07 340 0032

ENGLISH EDUCATIONAL STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
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2012

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	a.n Syahrul Efendi Lubis	Kepada Yth:
Lampiran	: 5 (Lima) Examplar	Bapak Ketua STAIN
		Padangsidimpuan
		Di-
		Padangsidimpuan

Assalamu 'alaikum Wr.Wb

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n **Syahrul Efendi Lubis** yang berjudul **"Students' Difficulties in Constructing Complex Sentences at Grade X SMA Negeri 1 Padang Bolak",** 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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Judul Skripsi   : **STUDENTS' ABILITY IN WRITING COMPLEX SENTENCES AT X GRADE SMA N 1 PADANGBOLAK**

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JUDUL : **STUDENTS' DIFFICULTIES IN CONSTRUCTING**
COMPLEX SENTENCES AT GRADE X SMA NEGERI 1
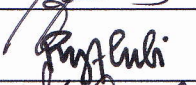**PADANG BOLAK**

KETUA : Fatahuddin Aziz Siregar, M.Ag (   )
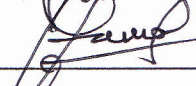
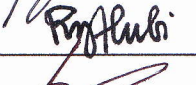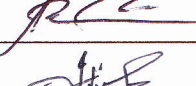SEKRETARIS : Rayendriani Fahmei Lubis, M.Ag (   )

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Ditulis Oleh	: **SYAHRUL EFENDI LUBIS**
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Telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar

Sarjana Pendidikan Islam (S. Pd. I).

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This thesis was still far from being perfect based on the weakness of the researcher. Therefore, the researcher expected the constructive criticism and suggestion from the readers to improve this thesis.

Padangsidimpuan, 5 March 2012

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Study Program   : ENGLISH PROGRAM
Title of Script   : STUDENTS' DIFFICULTIES IN CONSTRUCTING
                                     COMPLEX SENTENCES AT GRADE X SMA
                                     NEGERI 1 PADANG BOLAK
Year   : 2012

ABSTRACT

The problems were talking about the students' difficulties in constructing complex sentences at Grade X SMA Negeri 1 Padang Bolak, the English teacher effort in overcoming students' difficulties in constructing complex sentences at Grade X SMA Negeri 1 Padang Bolak, media the English teacher in teaching constructing complex sentences at Grade X SMA Negeri 1 Padang Bolak, and method the English teacher in teaching constructing complex sentences at Grade X SMA Negeri 1 Padang Bolak.

The aims of research were to know students' difficulties in constructing complex sentences at grade X SMA Negeri 1 Padang Bolak, to know English Teachers' efforts in overcoming students' difficulties in constructing complex sentences at grade X SMA Negeri 1 Padang Bolak, to know media the English teacher in teaching constructing complex sentences at Grade X SMA Negeri 1 Padang Bolak, to know method the English teacher in teaching constructing complex sentences at Grade X SMA Negeri 1 Padang Bolak.

The sources of data were the students, English teacher, and Principle of SMA Negeri 1 Padang Bolak. The kind of this research was qualitative research by using descriptive method. The instruments of collecting data were observation, interview, and field notes. After the research was done, it could be known the students' difficulties in constructing complex sentences 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 sentence.

The efforts was done by the English teacher to overcome 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 instructed them to drill constructing complex sentences by themselves at home, at the last students could follow the subject in the courses place.

Media the English teachers in teaching constructing complex sentences was Mediatama, as students book in learning English in SMA Negeri 1 Padang Bolak, and method that used by English teacher in constructing complex sentences was English teacher was usually using CIRC method to teach them writing skill. CIRC means Cooperative Integrated Reading Composition.

APPENDIX I

Pedoman Observasi (The Guidelines of Observation)

1. Lokasi Sekolah.

   (The location of the school).

2. Sarana dan Prasarana Sekolah.

   (The facilities of the school).

3. Kesulitan-kesulitan siswa dalam menulis complex sentences.

   (The students' difficulties in constructing complex sentences).

4. Faktor-faktor yang membuat siswa sulit dalam mempelajari Bahasa Inggris.

   (The factors of the students' difficulties in English Language subject).

5. Solusi-solusi dari guru untuk mengatasi kesulitan siswa dalam menuliskan complex sentences.

   (The teachers solutions to solve the students' difficulties in constrcucting complex sentences).

The list of Interview.

Interviews to the students

1. Apa itu kalimat?

    (What was the sentences?)

2. Sebutkan jenis-jenis kalimat!

    (Mentioned the kinds of sentences!)

3. Apa itu kalimat bertingkat?

    (What was the complex sentences?)

4. Kesulitan apa saja yang adik temukan dalam menulis kalimat bertingkat?

    (What were your difficulties in constructing complex sentences?)

5. Bagaimanakah adik menyikapi masalah tersebut!

    (What were your solutions toward the problems!)

Interviews to the teacher.

1. Metode apa sajakah yang Bapak/Ibu gunakan dalam mengajarkan constructing

    complex sentences di SMA Negeri 1 Padang Bolak?

    (What was your method to teach constructing complex sentences?)

2. Apa saja yang Bapak/Ibu ajarkan sebelum menugaskan siswa menulis complex

    sentences?

(What did you usually teach before students' constructing complex sentences?)

3. Buku atau media apakah yang menjadi pegangan Bapak/Ibu dalam mengajarkan constructing complex sentences di SMA Negeri 1 Padang Bolak?

(What were your references to teach constructing complex sentences at SMA Negeri 1 Padang Bolak?)

4. Apa saja kesulitan siswa dalam menuliskan kalimat complex sentences?

(What were the students' difficulties in constructing complex sentences?)

5. Bagaimanakah Bapak/Ibu memberikan solusi kepada siswa yang menemukan kesulitan dalam menulis complex sentences!

(What were your solutions to overcoming students' difficulties in constructing complex sentences!)

FIELD NOTES (Catatan Lapangan)

1. Metode apa sajakah yang Bapak/Ibu gunakan dalam mengajarkan constructing complex sentences di SMA Negeri 1 Padang Bolak?

   Metode yang saya gunakan dalam mengajarkan Kalimat Kompleks di kelas 10 SMA Negeri 1 Padang Bolak adalah menjelaskan mata pelajaran dan kemudian memberikan beberapa contoh kepada mereka. Saya biasanya menggunakan metode CIRC untuk mengajarkan Kalimat Kompleks. CIRC adalah kepanjangan dari Cooperative Integrated Reading Composition.
   Walaupun metode yang saya gunakan adalah untuk Membaca, saya selalu memerintahkan siswa untuk membaca paragraph. karena mengajar Bahasa Inggris sekarang ini tidak dapat dipisahkan dari Genre. Jadi, setelah saya memerintahkan siswa untuk membaca paragraph, saya membuat beberapa grup diskusi. Kemudian, siswa mencari Kalimat Kompleks dari paragraph. Setelah itu, saya memerintahkan siswa untuk membuat Kalimat Kompleks selain dari paragraph yang mereka baca.(Hotmaria S.Pd, English Teacher at SMA Negeri 1 Padang Bolak, *Interview*, 3 Januari 2012, pkl: 10.00).

