AN ANALYSIS OF THE THIRD YEAR STUDENTS' ABILITY IN USING ELLIPTICAL SENTENCEOF COMPOUND SENTENCE AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY

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Abstract

The purpose of this research was to describe the third year students' ability in using elliptical sentence of compound sentence. Descriptive method was used as the design of this research. The population of this research was the third year students of English Department of Bung Hatta University Academic Year 2013/2014 (96 students). The researcher used cluster random sampling to select the sample. The total number of sample was 56 students; class A (29 students) was as the class of real test, and class C (27 students) was as the class of try out test. The researcher used split-half method to make test reliable. The result of the test was reliable with coefficient correlation .90. It was categorized as very high correlation. The test was valid in term of content validity because it had covered all materials which students had learnt. Generally, the result of analyzing data showed that the ability of the third year students in using elliptical sentence of compound sentence was moderate; 6 students (21.43%) had moderate ability, 15 students (53.57%) had high ability, and 7 students (25%) had low ability. Based on the result, the researcher gives suggestions to lecturers to give more exercises about the forms of elliptical sentence of compound sentence; to the students to learn more about using elliptical sentence of compound sentence; to the further researcher to analyze the factors which cause the students had moderate ability in using elliptical sentence of compound sentence.

Key words: Ability, Elliptical Sentence, Compound Sentence

Introduction

People communicate each other to share their ideas, thought and information. They need language to communicate. According to Kramsch (1998:3), language is the principal means whereby we conduct our social lives. It means the language has vital role in human life.

There are many languages that people use to communicate. To communicate with people over the world, international language is needed. There are many international languages such as English, Chinese, Russian, French, Spanish and Arabic (Thompson, 2013:1). One of international languages is English. Sudayana

et.al (2007: iii) say that English is an international language, and it is used by people in the world. Therefore, there are many countries use English as their foreign language or their second language.

In learning English, the students should master English skills and English components. English skills are listening, speaking, reading, and writing. In addition, English components are vocabulary, grammar, and pronunciation.

One of the topics in learning grammar is elliptical sentence. According to Adibah (2013: 339), elliptical sentence is a short sentence which misses some parts because they have similarity with main sentence. Therefore, the sentence becomes more simple and effective.

In beginning of February 2014, researcher did interview informally to the third year students academic year 2013/2014 about elliptical sentence. She only asked to ten students from different classes. The researcher gave beginning question to the students about their knowledgement about elliptical sentence. Almost of them did not know about elliptical sentence. Then, the researcher asked about the use of words conjunction *and* with words *too, so, not either, neither* and conjunction *but* to them. They said that they knew about the lesson.

The last, the reseacher gave three sentences. She asked them to combine the sentence into compound sentence and use ellipsis (elliptical sentence) by using the words *and, too, so, not either, neither* and *but*. These are the sentences which the researcher gave to the students:

1. Jane likes sport. William doesn't like sport.
2. Mary is eating banana cake. Jessica is eating banana
3. John lived in suburb. Ken lived in suburb.

Based on these sentence, the researcher found the students' incorrect sentence such as:

1. Jane likes sport, *but William doesn't either*.(incorrect)
2. Mary is eating banana cake, *and Jessica does too*. (incorrect)
3. John lived in suburb, and *Ken lived too*.(incorrect)

The following sentences are the correct ones:

1. Jane likes sport, *but William doesn't*.(correct)
2. Mary is eating banana cake, *and Jessica is too*. (correct)
3. John lived in suburb, and *Ken did too*.(correct)

Then, the researcher concluded the students had trouble in constructing the elliptical sentence . First, the students still used words "too", "so", "not either" and "neither" in contrary elliptical sentence. In this form, they may not use these words. Second, they also got difficulties to determine which auxiliary or to be they should use based on subject in elliptical sentence form, and tense which was used in main sentence or previous sentence. The last, the students omitted the auxiliary or stayed to use the verbs in elliptical sentence.

