

**STUDENTS' ABILITY IN IDENTIFYING TYPES OF
SENTENCE AT GRADE XI MAN 1
PADANGSIDIMPUAN**



A THESIS

*Submitted to the English Educational Department of State Islamic
University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a
Partial Fulfillment of the Requirement for the Graduate Degree of
Education (S.Pd.) in English Department*

Written By:

MASNIYARI SIHOMBING

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ENGLISH EDUCATIONAL DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
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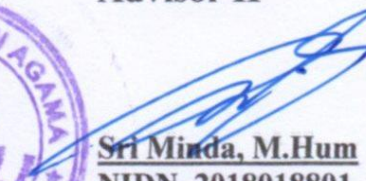
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ENGLISH EDUCATIONAL DEPARTMENT

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PADANGSIDIMPUAN**

2023

DECLARATION LETTER AGREEMENT COMPLETION

LETTER AGREEMENT

Term : Munaqosyah

Padangsidempuan, April 2023

Item : 7 (seven) exemplars

a.n. **Masniyari Sihombing**

To: **Dean**

**Tarbiyah and Teacher Training
Faculty**

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Padangsidempuan


Assalamu 'alaikumwarohmatullah wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Masniyari Sihombing** entitled "**Students' Ability in Identifying Types of Sentence at Grade XI MAN 1 Padangsidempuan**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

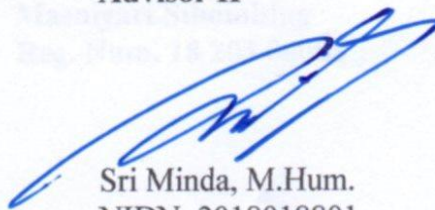
Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

Wassalamu 'alaikumwarohmatullah wabarakatuh

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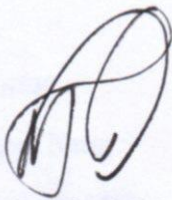


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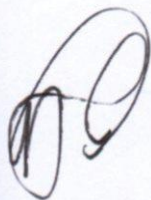
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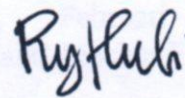


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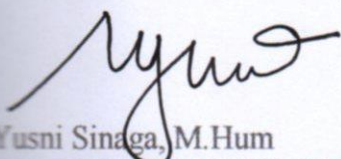
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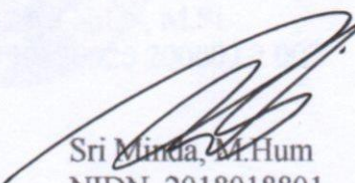
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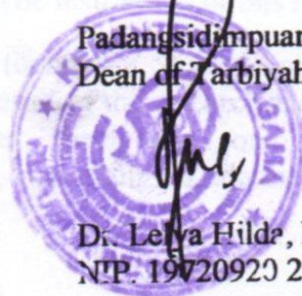
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ABSTRACT

This Research is focussed on the students' ability in identifying types of sentence at grade XI MAN 1 Padangsidimpuan. The problems of students were: 1) The students have problem in difference between complex sentence and compound-complex sentence. 2) The students are difficult in using conjunctions.

The formulation of the problem in this research were: 1) What is students' ability in identifying types of sentence at grade XI MAN 1 Padangdidimpuan, 2) What is students' difficulties in identifying types of sentence at grade XI MAN 1 Padangsidimpuan. The objective of this research are to know the students' ability and to know the difficulties of the students in identifying types of sentence.

The kind of this research was mixed method. The population of this research was the grade XI MAN 1 Padangsidimpuan which total was 180 students from 5 clases. The researcher used random sampling to take the sample, wherethe sample consist of 45 students. The instrument of this research was a test.

Based on the data, it found that Students' ability in identifying types of sentence was very good. The result of the research showed that, the mean score of the students was 73. Whether, there were some students got low score in identifying types of sentence, especially in identifying complex sentence and compound-complex sentence.

Keywords: Students' Ability, Identifying Types of Sentence

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ABSTRAK

Penelitian ini difokuskan pada kemampuan siswa dalam mengidentifikasi jenis-jenis kalimat di kelas XI MAN 1 Padangsidempuan. Masalah siswa adalah: 1) Siswa memiliki masalah dalam membedakan antara kalimat lengkap dan kalimat majemuk-lengkap. 2) Siswa kesulitan dalam menggunakan penghubung.

Rumusan masalah dalam penelitian ini adalah: 1) Bagaimana kemampuan siswa dalam mengidentifikasi jenis-jenis kalimat di kelas XI MAN 1 Padangsidempuan, 2) Bagaimana kesulitan siswa dalam mengidentifikasi jenis-jenis kalimat di kelas XI MAN 1 Padangsidempuan. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan siswa dan mengetahui kesulitan siswa dalam mengidentifikasi jenis-jenis kalimat.

Jenis penelitian ini adalah penelitian campuran. Populasi penelitian ini adalah siswa kelas XI MAN 1 Padangsidempuan yang berjumlah 180 siswa dari 5 kelas. Peneliti menggunakan random sampling untuk mengambil sampel, dimana sampel terdiri dari 45 siswa. Instrumen penelitian ini adalah tes.

Berdasarkan data tersebut, ditemukan bahwa kemampuan Siswa dalam mengidentifikasi jenis kalimat sangat baik. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa adalah 73. Ada beberapa siswa yang mendapat nilai rendah dalam mengidentifikasi jenis kalimat, terutama dalam mengidentifikasi kalimat kompleks dan kalimat majemuk-kompleks.

Kata kunci: Kemampuan Siswa, Mengidentifikasi Jenis-jenis Kalimat

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In finishing this thesis, the researcher get various difficulties. It is a pleasure to acknowledge the help and constribution from the following who have contributed in different ways hence this thesis is processed until become a complete writing. In this opportunity, the researcher would like to express the great thanks and gratitude to those who given the researcher a lot of things that researcher that is able to finalize and publish this research:

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore it is such a pleasure for me to get critiques and suggestion from the readers to make this thesis better.

Padangsidimpuan, Mei 2023

Researcher

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CHAPTER I

INTRODUCTION

A. Background of the problem

Sentence is a group of words which makes a complete sense. A sentence is a group of words that use to communicate idea. According to Wren and Martin, sentence is a group of words, which makes complete sense.¹ According to Marcella Frank, sentence is a full prediction containing a subject plus a predicate with a finite verb.² In English there are four types of sentences: simple sentence, compound sentence, complex sentence, and compound-complex sentence.

Sentence is a group of words that in writing starts with a capital letter and ends with a full stop, question mark.³ A grammatically complete sentence expresses at least one complete whole event or situation with a subject and predicate. Some sentences consist of only one clause. A clause also expresses a whole event or situation with a subject and predicate. Subject is what or whom the sentence is about, while the predicate tells something about the subject. To use a good subject and predicate, you have to adjust it to a sentence. In English there are four types of sentences. It includes simple sentence, compound sentence, complex sentence and compound-complex sentence.

¹wren martin, *high school english grammar and composition*, (ram nagar: chand and company LTD, 1991).

²Marcella Frank, *Modern English a Partial Reference Guide*, (new jersey: prentice-hall). p. 220

³Marjolijn Vespoor and Kim Sauter, *English Sentence Analysis*, (John Benjamins Publishing Company:Amsterdam/Philadelphia, 2000).