2. Apa saja yang Bapak/Ibu ajarkan sebelum menugaskan siswa menulis complex sentences?

   Sebelum saya mengajar, saya menanyakan siswa apakah mereka membawa kamus. Saya selalu menyuruh siswa untuk membawanya, karena itu adalah salah satu yang sangat penting ketika mereka akan mempelajari bahasa asing khususnya Bahasa Inggris. Belajar Bahasa Inggris tidak dapat dipisahkan dari kosa kata. Dan saya melihat, mereka masih sangat sedikit dalam menguasai kosa kata Bahasa Inggris. Jadi, ketika saya memerintahkan siswa untuk membuat contoh kalimat, membutuhkan waktu yang sangat lama karena mereka selalu membuka kamus setiap akan menuliskan kata perkata untuk membangun sebuah kalimat. Setelah itu, saya menjelaskan pengertian dari kalimat, dan jenis- jenis kalimat. Kemudian saya menjelaskan jenis-jenis dari Klausa, pengertiannya, dan rumus kalimat pada setiap Klausa. Saya juga menjelaskan tentang Relative Pronoun, fungsinya sebagai apa dalam Kalimat Kompleks.
   Dan kemudian, setelah siswa memahami Kalimat Kompleks dengan baik, saya menghubungkannya dengan Genre. Seperi yang saya katakan sebelumnya, saya menggunakan metode CIRC ketika saya memberikan

evaluasi kepada mereka.(Hotmaria S.Pd, English Teacher at SMA Negeri 1 Padang Bolak, *Interview*, 12 Januari 2012, pkl: 10.00).

3. Buku atau media apakah yang menjadi pegangan Bapak/Ibu dalam mengajarkan constructing complex sentences di SMA Negeri 1 Padang Bolak?

> Kami menggunakan buku dari penerbit *Mediatama*, akan tetapi mereka juga bisa menggunakan buku dari penerbit lain yang tentunya dapat menjadi referensi untuk mereka. Misalnya, *High school English Grammar, Genre* and etc. Dan kadang-kadang saya menggunakan tempat dan lingkungan disekitar mereka untuk dijadikan referensi, dengan harapan mereka dapat lebih mudah menerima pelajaran Bahasa Inggris.(Hotmaria S.Pd, English Teacher at SMA Negeri 1 Padang Bolak, *Interview*, 18 Januari 2012, pkl: 11.30).

4. Apa saja kesulitan siswa dalam menuliskan kalimat complex sentences?
   a. Kesulitan Siswa menyusun Kalimat Kompleks dengan Menggunakan Adjective clause.

> Ketika saya mengajar dan memberikan mereka tugas, banyak diantara mereka yang masih bingung, karena mereka belum memahami Klausa dengan baik. Padahal memahami Klausa adalah termasuk hal yang sangat penting dalam menuliskan Kalimat Kompleks. Apalagi mereka belum memahami dasar- dasar dalam mempelajari Bahasa Inggris misalnya mengenai Part of Speech. Mereka juga masih bingung dengan Relative Pronoun, bagaimana untuk mengidentifikasi Independent Clause dan Dependent Clause dalam Kalimat Kompleks.
> Contohnya dalam kalimat: a). The men are angry.
>   b). The men are in this room.
> Kalimat ini jika dihubungkan dengan menggunakan Relative Pronoun menjadi:
>   The men who are in this room are angry.
> Dari contoh ini, siswa masih bingung apakah kalimat itu merujuk sebagai subject, object, or possession. Sebagian dari mereka mengatakan bahwa lebih sulit menghubungkannnya dengan Relative Pronoun daripada hanya sekedar mengidentifikasi mana kalimat yang merujuk sebagai subject, object, ataupun possession. Dan sama juga dengan Relative Pronoun yang lain, seperti; whom, that, which, whose. (Hotmaria S.Pd, English Teacher at SMA Negeri 1 Padang Bolak, *Interview*, 19 Januari 2012, pkl: 09.45).

a.   Kesulitan Siswa Menyusun Kalimat Kompleks dengan Menggunakan Noun Clause!

Sebenarnya kesulitan siswa menyusun kalimat Kompleks ini hampir sama yaitu mengenai Relative Pronoun dan bagaimana menghubungkan kalimat dengan menggunakan bentuk Question Word dalam Noun Clause.
  Noun Clause dapat digunakan sebagai:
  a). The Subject of a Verb.
  b). The Object of a Transitive Verb.
  c). The Object of a Preposition
d). In Apposition to a Noun or Pronoun.
Jadi, mereka menemukan kesulitan untuk mengidentifikasi Independent Clause dan Dependent Clause dalam Kalimat Kompleks. Contonya kita ambil the subject of a verb: *What he said* was true.
Dari contoh di atas dapat dilihat, What he said adalah Noun Clause sebagai the Subject of a Verb, sedangkan was true adalah Independent Clause. What he said tidak akan memiliki arti yang lengkap tanpa adanya keterangan dari Independent Clause. Dan kalau dilihat kembali secara mendetail kalimat itu sebenarnya terdiri dari 2 kalimat yaitu: He said and It was true. Tetapi ketika saya memerintahkan untuk memisahkan kalimatnya mereka belum bisa untuk melakukannya. Mungkin alasan yang pertama di dalam pikiranku adalah, pemahaman mereka masih sangat rendah mengenai structure and grammar dalam Bahasa Inggris.

b.   Kesulitan Siswa Menyusun Kalimat Kompleks dengan Menggunakan Adverb Clause!

Dari Klausa yang lain, Adverb Clause bisa dikatakan yang paling mudah dibandingkan dengan Klausa yang lain, karena mereka hanya mengidentifikasi arti dalam kalimat itu saja, kemudian mereka mencoba untuk mengidentifikasi dalam bentuk Adverb apa yang terdapat dalam kalimat tersebut, kemudian mengambil mana diantara kalimat itu yang menjadi Independent Clause dan Dependent Clause.
Tetapi kadangkala siswa juga mengalami kesulitan ketika muncul Relative Pronoun yang sama dalam kalimat, seperti "That":
Contoh: a). We read *that we may understand the world*.
           b). I didn't know *that he had came*.
           c). The Lion *that seems very tame is in the cage*.
Dari contoh di atas, dapat dipahami, pada kalimat pertama adalah Adverb Clause sebagai Clause of Purpose. Kadang-kadang banyak di antara siswa yang menerjemahkan kata That adalah *yang*. Padahal adakalanya That itu diartikan ag*ar* or *supaya* dan kadang-kadang diartikan dengan *apakah*.

Dan bila diartikan dalam Bahasa Indonesia menjadi Kita membaca supaya kita memahami dunia. Sedangkan kalimat yang kedua adalah Noun Clause sebagai The Object of a Transitive Verb. Itu dapat dilihat dari apa tujuan dari kalimat tersebut dan siswa harus memahami apa jenis dari Clause yang ditunjukkan oleh kalimat tersebut. Bila diartikan akan memiliki arti Saya tidak tahu apakah dia telah datang. Kemudian kalimat ketiga adalah Adjective Clause sebagai subject. Itu dapat dilihat arti yang terdapat dari kalimatnya bahwa, Singa *yang* kelihatan jinak itu ada di kandang. *Yang,* dalam kalimat tersebut merujuk kepada The Lion.

(Hotmaria S.Pd, English Teacher at Sma Negeri 1 Padang Bolak, *Interview*, 22 Januari 2012, pkl: 10.00).