Based on the problems above, the researcher had to prove it scientifically. Because of that, the researcher was interested to describe the students' ability in using elliptical sentence of compound sentence. The researcher chose the third year students as sample for this research because they had learnt about compound sentence in Structure IV subject in fifth semester and elliptical sentence in the first semester.

Generally, the purpose of the research was to describe the third year students' ability in using elliptical sentence of compound sentence. Specifically, the purposes of the research were follows:

1. to describe the ability of the third year students in using elliptical sentence of compound sentence in positive elliptical sentence form in Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Simple Past Tense and Simple Future Tense.

2. to describe the ability of the third year students in using elliptical sentence of compound sentence in negative elliptical sentence form in Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Simple Past Tense and Simple Future Tense.

3. to describe the ability of the third year students in using elliptical sentence of compound sentence in contrary elliptical sentence form in Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Simple Past Tense and Simple Future Tense.

Research Method

Descriptive method was used as the design of this research. Gay (1987:189) states descriptive method involves collecting data in order to answer question concerning the current status of subject of the study. She also adds the descriptive method determines and reports the way things are. Therefore, this research just described the ability of the third year students in using elliptical sentence of compound sentence at

3

English Department of Bung Hatta University.

According to Gay (1987:102), population is a group which the researcher would like the result of the study to be generalized. The population of this research was the third year students of English Department of Bung Hatta University Academic Year 2013/2014. The number of population is 96 students. This is the distribution of the population shown in the Table 3.1 below.

Table 3.1
The population of the Third Year Students of English Department of Bung Hatta University Academic Year 2013/2014

Class	Population
A	29
B	40
C	27
Total	**96**

Source: English Deparment of Bung Hatta University Padang

Gay (1987:103) explains a sample is representative of the population from which is selected. The researcher used cluster random sampling as sampling technique. It was used because of some reasons. First, the population was distributed in groups or classes and all of populations have the same chance to be selected as sample in this research. Second, the students in three classes have the same curriculum, teaching material, allocation of time and the lecturer when they took Structure IV subject in fifth semester. The last, it was difficult to gather them on the same occasion.

In selecting the sample, the researcher prepared one piece of paper, she divided it into three small pieces, and she wrote the names of classes on them. She wrote class A in the first piece, class B in the second piece and class C in the third piece, and they were put into the box and be shook. The last, she took two pieces of the paper. The first paper taken became sample for try out class (class C), and the second paper taken became sample for real test class (class C). The total number of class C is about 27 students. In fact, when the researcher did try out test in class C, there were only 26 students (27.08%) who came. In addition, the total number of class A was 29 students. In fact, when the researcher did real test in that class, there were only 28 students (29.17%) who came.

3.2 Instrumentation

Grammar test in the form of multiple choices was used in this research to collect the data. Brown and Abeywikrama (2010: 295) state multiple choice is the most common and popular task for the test-takers

because it is easy to administer and to give score. It became the researcher's reasons why she used this form of the test. The specification of the test can be seen on Table 3.2.