Simple sentence is a sentence consist of one subject and one predicate. Such sentences have only one full predication in the form of an independent clauses.⁴ Simple sentence contains a subject and a verb. It expresses a single complete thought that can stand on its own. A compound sentence consists of two independent clauses. An independent clauses is a part of a sentence that can stand alone because it contains a subject and a verb and expresses a complete thought.⁵ The connecting word for, which expresses reasons, connect these two clauses and expresses what these two situations have to do with each other.⁶

A complex sentence contains one independent clause and one or more dependent clause. A dependent clause either lacks a subject or a verb or has both a subject and a verb that does not express a complete thought. A complex sentence always has a subordinator (as, because, since, after, although, when) or relative pronouns (who, that, which). Complex sentence is a sentence consist of one main clause and one or more subordinate clauses. According to Wren and Martin, complex sentence is a sentence that consists of one main clause and sub-ordinate clause (dependent clause).

Compound-complex sentence is a sentence consist of two or more main clauses and two or more subordinate clauses. Compound-complex sentence contain two or more independent clauses and one or more

⁴ Marcella Frank.

⁵ Academic Success Center Reading & Writing Lab Title V/ISSA

⁶Marjolijn Verspoor and Kim Sauter, 'English Sentence Analysis', *English Sentence Analysis*, 2000 <<https://doi.org/10.1075/z.100>>.

dependent clauses. According to Wren and Martin, compound-complex sentence is a sentence which consist two or more main clause and at least one or more subordinate clause or double sentence. Compound-complex sentence has at least two of which are independent. It can use almost any combination of dependent and independent clause, make sure that there is at least one independent clause. In differentiating a complex sentence, students are difficult to differentiate subordinator (as, because, since, after, although, when) or relative pronouns (who, that, which and so on). Some of them are difficult to use it well.

Based on Curriculum for senior high school, types of sentences are introduce to students from the first year until the third year at senior high school. They are simple sentence, compound sentence, complex sentence, and compound-complex sentence, to reach the KKM score (80), the students must understand the types of sentences. In fact, the English teacher said that the students in MAN 1 Padangsidempuan has found most of students in eleven grade get a fairly low score is 70, beside the KKM score is 80.

Based on an interview done by researcher with one of the English teacher in MAN 1 Padangsidempuan, her names is Mrs. Afnita Warni, S.Pd. She said that the students sometimes do not understand how to differentiate complex sentence and compound-complex sentence. Furthermore, based on an interview between the researcher and Ika Nurfadhilah Harahap, one of the students in MAN 1 Padangsidempuan, she

said that she faced difficult to understand compound-complex sentence, she is confused how to make a compound-complex well. Then, moreover an interview the researcher with Anggi Sakinah, one of the students in MAN 1 Padangsidempuan, she said she is still confused how to differentiate between complex sentence and compound-complex sentence. So, the researcher choose to share with students how to identifying types of sentences.

There are some prior researches about this research. The first was written by Saima Putri Lubis, she concluded that the students' ability in identifying sentences in descriptive text in Madrasah Aliyah Negeri 1 Padangsidempuan can be categorized into good categories. The second, was written by Lenggana Dori Bulan Sitorus, she concluded that the ability of the students in analysing compound sentences in report text at grade XI in SMA Negeri 8 Padangsidempuan can be categorized into enough. She said that the students are weak in sentence structure.

Based on the explanation above, the researcher is interested in conducting a descriptive quantitative research in which the purpose is to describe problem of students in identifying types of sentences. The researcher a research entitled: Students' Ability in Identifying Types of Sentence at Grade XI MAN 1 Padangsidempuan.

B. Identification of the problem

Based on the background of the problem above, there are many problems includes in grammar. But because of the limitation of the time, the researcher has to focus the problem of this research on students' ability in identifying types of sentences at grade XI MAN 1 Padangsidimpuan.

C. The formulation of the problem

1. What is the students' ability in identifying types of sentence at grade XI Madrasah Aliyah Negeri 1 Padangsidimpuan?
2. What are the students' difficulties in identifying types of at grade XI Madrasah Aliyah Negeri 1 Padangsidimpuan?

D. The objective of the research

2. To know the students' ability in Identifying types of sentence at grade XI Madrasah Aliyah Negeri 1 Padangsidimpuan.
3. To know the students' difficulties in identifying types of sentence at grade XI Madrasah Aliyah Negeri 1 Padangsidimpuan.

E. The Terminologies

To avoid misunderstanding in assuming the title of the research, then it clarified the definition of terminologies in title students' in identifying types of Sentence at grade XI MAN 1 Padangsidimpuan by following Bellow:

1. Ability

Ability is the ability or power to do something. This research means ability the potential, skill, or power of eleventh grade students of MAN 1 Padangsidempuan in identifying types of Sentence.

2. Types of sentence is a group of words that we use to express our idea. It is a complete, it can stand alone and consist of two main parts, subject and predicate. There are types of Sentence, namely simple Sentence, compound sentence, complex sentence and compound-complex sentence. The sentence is important to create in writing, so we need to know the rules of making good and understand expression.

There are four types of sentence in English, that simple sentence, compound sentence, complex sentence and compound-complex sentence. Simple sentence is a sentence that contains only one clause. This clause is the main clause (which can stand alone). To form a clause, you only need a subject and predicate. The predicate itself can be a verb phrase or just a verb.

Compound sentence is a sentence that is composed of two independent clauses (main sentence) connected by conjunction. While a complex sentence is a sentence which there is one main clause or independent clause, and at least one dependent clause or subordinate clause. In a complex sentence conjunction or relative pronouns are also needed which function to connect these clauses, thus making complex sentence.

F. significances of the research

The significance of this research is expected to be useful for the teacher to improve their teaching of simple, compound, complex, and compound-complex sentence. It is also expected to be useful for the students in increasing their ability in identifying simple, compound, complex, and compound-complex sentence.

The significance has two major benefits as follows:

1. Theoretically

The research hopefully can enrich previous research that measure students' ability in identifying simple, compound, complex, and compound-complex sentence.

2. Practically

a. The Researcher

By doing this research, the researcher can get more understanding of how to identifying simple, compound, complex, and compound-complex sentence.

b. The Teachers

The researcher hopes that finding can be useful for English teachers to get information about the students' ability in identifying simple, compound, complex, and compound-complex sentence.

c. The Students

The result of this research can provide information of the students' ability in identifying types of sentence. It also can improve students' ability in learning English especially in identifying types of sentence.

G. Outline Of The Thesis

1. Chapter I is an introduction that consist of background of the problem, Identification of the problem, The formulation of the problem, the objective of the research, and the significance of the research.
2. Chapter II consist of theoretically description, related literature, and also review of related findings.
3. Chapter III is research methodology, consist of place and time of the research, research design, population and sample, instrument of collecting the data, indicator, validity and reliability of the research, the technique of collecting the data and the technique of data analysis.
4. Chapter IV is the result of the research. It consist of data description like, mean score, median, modus, range and it consist of discussion and the threat of research.
5. Chapter V consist of conclusion and suggestion.

CHAPTER II

THEORITICHAL DESCRIPTION

H. Ability

1. Definition of Ability

Ability defined as the state of being able to do something, or level of skill at doing something. Ability is the power or skill to do something in a particular activity. According to Stephen P. Robbins Ability is an individual's current capacity to perform the various tasks in a job. Overall abilities are essentially made up of two sets of factors: intellectual and physical.⁷ Ability is the mental or physical capacity, power or skill required to do something.⁸ The word 'Ability' is derived from the word 'able', which has the similar meaning with 'can'.