5. Bagaimanakah Bapak/Ibu memberikan solusi kepada siswa yang menemukan kesulitan dalam menulis complex sentences!

Saya memberikan beberapa solusi kepada siswa untuk mengantisipasi kesulitan siswa dalam membentuk Kalimat Kompleks, diantaranya:

a). Saya harus memberikan penjelasan yang lebih mendalam agar mereka tidak hanya memahami dari kulitnya saja dan kemudian memberikan contoh yang cukup kepada siswa.

b). Kesulitan siswa mengenai kosa kata, saya memerintahkan siswa untuk memilih salah satu huruf Alphabet dan mereka mencari kosa kata sesuai dengan huruf yang telah mereka pilih, kemudian saya menyuruh mereka diantara bangku dan meja dan mengatakan kosa kata apa yang sudah dia tulis, tetapi kadang-kadang saya mengatakan kosa katanya dan siswa berdiri.

c). Saya menyuruh mereka untuk lebih banyak latihan di rumah. Jika mereka menemukan kesulitan, mereka dapat menanyakannya kepada saya.

d). Terakhir, siswa dapat mengikuti mata pelajaran Bahasa Inggris di tempat Les(Private Teacher).

Kadang-kadang saya berpikir bahwa banyak diantara guru yang mengatakan bahwa siswa sangat sulit memahami Mata Pelajaran yang saya bawakan. Sebenarnya, ada banyak factor mengapa hal tersebut terjadi. Waktu adalah merupakan suatu hal yang sangat urgen ketika proses belajar mengajar sedang berlangsung. Kadangkala, kita masih mempunyai banyak materi yang akan disampaikan kepada siswa, tetapi karena waktunya tidak cukup jadi kita sebagai guru hanya menyampaikan sekilas saja mengenai Materi yang kita bawakan. Jadi, kita hanya mengikuti Kurikulum dan Silabus.

Tetapi jika siswa ingin mempelajarinya lebih dalam khususnya Bahasa Inggris ini, mereka dapat mengikuti Kursus dengan saya. Kebetulan, saya membuka tempat Les atau Kursus di rumah. (Hotmaria S.Pd, English Teacher at SMA Negeri 1 Padang Bolak, *Interview*, 23 Januari 2012, pkl: 09.45).

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Junior High School   : SMP Negeri 5 Padang Bolak

Senior High School   : SMA Negeri 1 Padang Bolak

Institute   : Educational English Department of Tarbiyah Faculty
                              STAIN Padangsidimpuan 2012

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language was a system or arbitrary vocal symbol used for human communication. When a person needs to deliver his message to other people, he/she needs a medium or tool to deliver it. It consists of symbols that other people understand.

Language makes us possible to live together in society, language greatly facilitates inventive solving problem. Human could interact because of language. Language as a means of communication in a central fact of human existence and social process.

English was a very famous language in this world. It was also as an international language. It means that, this language could be used to another country wherever you want to go. This language was very important for us, and there were many ways, how the student could understand it. The students could find the courses place in some areas to learn it. English language was not only studied in Junior or Senior High School but also in Boarding school, Primary school, and Kindergarden school.

Students have to master enough vocabulary in using communication, and there were four basic skills that must be mastered. They were reading, writing, listening, and speaking. 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 sentence.

Beside that, English language has kinds of sentence also. They were simple sentence, compound sentence, complex sentence, and compound complex sentence. If it would be discussed about these, it means that, it would study about writing skill.

From these skills, researcher focused about writing skill especially in writing complex sentences. Writing was thinking process that was done by people for expressing their feeling or ideas, perception, and point of view in the process writing. The same case with construction, it was thinking process that was done by the people for expressing their feeling, but in the construction, there were some rules when the people want to build complex sentences where as writing just for expressing their feeling or idea through writing without saw the formula or rules. So, researcher wants to know the students' difficulties in constructing complex sentences at grade X SMA Negeri 1 Padang Bolak.

Complex sentences was transfering of meaning from something said or through the written to get the information. Complex sentence has a necessary skill to be mastered. It was caused many medium communications that using the complex sentence structure for deliver 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. From this reason, researcher interested in knowing about **"Students' Difficulties in Constructing Complex Sentences at Grade X SMA Negeri 1 Padang Bolak"**.

B. Focus of the Problem

There were four basic skills that must be mastered by students, they were reading, writing, listening, and speaking. Here, the researcher only focused his research on writing skill, especially in "Constructing Complex Sentences at Grade X SMA Negeri 1 Padang Bolak". In this, the students must understand the clause well, because when the students constructed complex sentences, they would feel easy to understand it.

C. Formulations of the Problems

The formulations of the problem of this research were:

1. What were students' difficulties in constructing complex sentences at grade X SMA Negeri 1 Padang Bolak?

2. What were English Teachers' efforts in overcoming students' difficulties in constructing complex sentences at grade X SMA Negeri 1 Padang Bolak?

3. What were the media the English teacher in teaching constructing complex sentences at Grade X SMA Negeri 1 Padang Bolak?

4. What was the method the English teacher in teaching constructing complex sentences at Grade X SMA Negeri 1 Padang Bolak?

D. Purposes of the Research

The purposes of the research were:

1. To know students' difficulties in constructing complex sentences at grade X SMA Negeri 1 Padang Bolak.

2. To know English Teachers' efforts in overcoming students' difficulties in constructing complex sentences at grade X SMA Negeri 1 Padang Bolak.

3. To know the media the English teacher in teaching constructing complex sentences at Grade X SMA Negeri 1 Padang Bolak.

4. To know the method the English teacher in teaching constructing complex sentences at Grade X SMA Negeri 1 Padang Bolak

E. Significances of the Research

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

1. As information for the teachers about the extend of constructing complex sentences at grade X SMA Negeri 1 Padang Bolak.

2. As information to principle to give motivation the teachers in English teaching especially about constructing complex sentences.

3. As an information for the readers especially the English learners, this research was expected to be able to improve their knowledge in research and also to improve their knowledge in constructing complex sentences.

F. Definitions of the Key Terms

To avoid vagueness and misunderstanding between the researcher and readers, there the researcher stated the terminologies were:

1. Difficulties.

When the process of learning goes on, the student was often finding the some of difficulties in their study. According A.S. Hornby "Difficulties is the state or quality of being hard to do or to understand".[1] Furthermore, R. R. K. Hartmann states "Difficulties is thing or situation that causes problems".[2]

So, from the above definition researcher could take the conclusion that difficulties was some of obstacles or problems which were found by the students in learning English especially constructing complex sentences.

2. Constructing

Constructing complex sentences has some of regularities. The word constructing devices from'construct' is a verb form. According to William Morris: "Construct are 1. to form by assembling parts, build. 2. to create

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[1] A. S. Hornby, *Oxford Advanced Learner's Dictionary* (*Sixth Edition*) (New York: Oxford University press, 1995), p. 367.
[2] R. R. K. Hartmann, *Dictionary of Language and Linguistic* (London: Applied SciencePublishers LTD, 1972), p. 62.

arranging ideas or expression".[3] Furthermore, A. S. Hornby states " Construct is way in which words are used together and arranged to form a sentences, phrase, etc".[4]

From the above definition, researcher took the conclusion that constructing was the students ideas or expression in arranging the sentences with used some of words.