Table 3.2
Item Specification of Try Out Test

No.	Research Indicators	Item Numbers	Total
1.	**Positive Elliptical Sentence**		
	• Using conjunction "*and*" and word *too* in **Simple Present Tense**	**1, 26, 51, 76, 101**	**5**
	• Using conjunction "*and*" and word *too* in **Present Continuous Tense**	**2, 27, 52, 77, 102**	**5**
	• Using conjunction "*and*" and word *too* in **Present Perfect Tense**	**3, 28, 53, 78, 103**	**5**
	• Using conjunction "*and*" and word *too* in **Simple Past Tense**	**4, 29, 54, 79, 104**	**5**
	• Using conjunction "*and*" and word *too* in **Simple Future Tense**	**5, 30, 55, 80, 105**	**5**
	• Using conjunction "*and*" and word *so* in **Simple Present Tense**	**6, 31, 56, 81, 106**	**5**
	• Using conjunction "*and*" and word *so* in **Present Continuous Tense**	**7, 32, 57, 82, 107**	**5**
	• Using conjunction "*and*" and word so in **Present Perfect Tense**	**8, 33, 58, 83, 108**	**5**
	• Using conjunction "*and*" and word *so* in **Simple Past Tense**	**9, 34, 55, 84, 109**	**5**
	• Using conjunction "*and*" and word *so* in **Simple Future Tense**	**10, 35, 60, 85, 110**	**5**
2.	**Negative Elliptical Sentence**		
	• Using conjunction "*and*" and word *not either* in **Simple Present Tense**	**11, 36, 61, 86, 111**	**5**
	• Using conjunction "*and*" and word *not either* in **Present Continuous Tense**	**12, 37, 62, 87, 112**	**5**
	• Using conjunction "*and*" and word *not either* in **Present Perfect Tense**	**13, 38, 63, 88, 113**	**5**
	• Using conjunction "*and*" and word *not*	**14, 39, 64, 89, 114**	**5**

No.	Form	Items	Total
	either in **Simple Past Tense**		
	• Using conjunction *"and"* and word *not either* in **Simple Future Tense**	15, 40, 65, 90, 115	5
	• Using conjunction *"and"* and word *neither* in **Simple Present Tense**	16, 41, 66, 91, 116	5
	• Using conjunction *"and"* and word *neither* in **Present Continuous Tense**	17, 42, 67, 92, 117	5
	• Using conjunction *"and"* and word *neither* in **Present Perfect Tense**	18, 43, 68, 93, 118	5
	• Using conjunction *"and"* and word *neither* in **Simple Past Tense**	19, 44, 69, 94, 119	5
	• Using conjunction *"and"* and word *neither* in **Simple Future Tense**	20, 45, 70, 95, 120	5
3.	**Contrary Elliptical Sentence** • Using conjunction *"but"* in **Simple Present Tense**	21, 46, 71, 96, 121	5
	• Using conjunction *"but"* in **Present Continuous Tense**	22, 47, 72, 97, 123	5
	• Using conjunction *"but"* in **Present Perfect Tense**	23, 48, 73, 98, 124	5
	• Using conjunction *"but"* in **Simple Past Tense**	24, 41, 62, 99, 125	5
	• Using conjunction *"but"* in **Simple Future Tense**	25, 42, 63, 100	4
	Total of Items		124

The researcher's consideration to give more items in positive elliptical sentence and negative elliptical sentence was based on the students' problem in these forms. These items were constructed from books , internet, thesis (*Metode Bimbel Privat Kuasai Bahasa Inggris Kelas X,XI,XII*; *Fundamental of English Grammar 2nd. Ed; Elliptical Sentence; English, A Practical Reference Guide; English Elliptical Construction; Directive Conversation & Idioms; Barron's Students' #1 Choice TOEFL*) and the researcher's modification. Every item was given 1 point for the correct answer and 0 for wrong answer (Arikunto, 2012: 90). The maximum score is 124 and the minimum score is 0. The researcher gave 124 minutes to do the try out test.

The try out was done in June 9th 2014 at 10.00 a.m. The sample for try out was class C. She did it because she wanted to standardize her test. In addition, it was also used to make sure the students understand about the instructions of the test given and to determine the affectivity of time during the students do the test. It was also conducted to find out item difficulties and item discrimination to select good items as test items of the real test.