According to Dauglas Brown, the word "ability" has three meanings, they are:

2. Achievement is actual ability and can be measured by straight use of the instrument or devised test.
3. Capacity is potential ability and can be measured by not straight, the individual's capacity.
4. Aptitude is quality and can be expressed by especially training.⁹

⁷ Stephen p. Robins, Timothy A. Judge, *Organizational Behaviour*, (Edition 15, 2006), p. 52.

⁸ A. S. Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University press, 2000), p. 1334.

⁹H. Dauglas Brown, *Teaching by Principles and Approach to Language Pedagogy* (new jersey: engle wood cliffs, 2001).

So, students' ability in this research mean the achievement of person who is studying at eleventh grade in MAN 1 Padangsidempuan.

2. Types of Sentence

A sentence is a group of words expressing a complete thought. A sentence is a group of words that expresses a statement, question, command, or wish sentences usually contain a subject and verb. In written English, the first word of a sentence is capitalized and the sentence ends with a period, question mark, or exclamation point. Sentence is the largest independent unit of grammar: its begins with a capital letter and ends with a period, question mark, or exclamation point and sentence is a group of words that has meaning and function used by people to communicate and can be writing or speech form. (3)

There are four types of sentence in English, they are simple sentence, compound sentence, complex sentence, and compound-complex sentence.¹⁰

1) Simple Sentence

A sentence which has one subject and one predicate is called simple sentence. A simple sentence is always an independent clause. A simple sentence expresses a complete thought.

¹⁰Alice Oshima and Aan Hogue, *Writing Academic English Fourth Edition (the longman academic series)*.P. 164.

Examples:

a) Simple sentence one subject

We go to campus

(subject = we, predicate = go to campus)

She is busy

(subject = She, predicate = is busy)

She is innocent

(subject = she, predicate = is innocent)

He learn English

(subject = he, predicate = learn English)

He attended the Isra' Mi'raj event

(subject = He, predicate = attended the isra' mi'raj event)

b) Simple sentence with two subject-one verb

Example:

Ahmad and Farhan won adzan competition.

(subject = Ahmad and Farhan, verb = won)

c) Simple sentence with one subject-two verb

He wrote and sang a song.

(subject = He, verb = wrote and sang)

d) Simple sentence with compound subject and compound verb

Azka and zaki write and read Al- Qur'an

(subject = Azka and Zaki, verb=write and read)

2). 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. Compound sentence may have two or more independent clauses combining with conjunction.

There are seven coordinating conjunctions in English

- d. 'And' use to express a relationship of 'addition'
- e. 'But' use to express a relationship of 'contrast'
- f. 'For' use to express a relationship of 'cause effect'
- g. 'Nor' use to express a relationship of 'negative addition'
- h. 'or' use to express a relationship of 'alternative'
- i. 'So' use to express a relationship of 'cause effect'
- j. 'Yet' use to express a relationship of ' contrast'¹¹

There are three ways to join the clauses in compound sentence:

1. With a coordinator

Salt water boils at a higher temperature than freshwater, **so** food cooks faster in salt water.

2. With a conjunctive adverb

Salt water boils at a higher temperature than freshwater **therefore**, food cooks faster in salt water.

¹¹Manik Joshi, *Simple, Compound, Complex, Compound-Complex Sentence* (licence standard copyright licence, 2014).P. 8.

3. With a semicolon

Salt water boils at a higher temperature than freshwater; food cooks faster in salt water.

Compound sentence can also be defined as a sentence consisting of two independent clauses joined by connector.

1). Compound sentence having two independent clauses

Example:

Fatimah joined qoriah club, and Ridho joined qori club.

Fatimah joined qoriah club, but Ridho joined qori club.

Fatimah joined qoriah club, so Ridho joined qori club.

Fatimah joined qoriah club, yet Ridho joined qori club.

There are two independent clauses in the above sentences:

3. Fatimah joined qoriah club.

(subject = Fatimah, predicate = joined qoriah club)

b. Ridho joined qori club.

(subject = Ridho, predicate = joined qori club)

Coordinators ('and, but, so, yet') have been used to join these clauses. Thus, there are two independent clauses in a single sentence. (compound sentence).

Other example:

He was intelligent, yet he couldn't get the first rank.

There are two independent clauses in this sentence:

a. He was intelligent.

(subject = he, predicate = was intelligent).

b. He couldn't get the first rank.

(subject= he, predicate = couldn't get the first rank).

Coordinator ('yet') has been used to join these clauses. Thus, there are two independent clauses in a single sentence. (compound sentence).

2). Compound sentence having more than two independent clauses

Example:

Aminah studied the holy qur'an for six hours, and Radiah wrote calligraphy for five hours, but Diana cooked for three hours, and Rina swept for an hour.

Here, there are four independent clauses:

a) Aminah studied the holy qur'an for six hours.

b) Radiah wrote calligraphy for five hours.

c) Diana cooked for three hours.

d) Rina swept for an hour.

Coordinator ('and, yet') has been used to join these clauses. Thus, there are four independent clauses in a single sentence. (compound sentence).

Other example:

I read the story of Nabi Muhammad, and I listened to a very interesting story, but I feel sad and touched.

There are three independent clauses in this sentence.

- a) I read the story of Nabi Muhammad.
- b) I listened to a very interesting story
- c) I feel sad and touched.

Coordinators ('and, but') have been used to join these clauses. Thus, there are three independent clauses in a single sentence. (compound sentence).

3) Complex Sentence

A complex sentence contains one independent clause and one (or more) dependent clause.¹² In a complex sentence, one idea is generally more important than the other. We place the more important idea in independent clause and the less important idea in the dependent clause.

Complex sentence is analyzed based on an independent clause and one or more independent clause namely adjective clause, noun clause, and adverb clause. The independent clause is connected the main clause by a subordination conjunction. Subordination involves two ideas, one of which is more important than the other. The more important idea is placed in the independent or main clause. A complex sentence is formed: independent clause + dependent clause or dependent clause + independent clause.

¹²Alice Oshima and Aan Hogue, *Writing Academic English Fourth Edition (the longman academic series)*.P. 172

Example of complex sentence:

1. You should lock the door before you leave the house.
2. Students who call to prayer at the mosque before going to school are the smartest students in this class.
3. Even though John is a good athlete, he doesn't forget to be grateful and pray for everyday.
4. When the call to prayer resounds, the students in the class prepare to pray.
5. Because class time has started, students are not allowed to make noise.

Following is the brief description of subordinating conjunctions and relative pronouns:¹³

<p>A. Subordinating conjunctions (cause or reason)</p>	<p>As Because Considering (that) Since So (that) That Why</p>
--	---

¹³Manik Joshi, *Simple, Compound, Complex, Compound-Complex Sentence* (licence standard copyright licence, 2014).P. 16

B. Subordinating conjunction (comparison)	As much as Rather than Than Whether
C. Subordinating conjunction (concession)	Although As Even though Except Just as While
D. Subordinating conjunctions (condition)	Assuming (that) Even if If In case (that) Lest Only if Provided (that) Unless Until Whether
E. Subordinating conjunction (time)	After

	As
	As long as
	As soon as
	Before
	Once
	Since
	Till or until
	When
	While

4) Compound-Complex Sentence

A mixed sentence or compound-complex sentence is a type of complex sentence in which there is more than one independent clause joined by one or more dependent or subordinate clauses.¹⁴ Thus, a mixed sentence is the combination of compound sentence and subordinate clause. Sometimes, complex is connected with simple sentence.