3. Complex Sentences

The complex sentences could not be separated simple sentences, because they were formed based on the simple sentence. So, talking about complex sentences, automatically, it also deals with simple sentence that consist of single clause. According to Jayanthi Dakshina Murthy complex sentences is "The sentence which consists of one main clause and one or more subordinate clause".[5]

Complex sentences consists of two clauses, namely; Independent Clause and Dependent Clauses. Then dependent clauses could divided to three kinds, such as; Adjective Clause, Noun Clause, and Adverb Clause. It would be discuss more digest in the Theoretical Review.

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[3] William Morris, *The Groiler International Dictionary* (USA: Croiler Incoorperated, 1984), p. 26.
[4] A. S. Hornby, *Oxford Learner's Pocket Dictionary* (*Third Edition*) (New York: Oxford University Press, 2006), p. 89.
[5] Jayanthi Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Bit's 'N' Bytes, 2003), p. 238.

Based on above definitions, the meaning of Students' Difficulties in Constructing Complex Sentences at Grade X SMA Negeri 1 Padang Bolak was the state or quality of being hard to do or to understand by students in arranging the sentences that consists of one Independent Clause and one or more Dependent Clause (can be noun clause, adjective clause, and adverb clause) in SMA Negeri 1 Padang Bolak.

G. Outline of the Thesis

The researcher gave the outline of the thesis that would be done in thesis paper, to help readers understand the research, as follows:

Chapter I, it was consists of Background of the Problem that explained about the important and reasons of the research; Focus of the Problem that told about research concerned; Formulation of the Problem told about what must researcher search or describe in the research; Purpose of the Research told about the aims of research explained what for the research did; The Significances of the Research explained the destination of the research; The Definitions of Key Terms told about definition of terminologies; Outline of the thesis explained the contents each chapter.

Chapter II, it was consists of the Theoretical Description told about the descriptions of variable or materials were describe of students' difficulties in constructing complex sentences; Review of Related Finding told about the related research that found before.

Chapter III, it was consists of Research Methodology consists of the Time and Place of the Research told about how long and where the research did; The Research Design told about the kind of research that used in the research; Instrumentation of Collecting Data told about the tools that used to collect data that were observation, interview and field notes; The Source of Data told about the source of data collection were the English teacher, principle and the student's of SMA Negeri 1 Padang Bolak; Techniques of Data Analysis told about the way to analyze the data collection; Checking of Trustworthiness told about checking the validity and accuracy of findings .

Chapter IV, it was the Result of the Research talking about the analysis of data (the result of research). This chapter consists of Data Description Described of the Result; Data Analysis Research Finding described research finding in general and specific; Discussion told about the discuss between findings before to the result of the research.

And the finally, Chapter V consists of Conclusion was concluded the result of the research and Suggestions was given to the readers or another researcher .

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CHAPTER II

THEORETICAL REVIEW

A. Theoretical Description

1. Constructing Complex Sentences

Constructing complex sentences was one of skill that must be mastered by students. It has some of rules to arrange it. As Murni Djamal states "The complex sentence is a sentence that consists 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 sentence or subordinate clause".[1]

Based on above quotation, it could be known that single clause in simple sentence could be said independent clause. The combination or the joining two simple could from either compound or complex sentence. Since compound sentence did not deal with this study, the researcher didn't talk much it. It often found a complex sentence in speaking and also in writing which has at least two clauses, one of them was a main clause and the other one was the subordinate clause.

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

As Wren and Martin states "A complex sentence consists of one main clause and one or more subordinate clauses".[2] Then, according to Marcella Frank "Complex sentence has two or more full predications. 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)".[3]

Based on above quotations, it was clear that a dependent clause usually depends on independent clause and could not stand alone by itself, where as an independent clause could stand alone by itself.

Furthermore, as it is stated by Marcella Frank "A complex sentence is like a simple sentence, that is consists of only one clause, but unlike a simple sentence, it has one or more subordinate or dependent clause functioning as an element of the sentence".[4] According to Alice Oshima and Ann Hogue "A complex sentence is the combination of an independent clause and a dependent clause. The two clauses may be in either order".[5]

Based on above 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.

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[2] Wren and Martin, *English Grammar and Composition* (NP: N. D. V. Prasada Rao, 1990), p. 201.
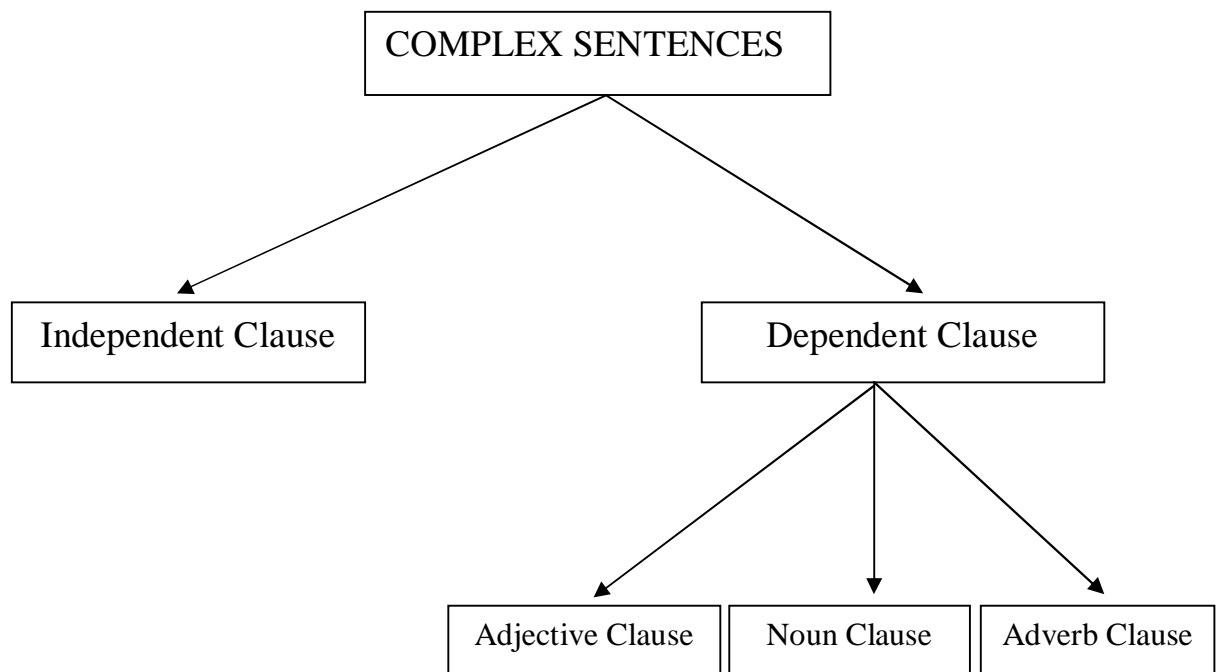[3] Marcella Frank, *Modern English* (New York: Prentice-Hall, 1972), p. 1.
[4] *Ibid.*
[5] Alice Oshima and Ann Hogue, *Writing Academic English: A writing and Sentence Structure Workbook for International Students* (USA: Addison-Wesley Publishing Company, 1983), p. 123.