Next, the researcher analyzed the item difficulty of the test to find out the index of item difficulty, the researcher used the following formula suggested by Arikunto (2012: 233).

$$P = \frac{B}{JS}$$

Where:

P   :   Item difficulties

B   :   Sum of the students who answer correctly

JS   :   Sum of the students who follow the test

The item difficulty range between 0.00 – 1.00 and it is symbolized as "P" that refers to "Proportion" in the evaluation term. The classification of the item difficulties is as follow:

P: 0.00 – 0.30   = difficult
P: 0.31 – 0.70   = moderate
P: 0.71 – 1.00   = easy

Brown and Abeywickrama (2010:71) explain appropriate test items will generally have item difficulty that range between 0.15 and 0.85. He also adds two good reasons why including a very easy item are two build in some affective feelings of "success" among lower ability students and to serve as warm-up test, and for very difficult items can challenge to the highest – ability students. Based on these statements, the researcher took the test item which had range item difficulty index between 0.15 until 0.85. After the researcher calculated the item difficulty, she got 11 items were out of the range between .15 until .85. Item number 3,4,5,10, 25, 35, 45, 55, were above .85 and item number 85, 115, 120, 121, were under range .15. Therefore, these items were not good test items.

The researcher also analyzed item discrimination. The item discrimination is a test measurement which separates the students into high and low group. The researcher arranged the student's score from the high score into low score, and divided them into two groups: high group and low group (Arikunto, 2012: 227). The researcher used the following formula to define item

7

discrimination of the test (Arikunto, 2012: 228):

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

Where:

D: Item discrimination

JA: Sum of the students in high group

JB: Sum of the students in low group

BA : Sum of the students in high group who answer correctly

BB: Sum of the students in low group who answer correctly

In the evaluation term, item discrimination is symbolized as "D" that refers to "Discrimination". The range of item discrimination is between 0.00 and 1.00. The result of the item discrimination is classified into the following:

D : 0.00 – 0.20: Poor

D : 0.21 – 0.40: Satisfactory

D :0.41 – 0.70: Good

D :0.71 – 1.00: Excellent

From the range above, the researcher chose the item that has D between 0. 21 – 1.00 because it was good range for the good item tests. Then, the item was included as test item for the real test (Arikunto, 2012: 232).

The result of try out test, the researcher got items 1, 2, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 36, 37, 38, 39, 40, 41, 42, 43, 44, 46, 47, 48, 49, 50, 51, 52, 53, 54, 56, 57, 58, 59, 60, 61, 62, 63, 64, 66, 67, 69, 70, 71, 72, 74, 75, 76, 77, 79, 80, 81, 82, 84, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 99, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113,114, 117, 118, 123 and 124 were OK since the value of item difficulty and item discrimination of these items could be accepted. Furthermore, items 3, 4, 5, 10, 17, 25, 35, 45, 55, 65, 68, 73, 78, 83, 85, 97, 98, 100, 115, 116, 119, 120, 121, 122, were discarded because the researcher got the value of item difficulty and item discrimination of these items could not be accepted as good items based on the criteria suggested by Arikunto. Based on the result of analyzing item difficulty and item discrimination of try out test, the total questions for real test became 100 items because there were 24 items discarded.

Arikunto (2012:72) says that a good test must be valid and reliable. Arikunto (2012: 82) also explains one of the validity of the test is content validity. The content validity means that the items analyzed cover the syllabus and teaching material which have been learnt by the students. Because of

this reason, the researcher used content validity to show the validity of the test. The items consisted of 124 items because they represented all the research questions. The materials had been consulted with the advisor.

The researcher used split-half method to find out the reliability of the test. Gay (1987:138) explains that this method divides the items of the test into first half group and second half group. To analyze the correlation coefficient between first half and second half test items, Pearson Product Moment Formula was used. According to Arikunto (2012:87), the formula is as follow:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\left\{(n\sum x^2)-(\sum x)^2\right\}\left\{(n\sum y^2)-(\sum y)^2\right\}}}$$

Where:

r_{xy}= The correlation coefficient between variable x and y

X   = The scores of first half items

Y   = The scores of second half items

N   = The total number of students

Furthermore, Gay (1987:139) states that to determine the total reliability of the test, Spearman Brown Formula is used to analyze the result.

$$rii = \frac{2rxy}{1+rxy}$$

Where:

r ii   = The reliability coefficient for the total test

r_{xy} = The correlation of the two halves of the test

Last, the researcher used the degree of correlation coefficient based on Arikunto's idea (2012:89) :

0.81-1.00 = very high correlation

0.61-0.80 = high correlation

0.41-0.60 = enough correlation

0.21-0.40 = low correlation

0.00-0.20 = very low correlation

Based on the result of try out test, the researcher found that the degree of correlation coefficient of the test was .87, and the reliability of the total test was .93 It means that the reliability coefficient of the total test was very high. It means the test was reliable.