Thus, there are three situations are possible:

1. Compound - complex sentence having a subordinate clause and a compound sentence.

¹⁴Manik Joshi, *Simple, Compound, Complex, Compound-Complex Sentence* (licence standard copyright licence, 2014).P. 21.

Example:

Even though he won the competition, he didn't forget to be grateful, but he gave alms to others.

There is one subordinate clause and a compound sentence.

Subordinate clause- *he didn't forget to be grateful, but he gave alms to others.*

compound-complex sentence having a simple and a complex sentence.

Example:

I entered the class before teacher came, but my classmate didn't join the class.

Here, the first part is a complex sentence, and the second part is a simple sentence.

complex sentence: I entered the class before teacher came.

Independent clause- I entered the class.

Subordinate clause- before teacher came.

Simple sentence: my classmate didn't join the class.

(independent clause)- my classmate didn't join the class

(subject-classmate, predicate- didn't join the class).

2. compound-complex sentence having more than one complex sentence.

Example:

He will go to campus when he finishes his assignment, and I will cook when I finish my task.

Here both the clauses are complex sentences.

complex sentence 1:

He will go to campus when he finishes his assignment.

(independent clause: He will go to campus)

(Subordinate clause: when *he finishes his assignment*).

complex sentence 2:

I will cook when I finish my task.

(independent clause: *I will cook*).

(Subordinate clause: when I finish my task).

B. Review of Related Findings

There are some related findings to this research. The first was thesis by Saima Putri Lubis with the title the student's ability of the grade XI to identify sentences in descriptive text in madrasah aliyah negeri 1 padangsidempuan. The aim is to know students' ability in identifying sentences in descriptive text, and to know the students' difficulties in identifying sentences in descriptive text. The test was conducted to find out students ability in identifying sentences in descriptive text. The researcher found on students percentage in identify sentences in descriptive text. The percentage of students' ability in identify sentences in descriptive text was 74.66%. The researcher found the difficulties were low in comprehending the basic of English subject. Some students did not know to put the relative pronoun in complex sentence. The students had poor vocabulary mastery. So, they felt difficult when they have been identifying sentences. The

result of the data analysis was that the students' ability in identify sentences in descriptive text at eleven grade of MAN 1 Padangsidempuan was categorized into good category.

The second thesis made by Lenggana Dori Bulan Sitorus with the title the ability of the students in analyzing compound sentences in report text at grade XI SMA Negeri 8 Padangsidempuan. The kind of this research is ualitative research by using descriptive method. This research is purpose to know students' ability in analyzing compound sentences in report text at grade XI SMA Negeri 8 Padangsidempuan 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. This research show that the students' ability in analyzing compound sentences in report text at the grade XI SMA Negeri 8 Padangsidempuan category into enough (50%).

The third was written by Media Rahmi with the title A Study of Sentence Types on The Writing of English Department Students of Universitas Negeri Padang. This research was a descriptive study with research subjects were 22essays of Education 2 Class students in year 2014/2015. Data were collected by analyzing sentences in the essay which werethe result of semester exam ofawriting class. Based on the research, there were four sentencetypesinthestudents' writing simple, compound, complex, and compound-complex sentences. Based on the results of the study, it wasfound that simple sentence was the most sentence types commonly writtenby the students in

writing, by contrast, compound-complex sentence was the least sentence types written by the student.

The fourth was written by Anis Ernawati with the title *An Analysis Types of Sentences Used by The Students' Essay Writing at The Third Semester of Iain Tulungagung in The 2013/2014 Academic Years*. This research design uses descriptive research with a qualitative approach. The source of data in this research is taken from 27 students of the third semester of A class in IAIN Tulungagung and the data is type of sentences used by the students' essay writing collected in the form of documentation and questionnaire. Based on the result of data analysis, the types of sentences used by the students essay writing are simple sentence, compound sentence, complex sentence and compound – complex sentence with varieties of sentence connectors, phrase and clause.

Based on the related findings above, the researcher concluded that students need to develop their ability in identifying types of sentence even though most of the result those research above was categorized enough. Therefore, the important thing that should be done to develop their skill is to increase their ability in identifying types of sentence. Moreover, this research would be focus on students' ability in identifying types of sentence at grade XI MAN 1 Padangsidempuan. Therefore, this research is conducted by researcher to complete the previous research. This research will explore a new finding that will be focus on students' ability in identifying types of sentence deeply. Hopefully, this research will contribute a finding in writing to enrich knowledge in teaching for students and teachers.

CHAPTER III

RESEARCH METHODOLOGY

3. Location and Time of the Research

1. Place and Time of the Research

The location of the research is MAN 1 Padangsidimpuan. It is located on jln. Stn. Soripadamulia. The research has been conducted from October 2021 until finish. The subject of this research is the eleven grade of students in MAN 1 Padangsidimpuan.

2. Research Design

This research used mixed method. Mixed methods research is an approach that involves both quantitative as well as collection qualitative data, integrate the two forms of data, and use the different designs that may involve philosophical assumptions and theoretical framework.¹ The core assumptions of this form of research are that a combination of qualitative and quantitative approaches delivers complete understanding of the research problem.

This research based on data and recordings that have been obtained from the results of the interview. The researcher recorded several students related to the material in the research. This is an effort made so that the information obtained can be stored and listened again.

3. Population and Sample

a. Population

Population refers to the collection or group of all units to which the research findings will be applied. In other words, the population is a collection of all units that have the characteristics of the variables studied and whose research results can be generalized. According to Suharsimi Arikunto, “population is all of the subject of research”.¹⁵ The same think also delivered by Sumanto that population is all of the subject in region research that is made into the subject of research.¹⁶ Population is the entire group that you want to draw conclusions about. Population is also known as well defined collection of individuals or objects known to have similar characteristic. The population as the data sources of this research are all of the eleventh grade students of MAN 1 Padangsidempuan.

Table 1.1
Total Population of The Students MAN 1 Padangsidempuan.

No	Class	Total
1	XI MIA 1	36
2	XI MIA 2	36
3	XI MIA 3	36
4	XI MIA 4	36
5	XI MIA 5	36
Total		180

¹⁵Suharsimi Arikunto, *Metode Penelitian*, (Jakarta: 2013), P. 189.

¹⁶Sumanto, *Teoridan Aplikasi Metode penelitian*, (Jakarta: CAPS, 2014), p. 159.

b. Sample

According to Suharsimi Arikunto sample is a part or a substitution of the population that want to be researched.¹⁷ The sampling strategy that used in this research is random sampling. Random sampling is the process of selecting a sample in such as a way that all individual in the defined population have an equal and it is type of probability sampling in which the researcher randomly selects a subset of participant from the population.

To take a good sample of this research, the researcher taken opinion of Suharsimi Arikunto. She said “if the subject is less than 100 people, all of them should be taken, if the subject is large or more than 100 people can be taken 10-15% or 20-25% or more. In this research the population is more than 100 people. So, the researcher took 20% of each class. The Sample of this research, the writer took 45 students as a sample from 180 students in MAN 1 Padangsidempuan.