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

Let's saw the following diagram:

DIAGRAM I: COMPLEX SENTENCES AND THE ELEMENTS".[6]

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                    ┌─────────────────────┐
                    │  COMPLEX SENTENCES  │
                    └─────────────────────┘
                      /               \
        ┌──────────────────┐      ┌──────────────────┐
        │ Independent Clause│      │  Dependent Clause │
        └──────────────────┘      └──────────────────┘
                            /            │            \
                ┌─────────────────┐ ┌──────────────┐ ┌──────────────┐
                │ Adjective Clause│ │  Noun Clause │ │ Adverb Clause│
                └─────────────────┘ └──────────────┘ └──────────────┘
```

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

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

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[6] Wren and Martin, *Op. Cit.*, p. 203.

Hasan Alwi in his book states "Kalimat bertingkat adalah kalimat yang terdiri dari lebih dari satu preposisi sehingga mempunyai paling tidak dua predikat yang tidak dapat dijadikan satu kesatuan".[7] (Complex sentence consists of one or more prepositions and has two or more predicates that can not stand alone by itself).

And according to Henry Guntur "Kalimat bertingkat adalah kalimat yang terdiri dari beberapa klausa bebas".[8] (Complex sentence is the sentence that consists of one or more subordinate clauses).

Based on above statements, the researcher concluded that complex sentence has at least two clauses, one of the clause must be in the main or independent clause, the other one was dependent clause. The dependent clause could be adjective, adverb, or noun clause.

2. Complex Sentence with Adjective Clause

The complex sentence has one independent clause and one or more dependent clauses. The dependent clauses in this case was adjective clause. According to Wren and Martin "An adjective clause in a complex sentence is a subordinate clause which does the work of an adjective and also qualifies some or pronoun in the main clause".[9]

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[7] Hasan Alwi, *Tata Bahasa Indonesia Baku (Third edition)* (Jakarta: Balai Pustaka, 2003), p. 40.

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

[9] Wren and Martin, *Op. Cit.*, p. 194.

Furthermore let see the following quotations:

> A relative clause is used to from one sentence from two separate sentence. The relative pronoun replaces one of the identical noun phrase and relates the clauses to each other. The relative pronouns and their uses are: that (for people, thing), which (for thing), who (for people), whose (for people).[10]

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

1. Menunjuk kepada kata atau bagian kalimat yang mendahului kata pengganti.

2. Untuk menggabungkan dua kalimat menjadi satu kalimat.[11]

(Antecedent and relating two sentences become one sentence).

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 tought 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*.

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[10] Michael A. Pyle, *Toefl Preparation Guide* (New Delhi: Nice Printing Press, 2005), p. 174.

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

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

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

               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. Complex Sentence with Noun Clause

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 sentence".[12] Because a noun clause was dependent clause, it must be connected to an independent clause to form a complex sentences. Noun clause could modifies;

a.　　　　　The Subject of a Verb.

Examples: 1). *That you should say so* surprises me.

2). *What he said* was true.

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

b. The Object of Transitive Verb.

Examples: 1). He says *that he won't go*.

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

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

c. The Object of Preposition

Examples: 1). Pay careful attention to *what I am going to say*.

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

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

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[12] Wren and Martin, *Op. Cit.,* p. 197.

d. In Apposition to a Noun or Pronoun[13]

Examples: 1). Your statement *that you found the money in the street* will

not be believed.

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

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

4. Complex Sentence with 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".[14]

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 independent clause. If it

came at the beginning of the sentence, a comma after it.[15]

It may therefore modify some verb, adjective, or adverb in the main

clause.[16] Let see the examples below:

a. Adverb clause modifies verb:

Examples: 1). Strike the iron *while it is hot*.

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

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[13] *Ibid.*, p. 203.
[14] *Ibid.,* p. 192.
[15] Alice Oshima and Ann Hogue, *Op. Cit.*, p. 155.
[16] Wren and Martin, *Op. Cit.*, p. 208.

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

b. Adverb clause modifies adjective:

Examples: 1). You are taller *than I tought*.

2). She is very kind *than you tought*.

3). Rina is cleverer *than we tought*.

c. Adverb clause modifies adverb:

Examples: 1). He ran so quickly *that he soon overtook me*.

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

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

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

1. Adverb Clause of Place
2. Adverb Clause of Time
3. Adverb Clause of Purpose
4. Adverb Clause of Cause
5. Adverb Clause of Condition
6. Adverb Clause of Result
7. Adverb Clause of Supposition or Concession
8. Adverb Clause of Comparison.[17]

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[17] Jayanthi Dakshina Murthy, *Op. Cit.,* p. 230.

Let see those explanations:

a). Adverb Clauses of Place

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

Examples: (1). *Where there is a will*, there is a way.

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

(3). 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: (1). I felt very happy *when I saw Rino*.

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

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

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: (1). We read *that we may understand the world*.

(2). He came to Indonesia *so that he might marry an Indonesian girl*.

(3). 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: (1). As I love you, I can do anything for you.

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

(3). 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: (1). *If you help me*, I shall be happy.

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

(3). *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: (1). Mustika was *so* beautiful *that I loved her at first sight*.

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

(3). *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, eventhough, even if, while, whereas, etc.

Examples: (1). *Though she is clever*, she is not proud.

(2). Eventhough you are my brother, I cannot allow you to do a cruel act.

(3). *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: (1). Putri is *as beautiful as Lina*.

(2). India is not *so rich as America.*

(3). We are not *so foolish as they think*.

B. Review of Related Findings

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

1. In 2009, Desi Angriani did the research in descriptive quantitative method. It described and interpreted the data on the ability the eleventh grade students'of SMA N 1 Sitinjak. The title is "The Correlation Between Paragraphs Mastery Students Ability in Writing Exposition at Grade XI Student of SMA N 1 Sitinjak". The conclusion of her script were: a. The ability of student in understanding the paragraphs need improvement, because the mean score of this variable is 70,27, it is categorized into enough. b. The ability of student in understanding hartatory exposition also need improvement, because the mean score of this variable is 68,40, it is categorized good.[18]

2. In 2008, Sri Ganti did the research in descriptive quantitative method to describe and interpret the data on the ability of eleventh grade students of SMA N 4 Padangsidimpuan. The title is "The Relationship Between Reading Interest and Their English Writing Ability at Grade XI Students of SMA N 4