After doing try ou test, the researcher did real test to class A as class chosen for the real test on June 20th 2014 at 3.00 p.m. Based on the result of try out test, the

researcher had 100 items to be tested. In order to be clear, it can be seen in the following table:

Table 3.3
Item Specification of Real Test

No	Research Indicators	Item Numbers	Total
1.	**Positive Elliptical Sentence**		
	• Using conjunction *"and"* and word *too* in **Simple Present Tense**	1, 20 43, 64, 83	5
	• Using conjunction *"and"* and word *too* in **Present Continuous Tense**	2, 21, 44, 65, 84	5
	• Using conjunction *"and"* and word *too* in **Present Perfect Tense**	22, 45, 85	3
	• Using conjunction *"and"* and word *too* in **Simple Past Tense**	23, 46, 66, 86	4
	• Using conjunction *"and"* and word *too* in **Simple Future Tense**	24, 67, 87	3
	• Using conjunction *"and"* and word *so* in **Simple Present Tense**	3, 25, 47, 68, 88	5
	• Using conjunction *"and"* and word *so* in **Present Continuous Tense**	4, 26, 48, 69, 89	5
	• Using conjunction *"and"* and word so in **Present Perfect Tense**	5, 27, 49, 90	4
	• Using conjunction *"and"* and word *so* in **Simple Past Tense**	6, 28, 50, 70, 91	5
	• Using conjunction *"and"* and word *so* in **Simple Future Tense**	51, 92	2
2.	**Negative Elliptical Sentence**		
	• Using conjunction *"and"* and word *not either* in **Simple Present Tense**	7, 29, 52, 71, 93	5
	• Using conjunction *"and"* and word *not either* in **Present Continuous Tense**	8, 30, 53, 72, 94	5
	• Using conjunction *"and"* and word *not either* in **Present Perfect Tense**	9, 31, 54, 73, 95	5
	• Using conjunction *"and"* and word *not either* in **Simple Past Tense**	10, 32, 55, 74, 96	5
	• Using conjunction *"and"* and word *not either* in **Simple Future Tense**	11, 33, 75	3
	• Using conjunction *"and"* and word *neither* in **Simple Present Tense**	12, 34, 56, 76	4
	• Using conjunction *"and"* and word *neither* in **Present Continuous Tense**	35, 57, 77, 97	4
	• Using conjunction *"and"* and word *neither* in **Present Perfect Tense**	13, 36, 78, 98	4
	• Using conjunction *"and"* and word *neither* in **Simple Past Tense**	14, 37, 58, 79	4
	• Using conjunction *"and"* and word *neither* in **Simple Future Tense**	15, 59, 80	3
3.	**Contrary Elliptical Sentence**		
	• Using conjunction *"but"* in **Simple Present Tense**	16, 38, 60, 81	4
	• Using conjunction *"but"* in **Present Continuous Tense**	17, 39, 61, 82	4
	• Using conjunction *"but"* in **Present Perfect Tense**	8, 40, 99	3
	• Using conjunction *"but"* in **Simple Past Tense**	19, 41, 62, 100	4
	• Using conjunction *"but"* in **Simple Future Tense**	42, 63	2
	Total of Items		**100**

The researcher gave 1 point for the correct answer and 0 for wrong answer. Therefore, the maximum score is 100 and the minimum score is 0. Based on the researcher's experience while having try out test, the students could finish the test only less than one hour. Because of that, the researcher gave 50 minutes for the real test.