Table 1.2
The Sample of The Research.

No	Class	Total	Percentage	Sample
1	MIA 1	36	25%	9
2	MIA 2	36	25%	9
3	MIA 3	36	25%	9
4	MIA 4	36	25%	9
5	MIA 5	36	25%	9
Total		180		45

¹⁷ Suharsimi Arikunto, p. 174.

4. Instrument of Collecting The Data

a. Test

Test is a tool that used to know the students mastery on English, and also some of questions or views and other tools which are used to measure skill, knowledge, and intelligent ability. According to Suharsimi Arikunto she argues that “Tests are series of questions or exercises and other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individual or group”.¹⁸ The test refers to the process of measuring students' knowledge or skills in certain problems through several oral or written procedures. Tests can be used to highlight the strengths and weaknesses of the teaching process and help teachers improve it.

This test is used to examine of the students' ability in identifying types of sentence at grate XI of MAN 1 Padangsidimpuan. The test in this research is grammar test. It's about to identify and label types of sentence. There are 20 questions, and the labels decides the types of sentence based on simple sentence (S), compound sentence (C), complex sentence (CX) and compound-complex sentence (CCX). The test is to identifying types of sentence (simple sentence, compound sentence, complex sentence, and compound-complex sentence).

¹⁸Suharsimi Arikunto, *Metode Penelitian*, (Jakarta: 2013), P. 193.

b. Interview

interview is a purposeful exchange of ideas, the answering of questions and communication between two or more persons. Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.¹⁹ The interview also is a method that used to get answer from respondents by way of one-sided questioning, so that its meaning can be expressed in a certain topics.

Interview is data collection by submitting direct questioning by the interviewer to the respondent's answer which recorded or record with a type recorder. In this research, interview is one of the techniques of collecting data by doing oral interview in individual meeting. The researcher prepare the questions to the students. So, when the researcher do the interview, the researcher ask the students' ability in identifying types of sentence.

Table 1.3
The Indicator of Test

No	Indicator
1	Simple sentence
2	Compound sentence
3	Complex sentence
4	Compound-complex sentence

¹⁹gay and Peter, *Airasion Education Research Competencis for Analysis and Aplication* (USA: prentice-hall, 2000).

Table 1.4
Rubric Score of students' identifying Types of Sentence.

No	Indicator	Indicator of Item	Score
1	Simple sentence	Students are able to identifying simple sentence number (1, 3, 7, 12, and 20)	25
2	Compound sentence	Students are able to identifying compound sentence number (2, 6, 8, 15, and 18)	25
3	Complex sentence	Students are able to identifying complex sentence number (5, 9, 10, 13 and 19)	25
4	Compound-Complex sentence	Students are able to identifying compound-complex sentence number (4, 11, 14, 16 and 17)	25

5. Validity of The Research

According to Sugiyono: Validity is the degree of accuracy between the data that occurs in the object of research and the power that can be reported by researchers.²⁰ In validate to instrument of the research, the researcher use a validator. The validators are people who are competent and understand about development in learning by evaluating and paying attention to cognitive, affective aspects and are able to provide input and suggestion for improving the evaluation tools that have been prepared. So the test will be validated by expert of writing, she is the English teacher in MAN 1 padangsidimpuan.

²⁰ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D*, (Gegerkalong Hilir: Bandung , 2014) p. 177.

6. Technique of Validity

This research using the type of construct validity. Where construct validity concerns the extent to which your test or measure accurately assesses what it's supposed to. It is important to operationalize constructs into concrete and measurable characteristics based on your idea of the construct and its dimensions. Construct validity has traditionally been defined as the experimental demonstration that a test is measuring the construct it claims to be measuring. Before the measuring instrument is tested on student, the test items that have been prepared are first consulted with experts for assessment.

The assessment is carried out by expert, this assessment was conducted to determine the construct validity of the student achievement test. Construct validity of a test should be demonstrated by an accumulation of evidence. ²¹

7. Reliability of The Research

According to Suharsimi Arikunto she said that "Reliability indicates an understanding that an instrument can be trusted to use as a data collection tool because the instrument is already good."²² A reliable test is one whose results are not greatly affected by a change in the condition under which it is given and market. The reliability of the test will be calculated by using test retest formula to calculate the reliability of the instrument in this research, as follow:

²¹Gregory Gerard Jansen, *Improving Validity and Reliability In STAT 2000 Assessments*, (BS Clemson University, 2011) p. 4

²² Suharsimi Arikunto

$$r_i = \frac{N \sum XY - \sum X \sum Y}{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Note:

r_i : Moment product correlation coefficient

N : Number of respondents

x : The score of each item on the first try

y : The score of each item on the next try

8. The Technique of Collecting Data

In this research, quantitative and qualitative data collection was carried out at one time, and alternating at short intervals. Collection technique quantitative data as the main focus of research by providing instruments which has been tested for its validity and reliability for the samples. This data collection technique obtained quantitative data about students' ability in identifying types of sentences.

Quantitative data using tests is giving tests in the form of questions to the respondents were then answered for data collection. This method used to retrieve data related to students' ability to identify types of sentences.

Qualitative data is a data collection technique that is done by in-depth interviews, and documentation. The interview is a debriefing conducted by two insiders a meeting to get some information. Interview carried out for data collection techniques if researchers

want to know more in-depth information from informers and want to find a problem.

9. Technique of Data Analysis

Based on the distribution of Mixed Methods Research types, the researcher chose using exploratory type design which is included in the sequential model. This type of design is a mixed methods research design done by conducting qualitative research first and then then proceed with quantitative research.

Based on the order in which the research method is used, for more details, Cresswell said in his book "Sequential exploratory strategy in mixed methods research involves a first phase of qualitative data collection and analysis followed by a second phase of quantitative data collection and analysis that builds on the results of the first qualitative phase".

After all the data has been collected, the next step is analyze for quantitative with statistics

Data analysed by statistical analysis with some steps as follow:

1. Analyse and correct the students' answer from the test.
2. Used mean score to analyse the test result.

The formula is:

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

Notes:

M = mean score

$\sum x$ = the sum of all scores

N = the total number of students

3. After knowing the test result of students' score, then the writer percentage all the data as follow:

Table 1.5
The Classification Quality of The Students' Score

No	Score	Category
1	0-49	Poor
2	50-59	Average
3	60-69	Good
4	70-79	Very good
5	80-100	Excellent

4. After finding the mean score of students', here are some criteria as follow:

3. If students got 80-100 from the test, it can be categorized into excellent.
4. If students got 70-79 from the test, it can be categorized into very good.
5. If students got 60-69 from the test, it can be categorized into good.
6. If students got 50-59 from the test, it can be categorized into average.
7. If students got 0-49 from the test, it can be categorized into poor.

CHAPTER IV

THE RESULT OF THE RESEARCH

This chapter discussed about the result of the research based on the title "Students' Ability in Identifying Types of Sentence at Grade XI MAN 1 Padangsidempuan" in order to know the students' ability in identifying types of sentence in MAN 1 Padangsidempuan. The researcher had analyzed and calculated it and followed by testing a test. It would be explained as follow:

A. Data Description

1. Test

To make understanding this research, it was described based on one variable. It was students' ability in identifying types of sentence. It would be described further as follow result of identifying types of sentence.