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[18] Desi Angriani, The Correlation Between Paragraphs Mastery Students Ability in Writing Exposition at Grade XI Student of SMA N 1 Sitinjak (Padangsidimpuan: UMTS, 2009), p. 30.

Padangsidimpuan". The result of her script were: a. The mastery of student of SMA N 4 Padangsidimpuan in reading interest (variable X) is good. It was proved from the mean of score 74. b. The ability of student of SMA N 4 Padangsidimpuan in writing ability (variable Y) is good. It was proved from the mean of score 70,1.[19]

3. In 2008, Sulpiadi Harahap, the title about "The Relationship Between Clauses Mastery to Writing Skill at Grade XI Students of SMA N 2 Padangsidimpuan". The result of his script were: a. The mastery of student of SMA N 2 Padangsidimpuan in Clause Mastery (variable X) is good. It was proved from the mean of score 68. b. The ability of student of SMA N 2 Padangsidimpuan in writing skill (variable Y) is good. It was proved from the mean of score 70,5.[20]

From the above explanations, the researcher saw, they used two variables in order they knew about how far the students' ability in writing. The researcher tought, it was high subject that must be understood by students. This was one of basic reason why researcher chose the title "Students' Ability in Constructing Complex Sentences at Grade X SMA Negeri 1 Padang Bolak," with one variable. Researcher tought, if the students wants to write something, they must

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[19] Sri Ganti, The Relationship Between Reading Interest and Their English Writing Ability at Grade XI Students of SMA N 4 Padangsidimpuan (Padangsidimpuan: UMTS, 2008), p. 26.

[20] Sulpiadi Harahap, The Relationship Between Clauses Mastery to Writing Skill at Grade XI Students of SMA N 2 Padangsidimpuan (Padangsidimpuan: UMTS, 2008), p. 28.

understand from the basic like they have to be able to write sentence well, especially 'constructing complex sentences'.

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CHAPTER III
METHODOLOGY OF RESEARCH

A. Place and Schedule of Research

This research would be done at SMA Negeri 1 Padang Bolak. It was located at Jln. Kihajar Dewantara, No. 50 Gunung tua, Kab, Padang Lawas Utara. The subject of research was Grade X Students of SMA Negeri 1 Padang Bolak in 2011 Academic year. This research was done to start in September to March.

B. Research Design

The method that used in this research was conducted by qualitative research and the type of the research was descriptive method. Qualitative descriptive method is a "Method which describe condition of the present time naturally, descriptive is carried out to obtain information about the references, attitudes, practices, or interest some group of people".[1]

Descriptive method was not just asking some people with some questions and reporting answers, but descriptive method studies should have a set of basic steps, they are identify a topic of problem, select an appropriate sample of participants, collect valid and realiable data, and analyze and report conclusions. "On the other words descriptive studies involve a number of unique problems".[2] Sumadi Suryabrata says "Penelitian deskriptif adalah penelitian yang bermaksud

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[1] L. R. Gay, *Educational Research Competencies for Analysis and Application* (USA: New Jersey, 2000), p. 276.
[2] *Ibid.*

untuk membuat deskripsi mengenai situasi-situasi atau kejadian-kejadian".[3] (The descriptive method is a method which is carried out in order to make the description about situation and condition).

According to the explanation above, this research tried to describe the students' difficulties in constructing complex sentences at grade X SMA Negeri 1 Padang Bolak. And to collect the data in this research, so the researcher has used both field and library approach.

C. Respondents of Data

The sources of data in this research were:

1. Primary sources of data, that was the grade X students at SMA Negeri 1 Padang Bolak, they were 240 students. They were divided into six classes. This research would be done with using snowball sampling. Riduwan states "Snowball sampling is one of technical that can be used by researcher, it is beginning from little respondents until many respondents. Then, the result of interviews which are gotten the same difficulties from each of respondents and researcher can take conclusion from result of interview".[4]

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[3] Sumadi Suryabrata, *Metode Penelitian* (Jakarta: Raja wali, 1983), p. 18.
[4] Riduwan, *Belajar Mudah Penelitian* (Bandung: Alfabeta, 2005), p. 64.

2. Secondary sources of data, that was an information from the Principle and the

English teacher of SMA Negeri 1 Padang Bolak.

D. Technique of Collecting Data

Technique of collecting data was one of component for doing the research. Jhon W. Creswell states "There were steps in collecting data of qualitative research include: setting the boundaries of studies, collecting information through unstructed (or semi structured), observation, interview, filed notes, and visual materials".[5] The research data were gained from:

1. Observation

"Observasi adalah teknik pengumpulan data yang dilakukan melalui suatu pengamatan dengan disertai pencatatan-pencatatan terhadap keadaan atau perilaku objek sasaran".[6] (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).

This research used observation in order to know how the students' difficulties in constructing complex sentences at grade X SMA Negeri 1 Padang Bolak. Observation were about all aspects in SMA Negeri 1 Padang Bolak which has relationship to the process of increasing students' ability in

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[5] Jhon W. Creswell, *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches* (USA: Saga Publications, Inc, 2002), p. 185.
[6] Abdurrahman Fathoni, *Metodologi Penelitian dan Teknik Penyusunan Skripsi* (Jakarta: Rineka Cipta, 2006), p. 104.

mastering constructing complex sentences include place, facilities, subject of research, event, time, and experience.

2. Interview

"Interview is a purposeful interaction usually between two people, focus on one person to get information from the other person".[7] "This research would use structural interview, the researcher prepares the question an alternative of the answer that would be given to the respondents".[8] Interview was given for the English teacher in SMA Negeri 1 Padang Bolak. So, when the researcher would do interview, the researcher would ask the the English teacher about students' difficulties in constructing complex sentence.

3. Field Notes

Field notes was one of instrument to collect the data through interview. The students would be interviewed by the researcher and wrote the result from the respondents. It means that, field notes was very important in this research for checking the validity of result from the research and for holding to the researcher that the result could be guaranteed.

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[7] L. R. Gay & Peter Airasian, *Op. Cit.,* p. 219.
[8] Amirul Hadi and Haryono*, Metodologi Penelitian Pendidikan* (Bandung: Pustaka Setia, 1998), p. 136.

E.   **Technique of Data Analysis**

After collecting the data, the researcher would analyze the data through interview to the English teacher in SMA Negeri 1 Padang Bolak. Depend on Lexy J. Moleong, technique analysis data in qualitative research could be done with these process below:

> 1). Starting from research about all data which consists of some souce data
> 2). Holding reduction of data with making abstraction.
> 3). Arranging in one unit.
> 4). Categorization to the next steps.
> 5). Holding investigation about validity of data.
> 6). Making interpretation of data.[9]

So the researcher made the technique analysis data for this research such as below:

(1). Classification of data. Organizing data with research topic.

(2). Desciption of data. Expounding data into combination of sentences systematically.

(3). Take conclusion by enclosing discussing into some points in summary.

F. **Checking of Trustworthiness**

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

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[9] Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 1999), p. 329.