10

After the students did the real test, the researcher counted their scores. Then, she calculated the reliability of the test by using Person Product Moment Formula and Spearman- Brown to get correlation coefficient of the test. Finally, the researcher got .82 from Pearson Product Moment and .92 from Spearman- Brown. It showed that the test was reliable.

The data of this research are the students' score in using elliptical sentence of compound sentence. They were gathered through the use of grammar test in multiple choice form. The researcher gathered the data based on the steps followed:

1. The researcher gave the test to the students.
2. The researcher explained the instruction of the test to the students.
3. The researcher asked the students to do the test in100 minutes.
4. The researcher collected the students' answer sheet.
5. The researcher checked out the students' answers.
6. The researcher gave 1 point for the correct answer and 0 for wrong answer.

The researcher used these steps followed in analyzing data:

1. The researcher presented the raw score of each sample.
2. The researcher calculated Mean (M) by using formula suggested by Arikunto (2012:299):

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

Where:

M $\qquad$ = Mean

$\sum x$ $\qquad$ = The total number

N $\qquad$ = Number of students

3. The researcher calculated Standard Deviation (SD) by using formula suggested by Arikunto (2102: 299):

$$SD = \sqrt{\frac{\sum x^2}{N} - \left(\frac{\sum x}{N}\right)^2}$$

Where:

SD $\quad$ = Standard Deviation

$\sum x$ $\quad$ = The total number

$\sum x^2$ = The total of x^2

N $\quad$ = Number of students

4. The researcher classified the students' ability into high, moderate and low ability based on Arikunto's idea

11

(Arikunto, 2012: 299). The classifications are as following:

$>M + SD$ = high

$(M - SD) \rightarrow (M + SD)$ = moderate

$<M - SD$ = low

5. The researcher calculated the percentages of the students who get high, moderate and low ability. The following formula was used based on Arikunto's formula (Arikunto, 2012: 298) :

$$P = \frac{R}{T} \times 100\%$$

Where:

P = Percentage of the student's score

R = The sum of the students who got high, moderate, and low ability

T = The sum of the students

6. Finally, after getting the result of analyzing the data by using the formula above, the researcher described the third year students' ability in using elliptical sentence of compound sentence in English Department of Bung Hatta University.

Findings and Discussion

Findings

Students' ability in Using Elliptical Sentence of Compound Sentence

To measure students' ability in using elliptical sentence of compound sentence, the researcher counted students' scores . The maximum score was 100, and the minimum score was 0. The researcher found that the highest score which students got was 99, and the lowest score was 16. Then the researcher got 53.54 for mean and 26.78 for standard deviation. The following table will show the classification of the students' ability in using elliptical sentence of compound sentence:

Table 4.1
The Classification of Students' Ability in Using Elliptical Sentence of Compound Sentence

Classification of Ability	Frequency of Students	Percentage
High	6	21. 43 %
Moderate	15	53. 57 %
Low	7	25 %

Students' Ability in Using Elliptical Sentence of Compound Sentence in Positive Elliptical Sentence Form in Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Simple Past Tense and Simple Future Tense

To measure students' ability in using elliptical sentence of compound sentence in positive elliptical sentence form in Simple

Present Tense, Present Continuous Tense, Present Perfect Tense, Simple Past Tense and Simple Future Tense, the researcher counted students' scores. The maximum score was 41, and the minimum score was 0. The researcher found out that the lowest score was 8, and the highest score was 41. Next, the researcher got 22.18 for mean and 11.13 for standard deviation. The following table will show the classification of the students' ability in using elliptical sentence of compound sentence in positive elliptical sentence form:

Table 4.2
The Classification of Students' Ability in Using Elliptical Sentence of Compound Sentence in Positive Elliptical Sentence Form

Classification of Ability	Frequency of Students	Percentage
High	6	21. 43 %
Moderate	14	50 %
Low	8	28.57 %