The researcher used test as an instrument to collect the data. It consisted of 4 indicators. They were simple sentence, compound sentence, complex sentence and compound-complex sentence. There are sub indicators for indicators such as students are able to identify simple sentence, students are able to identify compound sentence, students are able to identify complex sentence, and students are able to identify compound-complex sentence. Every single indicator have the same score. It based on the difficult level category. After the students finished their test, the researcher corrected these results and gave score

for each students. Then, the instrument had been given for the eleventh grade students of MAN 1 Padangsidempuan, the score and the quality each of them could be seen in the table below:

Table 4.1
The students score in identifying types of sentence

No	Initial	Score
1	AHS	95
2	DKH	90
3	DA	90
4	AYR	85
5	RT	85
6	NA	85
7	DA	85
8	AFS	85
9	WS	85
10	KS	80
11	ESG	80
12	RN	80
13	KAR	80
14	RA	80
15	PAL	80
16	AR	80
17	RYR	75
18	R	75
19	RIR	75
20	ASH	75
21	NRP	75
22	NFS	75
23	FA	75
24	BAH	75
25	ARR	75
26	ASQ	75
27	NYS	75
28	NB	70

No	Initial	Score
29	MR	70
30	SAR	70
31	KS	70
32	MAA	70
33	SAS	70
34	NAZT	70
35	W	70
36	FZ	70
37	NAS	65
38	RNS	60
39	RUM	55
40	SS	55
41	SR	50
42	RSH	50
43	KAN	50
44	NL	50
45	SUN	50
Total		3285
Mean score		73

Based on the table above, the total scores of the students' ability in identifying types of sentence at grade XI MAN 1 Padangsidempuan test was 3.285. It can be also be seen that were students who got 95 as the highest score and there were students who have 50 score as the lowest score. After obtaining the highest and lowest scores, these scores were used to determine the score of the interval as follow:

Table 4.2
Interval Class of The students score in identifying types of sentence

Interval	Frequency	Mid-point	Percentage
50-57	7	54.5	16%
58-65	2	62.5	4%
66-73	9	70.5	20%
74-81	18	78.5	40%
82-89	6	86.5	13%
90-97	3	94.5	7%
$i=8$	45		100%

Interval class of the students score in identifying types of sentence has explained by the researcher. After finding the mean score, median, modus, the highest score and the lowest score of students ability in identifying types of sentence. The researcher make the explanation into specific explanation. It can be concluded that many students were in interval 74-81 with 18 students 40%). For the lowest interval was in interval 58-65 with 2 students 4%). To categorize the level ability in identifying types of sentence, it could be seen as below:

Table 4.3
The students percentages score in identifying types of sentence

Scores	Level of ability	Percentages scores
80-100	Excellent	16 (36%)
70-79	Very good	20 (44%)
60-69	Good	2 (4%)
50-59	Average	7 (16%)
0-49	Poor	0 (0%)
Total		100%

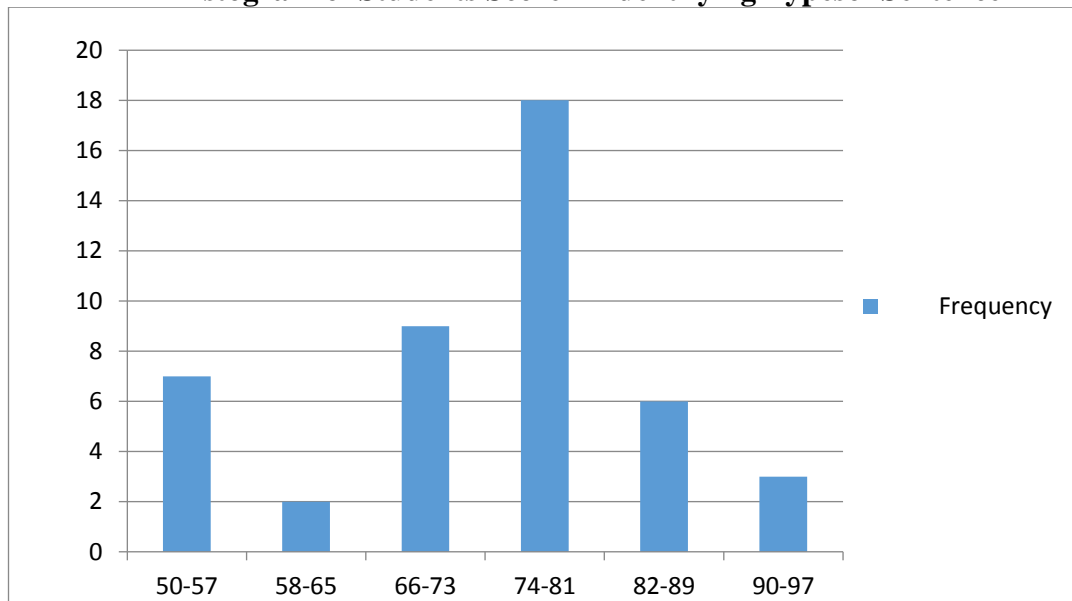
After analyzing the students' result in identifying types of sentence at grade XI MAN 1 Padangsidimpuan. It could be seen that there were 36% of the students as excellent levels category consisted of 16 students, 44% students were categorized as very good levels consisted of 20 students, then 4% students recognized as good levels consisted of 2 students and last, 16% of students consisted of 7 students were categorized in average level.

Table 4.4
Resume of variable in identifying types
of sentence.

No	Statistic	Variable
1	Highest score	95
2	Lowest score	50
3	Range	45
4	Mean score	73
5	Median	75
6	Modus	75

Based on the table 4.4 above, it was known that the variable of identifying types of sentence which followed by 45 students, based on the total number of sample the highest score was 95 and the lowest score was 50. The range score was 45, mean score was 73, median was 75 and modus was in 75. Based on data calculation mean score 73, the researcher concluded that the students' ability in identifying types of sentence at grade XI MAN 1 Padangsidimpuan was very good category. To understand the data clearly, the researcher presented the data on the histogram below:

Figure 4.1.
Histogram of Students Score in Identifying Types of Sentence



B. Discussion

This research discussed about the students' ability in identifying types of sentence. The researcher analyzed what is students' ability in identifying types of sentence at eleven grade students of MAN 1 Padangsidempuan.

There are some aspects or indicators that the researcher analyzed to know their ability. The first is simple sentence, compound sentence, complex sentence, and compound-complex sentence. Each aspect has point or score and the researcher calculate it to get the last point of score.

Based on the general result of calculation, the researcher found out the mean score was 71.78, modus 80, median 75. There were number of

research have been done. Every single research had similarities and differences with this research. The researcher has write it briefly.

The first was thesis by Saima Putri Lubis with the title the student's ability of the grade XI to identify sentences in descriptive text in madrasah aliyah negeri 1 padangsidimpuan. The aim is to know students' ability in identifying sentences in descriptive text, and to know the students' difficulties in identifying sentences in descriptive text. The test was conducted to find out students ability in identifying sentences in descriptive text. The researcher found on students percentage in identify sentences in descriptive text. The percentage of students' ability in identify sentences in descriptive text was 74.66%. The researcher found the difficulties were low in comprehending the basic of English subject. Some students did not know to put the relative pronoun in complex sentence. The students had poor vocabulary mastery. So, they felt difficult when they have been identifying sentences. The result of the data analysis was that the students' ability in identify sentences in descriptive text at eleven grade of MAN 1 Padangsidimpuan was categorized into good category.²³

The similarities of saimas' thesis is both of them to know the students ability in writing in descriptive text. Therefore the differences between them were the saimas' research is to identify sentences while in the research the researcher is to write the types of sentence, and also different in in the discussion each thesis.