Peer debriefing was supposed to support finding by showing that independent measured of it agree with or, at least, did not contradict it. It was supported by Creswell who states "Peer debriefing is the process involves locating a person who reviews and ask questions about the qualitative study".[10] It means that in peer debriefing the researcher should compare the resources or measures or the result that did 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 researcher got from the students, English teacher, and from researcher himself directly from the field. After researcher did the peer debriefing, researcher found the students' difficulties at Grade X SMA Negeri 1 Padang Bolak that didn't contradict with others respondents, like:

a.   The students were still low to comprehend the basic of English subject.

b.   The students had poor vocabularies. So, they felt difficult when they had been conducted the complex sentences.

c. Some of them did not know to put the relative pronoun in the sentences.

d. The student's difficulties to identify the dependent clause and independent clause in a sentence.

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[10] John W. Creswell, *Research Design* (USA: Sage Publication, 2002), p. 196.

CHAPTER IV

THE RESULT OF THE RESEARCH

A. Findings

1. General Findings

As a general result of this thesis, research described the location and setting of research. SMA Negeri 1 Padang Bolak was one of the senior high school in Padang Bolak. Location of SMA Negeri 1 Padang Bolak was strategies. Which the complete address was at Jln. Kihajar Dewantara No. 50 Gunung Tua, Kec. Padang Bolak. This school was built in 1962.

Table 1

Principles Profile at

SMA Negeri 1 Padang Bolak

No.	Name	Period
1	Mula Tua Dongoran	1962 until 1963
2	Aminul Hajar, B.A	1963 until 1966
3	Gulmat Siregar, B.A	1966 until 1978
4	Muhammad Saleh Harahap, B.A	1978 until 1986
5	Drs. Ismail	1986 until 1988
6	Tiolina Harahap, B.A	1988 until 1992
7	Amran Hasibuan, B.A	1992 until 1997
8	Drs. Ahmad Jalil Harahap	1997 until 2005
9	Khoirul Saleh, S.Pd	2005 until 2007
10	Drs. Hasmy Siregar	May until Nopember 2007
11	Ali Usman Siregar, S.Pd	2007 until now

The location was not too far from main street and easy to be reached. The existence of school location was released from pollution and comfortable place with flower garden in front of the classroom. Almost every class has the flower garden in front of their class. It has trees that make the process of teaching and learning gratified. The wide of area was 1 Ha.

These were description of SMA Negeri 1 Padang Bolak that research can pretend as a general result about location and setting of research. SMA Negeri 1 Padang Bolak was also has good infrastructures; those were the infrastructures that could be found in SMA Negeri 1 Padang Bolak.

Table 2

From Recapitulation of Students / Teachers / Buildings at
SMA Negeri 1 Padang Bolak 2012.

No.	Kinds of Infrastructures	Total
1	Classes	18 Classes
2	Office Room	1 unit
3	Headmaster Room	1 unit
4	Administration room	1 unit
5	Library IPA	1 unit
6	Computer Room	1 unit
7	Language Laboratory	1 unit
8	Sport Room	1 unit
9	Mushollah	1 unit
10	Canteen	2 units

From those above infrastructures, physically, SMA Negeri 1 Padang Bolak has a sufficiency building, where all buildings even classes or offices had built permanently. SMA Negeri 1 Padang Bolak already has 18 classes to conduct the process of teaching and learning.

To complete the process of teaching learning, "SMA Negeri 1 Padang Bolak has 65 teachers",[1] to teach all students with their own teaching capability. Ali Usman said "All teachers of SMA Negeri 1 Padang Bolak was chosen selectively to guaranty the effectiveness of teaching and learning process in SMA Negeri 1 Padang Bolak".[2]

These were total students of SMA Negeri 1 Padang Bolak based on 2 departments:

Table 3

From Monthly Reports of SMA Negeri 1 Padang Bolak

No.	Grade	Departments		Total
		IPA	IPS	
1	X	-	-	239
2	XI	117	92	209
3	XII	116	78	194

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[1] Data were taken from Data Personil Guru / Pegawai PNS Dan Honorer.
[2] Ali Usman Siregar S.Pd., Principle of SMA Negeri 1 Padang Bolak, *Interview,* 3 January 2012.

SMA Negeri 1 Padang Bolak has 18 classes, grade X was divided into 6 classes and took 239 students, grade XI was divided into 6 classes and divided into 3 classes IPA and 3 classes IPS took 209 students, and grade XII was divided into 6 classes and divided into 3 IPA and 3 classes IPS took 194 students. So the total all students were 641 person.

There were 10 English teachers in SMA Negeri 1 Padang Bolak as follows:

Table 4

English Teachers in SMA Negeri 1 Padang Bolak

No.	NAME
1	HOTMARIA, S.Pd.
2	UMMI KALSUM, S.Pd.
3	NEMSI GULTOM, S.Pd.
4	NAFIAH PANE, S.Pd.
5	ANNITIKA HARAHAP, S.Pd.
6	SRI RAHAYUNINGSIH, S.Pd.
7	KHADIJAH, S.Pd.
8	ALI USMAN, S.Pd.
9	ALI UMRIN, S.Pd.
10	SAPIRUDDIN, S.Pd.

2. **Specific Findings**

a. **Students' Difficulties in Constructing Complex Sentences at Grade X SMA Negeri 1 Padang Bolak.**

Before researcher asked the students difficulties in constructing complex sentences, researcher asked them about definition of sentences, complex sentences, and kinds 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 students would get confuse to comprehend it. Lila said "We could understand if you asked us about definition sentences, complex sentences, and kinds of sentences, because we have studied about it in Indonesia language, but don't you asked us to explain it in English, we were so difficult to make it, because we were very low in speaking English".[3]

The next, based on the result of interview to English teachers and the students Grade X SMA Negeri 1 Padang Bolak, there were some difficulties that usually faced by students in constructing complex sentences; 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.

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[3] Lila, Student of SMA Negeri 1 Padang Bolak, *Interview*, 3 January 2012, pkl: 10.00.

Grade X students of SMA Negeri 1 Padang Bolak were commonly still low in comprehending it. Alvi Rahma said "We were very difficult to comprehend the complex sentences because we didn't understand yet the basic of English subject".[4] *The second*, some of them did not know how to put the relative pronoun in the sentences.

Adelima Hasibuan 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".[5] *The third*, the students had poor vocabulary mastery. So, they felt difficult when they have been constructed complex sentences. Oriza Sativa Siregar said "We still translated the sentence literally and it would influence to conduct complex sentences".[6]

The fourth, students' difficulties to identify the dependent clause and independent clause in a sentence. Most of students at Senior High School and University students got confused about clause. It was important one to know the dependent and independent clause in a sentence. Arya Wahyudi said "I was difficult to identify the dependent and independent clause,

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[4] Alvi Rahma, Student of SMA Negeri 1Padang Bolak, *Interview*, 3 January 2012, pkl: 10.00.

[5] Adelima Hasibuan, Student of SMA Negeri 1 Padang Bolak, *Interview*, 3 January 2012, pkl: 10.00.

[6] Oriza Sativa, Student of SMA Negeri 1 Padang Bolak, *Interview*, 7 January 2012, pkl: 10.00.

moreover if the teacher gave us questions used rewrite the following words in order questions".[7]

b. The Efforts of the English Teacher in Overcoming Students' Difficulties in Constructing Complex Sentences at Grade X SMA Negeri 1 Padang Bolak.

To decrease the difficulties of the students in constructing complex sentences the English teacher uses next effort. Based on the interview to Mrs. Hotmaria, S.Pd who was the English teacher in SMA Negeri 1 Padang Bolak, she said that, she anticipated the difficulties of the students in constructing complex sentences were:

The teacher asked the students to pay attention about constructing complex sentences while the teacher gave the explanation many time about it, so the students understood truly. Morever, the English teacher motivated the students to improve students' sprite in learning constructing complex sentences. Then, the English teachers should give the lesson and more examples in the study.

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

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[7] Arya Wahyudi, Student of SMA Negeri 1 Padang Bolak, *Interview*, 7 January 2012, pkl: 11.00.

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 constructing 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. Hotmaria 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 student 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 fulfill the syllabus. But, if the students wants to know more digest of English language. They could do the courses with me, she said. Accidentally, Mrs. Hotmaria has a course place to teach the students whoever want to study.[8]