Students' Ability in Using Elliptical Sentence of Compound Sentence in Negative Elliptical Sentence Form in Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Simple Past Tense and Simple Future Tense

To measure students' ability in using elliptical sentence of compound sentence in negative elliptical sentence form in Simple Present Tense, Present Continuous Tense,

Present Perfect Tense, Simple Past Tense and Simple Future Tense, the researcher counted students' scores. The maximum score was 42, and the minimum score was 0. The researcher found out that the lowest score was 63 and the highest score was 42. Next, the researcher got 24.32 for mean and 12.34 for standard deviation. The following table will show the classification of the students' ability in using elliptical sentence of compound sentence in negative elliptical sentence form:

Table 4.3
The Classification of Students' Ability in Using Elliptical Sentence of Compound Sentence in Negative Elliptical Sentence Form

Classification of Ability	Frequency of Students	Percentage
High	7	25 %
Moderate	15	53, 57 %
Low	6	21, 43 %

Students' Ability in Using Elliptical Sentence of Compound Sentence in Contrary Elliptical Sentence Form in Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Simple Past Tense and Simple Future Tense

To measure students' ability in using elliptical sentence of compound sentence in contrary elliptical sentence form in Simple Present Tense, Present Continuous Tense, Present Perfect Tense, Simple Past Tense

and Simple Future Tense, the researcher counted students' scores. The maximum score was 17, and the minimum score was 0. The researcher found out that the lowest score was 1, and the highest score was 17. Next, the researcher got 7.04 for mean and 4.22 for standard deviation. The following table will shows the classification of the students' ability in using elliptical sentence of compound sentence in contrary elliptical sentence form:

Table 4.4
The Classification of Students' Ability in Using Elliptical Sentence of Compound Sentence in Contrary Elliptical Sentence Form

Classification of Ability	Frequency of Students	Percentage
High	2	7.14 %
Moderate	20	71.43 %
Low	6	21.43 %

Conclusions

Generally, the ability of third year students of English Department of Bung Hatta University in using elliptical sentence of compound sentence was moderate. It was proved by the fact that there were 15 students (53.57%) from 28 students who had moderate ability. Specifically, it can be concluded that:

1. The ability of third year students of English Department of Bung Hatta University in using elliptical sentence of compound sentence in positive elliptical sentence form was moderate. It was proved by the fact that there were 14 students (50%) from 28 students who had moderate ability.

2. The ability of third year students of English Department of Bung Hatta University in using elliptical sentence of compound sentence in negative elliptical sentence form was moderate. It was proved by the fact that there were 15 students (53.57%) from 28 students who had moderate ability.

3. The ability of third year students of English Department of Bung Hatta University in using elliptical sentence of compound sentence in contrary elliptical sentence form was moderate. It was proved by the fact that there were 20 students (71.43%) from 28 students who had moderate ability.

Suggestions

Based on the conclusions above, the researcher proposes several suggestions as follows:

1. **For the lecturers**

The lecturers are suggested to explain more about the form of positive elliptical sentence of compound sentence, especially in Simple Present Tense, the form of negative elliptical sentence of compound sentence in Simple Future Tense and the form of contrary elliptical sentence in Simple Future Tense, the use of tenses in elliptical sentence and subject – verb agreement.

2. **For students**

The students are suggested to study harder and learn more about about the form of positive elliptical sentence of compound sentence, especially in Simple Present Tense, the form of negative elliptical sentence of compound sentence in Simple Future Tense and the form of contrary elliptical sentence in Simple Future Tense , especially to expand their understanding about forms of elliptical sentence of compound sentence, to review their lesson about elliptical sentence, the use of tenses in elliptical sentence and subject-verb agreement.

3. **For further researcher**

The further researchers are expected to find and analyze the factors which cause the students had moderate ability in using elliptical sentence of compound sentence, so students' ability can be improved.

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