²³Saimaputrid, Lubis, "*The Student's Ability Of The Grade XI To Identify Sentences In Descriptive Text In Madrasah Aliyah Negeri 1 Padangsidimpuan*,"State College For Islamic Studies Padangsidimpuan (2012), <http://etd.iain-padangsidimpuan.ac.id>

The second thesis made by Lenggana Dori Bulan Sitorus with the title the ability of the students in analyzing compound sentences in report text at grade XI SMA Negeri 8 Padangsidempuan. The kind of this research is ualitative research by using descriptive method. This research is purpose to know students' ability in analyzing compound sentences in report text at grade XI SMA Negeri 8 Padangsidempuan 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. This research show that the students' ability in analyzing compound sentences in report text at the grade XI SMA Negeri 8 Padangsidempuan category into enough (50%).

The similarities of Lengganas' is the researcher analyzed compound sentences after the test is completed by the the students. The researcher analyze about dependent and independent clause. While the difference between the two of them are in the previous study using a type of qualitative research while the researcher now using quantitative with descriptive method.²⁴

The third was written by Media Rahmi with the title A Study of Sentence Types on The Writing of English Department Students of Universitas Negeri Padang. This research was a descriptive study with research subjects were 22essays of Education 2 Class students in year

²⁴LengganaDoriBulan, Sitorus, "*The Student's Ability Of The Grade XI To Identify Sentences In Descriptive Text In Madrasah Aliyah Negeri 1 Padangsidempuan*,"State College For Islamic Studies Padangsidempuan (2013), <http://etd.iain-padangsidempuan.ac.id>

2014/2015. Data were collected by analyzing sentences in the essay which were the result of semester exam of a writing class. Based on the research, there were four sentence types in the students' writing: simple, compound, complex, and compound-complex sentences. Based on the results of the study, it was found that simple sentence was the most sentence types commonly written by the students in writing, by contrast, compound-complex sentence was the least sentence types written by the student.²⁵

The similarities between the two are that both of them discuss the types of sentence (simple sentence, compound sentence, complex sentence and compound-complex sentence). Both of them also very good in determining simple sentence and weak in determining compound-complex sentence. While the difference between both of them are in previous research is about writing and the research use descriptive research with research subjects were 22 essays of Education 2 Class students. While in this research the research error use mix method for the research.

The fourth was written by Anis Ernawati with the title *An Analysis Types of Sentences Used by The Students' Essay Writing at The Third Semester of Iain Tulungagung in The 2013/2014 Academic Years*. This research design uses descriptive research with a qualitative approach. The source of data in this research is taken from 27 students of the third

²⁵Media Rahmi, "A Study of Sentence Types on The Writing of English Department Students of Universitas Negeri Padang. 2016"

semester of A class in IAIN Tulungagung and the data is type of sentences used by the students' essay writing collected in the form of documentation and questionnaire. Based on the result of data analysis, the types of sentences used by the students essay writing are simple sentence, compound sentence, complex sentence and compound – complex sentence with varieties of sentence connectors, phrase and clause.²⁶

The similarities between the two are the same in discussing the types of sentence. While the difference is the first writer used qualitative method while the researcher use descriptive quantitative method. The difference both of them are, in the previous research which about students' essay writing.

C. The Threats of The Research

In this research, the writer believed that there were many threats. It started from the beginning of the title until the end of the research. This research was so far from perfect. While doing this research, there were so many threats of time because the students have many activities to do. Therefore, the researcher give medium time to students while do the test.

The researcher was aware that all the things would want to be searched but to get the excellent result from the research were the treats of the research. The researcher has searched this research. Finally, it has been done because the helping from the entire advisors and English teacher.

²⁶Anis Ernawati, "An Analysis Types of Sentences Used by The Students' Essay Writing at The Third Semester of Iain Tulungagung in The 2013/2014 Academic Years, 2013/2014"

CHAPTER V

CONCLUSION AND SUGESTIONS

1. Conclusion

Based on the result above, the researcher got the conclusion as follow :

1. The students' ability in identifying types of sentence at grade XI MAN 1 Padangsidimpuan was classified into very good category.
2. The difficulties that faced by the students at grade XI MAN 1 Padangsidimpuan in identifying types of sentence were lack in difference between complex and compound-complex sentence, and lack in using conjunction.
3. The effort by the teacher to solve the students' problem in identifying types of sentence were the teacher gives an explanation and reviews the learning material.

2. Suggestions

Based on the conclusion that the researcher had mention above, the researcher would like to give some suggestions who has red this research and get some benefits of it. The suggestions that the researcher can give as follow :

1. For the students at grade XI MAN 1 Padangsidimpuan, the researcher suggest the students to pay more attention in

learning English, especially related to students' ability in identifying types of sentences.

2. For the English teacher, the researcher hopes this research can help the teacher to increase and to develop the students' ability in English, especially in identifying types of sentence.

3. For the next researcher, have to find out related topic to the title especially about students ability in identifying types of sentence.

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High = 95

Low = 50

Range (R) = high score – low score

$$= 95 - 50$$

$$= 45$$

$$\text{Total of classes (K)} = 1 + 3.3 \log(45)$$

$$= 1 + 3.3 \log(45)$$

$$= 1 + 3.3 (1.653)$$

$$= 1 + 5.45$$

$$= 6.45$$

$$= 6$$

$$\text{Length of Classes} = \frac{\text{range}}{\text{total of classes}} = \frac{45}{6} = 7.5 = 8$$

Interval	Frequency	Mid-point	Percentage
50-57	6	54.5	13%
58-65	9	62.5	20%
66-73	7	70.5	16%
74-81	16	78.5	34%
82-89	4	86.5	9%
90-97	3	94.5	7%
$i=8$	45		99%

Statistics

		X1
N	Valid	45
	Missing	0
Mean		71.78
Median		75
Mode		80
Sum		3.230

Appendix I

INTERVIEW GUIDANCE

A. Interview The English Teacher

1. Apakah siswa kelas XI mempelajari materi tentang jenis kalimat dalam bahasa Inggris (simple sentence, compound sentence, complex sentence dan compound-complex sentence)?

Did class XI students study the types of sentence in English (simple sentence, compound sentence, complex sentence dan compound-complex sentence)?

2. Apa saja kesulitan yang dihadapi siswa dalam belajar jenis-jenis kalimat (simple sentence, compound sentence, complex sentence dan compound-complex sentence)?

What are the difficulties faced by the students in learning the types of sentence (simple sentence, compound sentence, complex sentence dan compound-complex sentence)?

3. Bagaimana bapak/ibu guru memecahkan masalah tersebut?

How did the teacher solve the problem?

B. Interview The Students

1. Apakah kamu mengetahui jenis-jenis kalimat? Dan apa saja jenis kalimat yang kamu ketahui atau kamu pelajari?

Do you know the types of sentence? What kinds of sentence do you know?

2. Apakah kamu mengetahui pengertian dari keempat jenis kalimat tersebut? (simple sentence, compound sentence, complex sentence dan compound-complex sentence)?