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[8] Hotmaria S.Pd., English teacher in SMA Negeri 1 Padang Bolak, *Interview*, 14 January 2012, pkl: 09.45.

c. **The Media of the English Teachers in Teaching Constructing Complex Sentences.**

Mrs. Hotmaria, S.Pd. said "The English teacher uses *Mediatama*. As students book in learning English in SMA Negeri 1 Padang Bolak",[9] but it was depend on themselves to use the other books in

learning English. For example, *High school English Grammar, Genre* and etc. To support the learning English, the teacher used their place or their environment as the near media to make them understood or could receive the lesson easily.

d. **The Method that Used by English Teacher in Constructing Complex Sentences.**

The method of English teacher in teaching constructing complex sentences at grade X SMA Negeri 1 Padang Bolak were explaining the lesson and then they gave some examples to make them understood. Mrs. Hotmaria said she was usually using CIRC method to teach them writing skill. CIRC means Cooperative Integrated Reading Composition.

Although it was about reading and the 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

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[9] *Ibid.*

some of group in the class. Then, instructed the students to find out complex sentence from paragraph. After it, she instructed them to make the complex sentences exception from the text.[10]

B. Discussion

Based on theoretical description, writing was an important skill that should be mastered by language learners in order to have a successful in English Language skill. Especially for grade X students of SMA Negeri 1 Padang Bolak, they were expected to have ability in writing skill (complex sentences).

After doing the research by giving constructing complex sentences for grade X SMA Negeri 1 Padang Bolak, researcher found that students had difficulties: constructing complex sentences in using adjective clauses, constructing complex sentences in using noun clauses, constructing complex sentences in using adverb clauses.

After doing the research and getting interview to English teacher, researcher found that grade X of SMA Negeri 1 Padang Bolak 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 sentence.

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

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[10] Hotmaria S.Pd., English teacher in SMA Negeri 1 Padang Bolak, *Interview*, 16 January 2012, pkl: 11.00.

adjective of sentence, noun and adverb, 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,

Then, English teacher instructed them to drill constructing 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".[11] In addition, according to Yatim Riyanto "To overcome learning difficulties can be done through remedial".[12]

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[11] Mulyasa, *Menjadi Guru Profesional* (Bandung: Remaja Rosdakarya, 2008), p. 121.
[12] Yatim Riyanto, *Paradigma Baru Pembelajaran* (Jakarta: Pradana Media Group, 2009), p. 140.

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CHAPTER V

THE CONCLUSION AND SUGGESTION

A. The Conclusions

After treating the collecting data, the researcher has taken the conclusions about this research as follows:

1. The Students' Difficulties in Constructing Complex Sentences were:

   a.   The students were still low to comprehend the basic of English subject.

   b.   The students had poor vocabularies. So, they felt difficult when they had been conducted the complex sentences.

   c.   Some of them did not know to put the relative pronoun in the sentences.

   d.   The student's difficulties to identify the dependent clause and independent clause in a sentence.

2. The Teacher were Efforts in Overcoming Students' Difficulties in Constructing Complex Sentences at Grade X SMA Negeri 1 Padang Bolak were:

   a. The English teachers should give the lesson and more examples in the study.

   b. 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.

c. The English teacher instructed them to drill constructing complex sentences by themselves at home. If they found difficulties, they could ask English teacher.

d. At the last, students could follow the subject in the courses place.

3. The Media of the English Teachers in Teaching Constructing Complex Sentences.

The English teacher uses *Mediatama*, as students book in learning English in SMA Negeri 1 Padang Bolak, but it was depend on themselves to use the other books in learning English. For example, *High school English Grammar, Genre* and etc.

4. The Method that Used by English Teacher in Constructing Complex Sentences.

The method of English teacher in teaching constructing complex sentences at grade X SMA Negeri 1 Padang Bolak were explaining the lesson and then they gave some examples to make them understood.   She (English teacher) was usually using CIRC method to teach them writing skill. CIRC means Cooperative Integrated Reading Composition.

B. The Suggestions

There the researcher gave the suggestion as written bellow:

1. It was suggested to the principle to motivate his teachers to increase their ability in English study.

2. It was suggested to the English teachers to:

   a. Pray together with students in the class.

   b. Asked students to know and master the functions of adjective, noun, adverb in a sentence before studying constructing complex sentences. (The basic of English language).

   c. Applied the suitable strategies, methods, ways in teaching or etc.

   d. Instructed students to bring dictionary when the process of learning goes on.

3. It was important to other researchers to make deepest research with the topic of this research.

omor : Sti. 14/USB/P 22/2010

Padangsidimpuan, 30 Desember 2010

mp : --------- ----

Kepada:

l : Pembimbing Skripsi

Yth. 1. Dr. Mahmuddin Siregar, M.A
2. Zainuddin, M.Hum
Di-
Padangsidimpuan

Assalamu'alaikum Wr. Wb

Dengan hormat. Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim
ngkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi Mahasiswa tersebut di bawah ini
bagai berikut:

Nama/NIM : Syahrul Efendi Lubis / 07 340 040

Jurusan/Prog. Studi : Tarbiyah/ Tadris B. Inggris-1

Judul Skripsi : **STUDENTS' ABILITY IN WRITING COMPLEX SENTENCES
AT X GRADE SMA N 1 PADANGBOLAK**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi
mbimbing I dan Pembimbing II penelitian skripsi Mahasiswa di maksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapa/Ibu, kami
apkan terima kasih.

Wassalamu'alaikum Wr. Wb

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PEMBIMBING I

BERSEDIA/TIDAK BERSEDIA
PEMBIMBING II

Dr.Mahmuddin Siregar, M.A

Zainuddin, M.Hum

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NIP. 19760610 200801 1 016

Padangsidimpuan, 7 Desember 2011

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Kepada Yth.
Kepala SMA N 1 Padang Bolak
di-
          Tempat

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama	:	Syahrul Efendi Lubis
Nomor induk mahasiswa	:	07 340 0032
Jurusan 'prog.Studi	:	Tarbiyah/TBI-1
Alamat	:	Sihitang

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Students' Ability in Writing Complex Sentences at Grade X SMA N 1 Padang Bolak"**.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Ketua N
Pembantu Ketua I

Drs. H. Irwan Saleh Dalimunthe, MA
NIP 19610615 199103 1 004

PEMERINTAH KABUPATEN PADANG LAWAS UTARA
DINAS PENDIDIKAN
SMA NEGERI 1 PADANG BOLAK NPSN : 10.20.7089
RINTISAN SEKOLAH KATEGORI MANDIRI/SEKOLAH STANDAR NASIONAL
NSS : 30.1.07.10.11.004
Alamat : Jl. Kihajar Dewantara No. 50 Gunungtua Telp. (0635) 510228 KP.22753

SURAT KETERANGAN
Nomor : 420/ 002 /SMA.01/2012

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Padang Bolak di Gunungtua Kabupaten. Padang Lawas Utara Propinsi Sumatera Utara dengan ini menerangkan dengan sebenarnya bahwa :

N a m a	: SYAHRUL EFENDI LUBIS
NIM/NPM	: 07 340 0032
Universitas	: STAIN Padangsidimpuan
Jur/Program Studi	: Tarbiyah / TBI-1
Alamat	: Sihitang

Benar telah melaksanakan penelitian di SMA Negeri 1 Padang Bolak pada tanggal 2 dan 3 Januari 2012 dalam rangka penyelesaian skripsinya dengan judul :

"THE STUDENTS' ABILITY IN WRITING COMPLEX SENTENCES AT GRADE X SMA NEGERI 1 PADANG BOLAK".

Demikianlah Surat Keterangan ini diperbuat dengan sebenarnya agar dapat dipergunakan seperlunya.

Gunungtua, 3 Januari 2012
Kepala SMA Negeri 1 Padangbolak

ALI USMAN SIREGAR, S.Pd
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