4. Do you know the meaning of the four types of sentence? (simple sentence, compound sentence, complex sentence dan compound-complex sentence)?

3. Apakah kamu bisa membedakan perbedaan antara ke empat jenis kalimat tersebut? (simple sentence, compound sentence, complex sentence dan compound-complex sentence)?

Can you tell the difference between the four types of sentence? (simple sentence, compound sentence, complex sentence dan compound-complex sentence)?

4. Apa saja kesulitan yang kamu hadapi dalam belajar jenis-jenis kalimat? (simple sentence, compound sentence, complex sentence dan compound-complex sentence)?

What are the difficulties you face in learning the types of sentence? (simple sentence, compound sentence, complex sentence dan compound-complex sentence)?

5. Apakah kamu mengetahui conjunction dalam jenis-jenis kalimat? Do you know conjunctions in sentence types?

Appendix II

The Research Instrument of Identifying Types of Sentence

(TEST)

Identify the sentences below into simple sentences, compound sentences, complex sentences, and compound-complex sentences. Give labels (S) for simple sentences, (C) for compound sentences, (CX) for complex sentences and (CCX) for compound-complex sentences.

1. Lucy cooked a delicious dinner. ()
2. Vampires Fairies is my favorite television show, but I also love true Blood.(
)
3. My sister reads the novel. ()
4. When I grow up, I want to be a ballerina, and my mom is proud of me. ()
5. After listening to the Zain west CD, I have new respect for his music. ()
6. Wicked Regina cast a spell on the entire city, so the citizens decided to rebel. ()
7. The doctor come late today. ()
8. Alice advised me to speak to him, but I was too rush to listen. ()
9. Whenever I think back now, I realize how brash I had been. ()
10. If I ever need advice again, I shall be more than willing to ask. ()
11. I will get to watch television, but first I have to clean up the dishes after we finish eating()
12. I am very busy. ()
13. Because he was late again, I shall be more than willing to ask. ()
14. We won the game, but my uniform was muddy because it rained the entire time. ()

15. Tom could have told me that, or he could have shown me any number of short cuts. ()

16. When I feel sad and my family is far way, I will call them by phone ()

17. The weather is perfect, but we must not good outside because we have to look after the baby at home ()

18. I really need a holiday, but I don't have money ()

19. Whenever it rains, I like to wear my blue coat ()

20. I opened the window ()

VALIDATION LETTER

I am the one who signed this letter

Name : Afnita Warni, S.Pd

Job : English Teacher in MAN 1 Padangsidimpuan

Has provided interview guide sheet on students' learning autonomy in writing mastery for completeness of the research entitled:

“Students' Ability In Identifying Types of Sentence at Grade XI MAN 1 Padangsidimpuan”

Arranged by:

Name : Masniyari Sihombing

NIM : 18 203 00008

Faculty : Tarbiyah and Teacher Training Faculty

Department : English Education Department (TBI-3)

The input that I have given as follow:

1. Change the writing test to identifying test.
- 2 .Make 20 questions for the test.
3. The test is to identifying sentence by giving label (S) for simple sentence, (C) for compound sentence,(CX) for complex sentence, and (CCX) for compound-complex sentence.

With hope, the input and assessments that given can be used to complete in obtaining the quality of guidelines for good interview.

Padangsidimpuan, 23-12-2022

Validator

Afnita Warni, S.Pd
NIP. 197704232005012004

IDENTIFYING TEST

Name :

Class :

Time :

Instructions:

Identify the sentences below into simple sentences, compound sentences, complex sentences, and compound-complex sentences. Give labels (S) for simple sentences, (C) for compound sentences, (CX) for complex sentences and (CCX) for compound-complex sentences.

1. Lucy cooked a delicious dinner. ()
2. Vampires Fairies is my favorite television show, but I also love true Blood.(
)
3. My sister reads the novel. ()
4. When I grow up, I want to be a ballerina, and my mom is proud of me. ()
5. After listening to the Zain west CD, I have new respect for his music. ()
6. Wicked Regina cast a spell on the entire city, so the citizens decided to rebel. (
)
7. The doctor come late today. ()
8. Alice advised me to speak to him, but I was too rush to listen. ()
9. Whenever I think back now, I realize how brash I had been. ()
10. If I ever need advice again, I shall be more than willing to ask. ()
11. I will get to watch television, but firts I have to clean up the dishes after we finish eating()
12. I am very busy. ()
13. Because he was late again, I shall be more than willing to ask. ()

14. We won the game, but my uniform was muddy because it rained the entire time. ()
15. Tom could have told me that, or he could have shown me any number of short cuts. ()
16. When I feel sad and my family is far way, I will call them by phone ()
17. The weather is perfect, but we must not good outside because we have to look after the baby at home ()
18. I really need a holiday, but I don't have money ()
19. Whenever it rains, I like to wear my blue coat ()
20. I opened the window ()

Padangsidempuan, 23-12-2022

Validator

Afnita Warni, S.Pd

NIP. 197704232005012004





CURRICULUM VITAE

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3. Senior High School : MAN1 Padangsidimpuan, 2018.
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10 Januari 2023

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Perihal : Pengesahan Judul dan Penunjukan
Pembimbing Skripsi

Yth.

1. Fitri Rayani Siregar, M.Hum.

(Pembimbing I)

2. Sri Minda, M.Hum.

(Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama : Masniyari Sihombing
NIM : 1820300008
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : Students' Ability in Identifying Types of Sentence at Grade XI
MAN 1 Padangsidempuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui

an. Dekan

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Padangsidempuan, 25 November 2022

Yth. Kepala MAN 1 Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Masniyari Sihombing
NIM : 1620300008
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Alamat : Dsn. Perumahan Pir. Ujung Gading

adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul "Students' Ability in Writing Types of Sentence in Descriptive Text at Grade XI MAN 1 Padangsidempuan".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

a.n Dekan

Wakil Dekan Bidang Akademik



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Nomor : B. 1260 /Ma.02.20.01/PP.00.6/12/2022

Yang bertandatangan di bawah ini,

Nama : Dra. Hj. Wasliah Lubis, S.Pd, MA
NIP : 196507081991032003
Pangkat/Gol : Pembina TK. I, IV/b
Jabatan : Kepala Madrasah Aliyah Negeri 1 Padangsidimpuan
Alamat : Jalan Sutan Soripada Mulia No. 31 C Padangsidimpuan

Dengan ini menerangkan bahwa:

Nama : Masniyari Sihombing
NIM : 1620300008
Program Studi : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul Skripsi : **"Students' Ability in Writing Types of Sentence in Descriptive Text at Grade XI MAN 1 Padangsidimpuan"**.

benar telah selesai melaksanakan Riset untuk penyelesaian penyusunan skripsi di Madrasah Aliyah Negeri 1 Padangsidimpuan pada tanggal 25 November 2022 s/d 26 Desember 2022. Sesuai dengan surat Dekan Bidang Akademik UIN Syahadah Kota Padangsidimpuan, Nomor : B. 3813/Un.28/E.1/TL.00/11/2022, tanggal 25 November 2022 dengan Hal : Izin Riset Skripsi.

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya, atas perhatiannya kami ucapkan terimakasih.

Padangsidimpuan, 26 Desember 2022

Kepala,


Dra. Hj. Wasliah Lubis, S.Pd, MA
NIP. 196507081991032003

