AN ANALYSIS ON STUDENTS' ABILITY TO WRITE COMPLEX SENTENCES USING ADVERB CLAUSES IN SIMPLE PAST TENSE AT BUNG HATTA UNIVERSITY

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Abstract

The purpose of this research was to find the ability of the third year students of English Department of Bung Hatta University to write complex sentences using adverb clauses in simple past tense. This research used descriptive method. The members of the population were 96 students. Thirty of them were taken as the sample by using cluster random sampling. The instrument used to collect the data in this research was sentence writing test. The data of this research were gathered by using sentence writing test to write complex sentences using adverb clauses in simple past tense that showed time and cause effect relationship. The result of the data analysis showed that the ability of the third year students to write complex sentences using adverb clauses in simple past tense was moderate. It was proved by the fact that 64% of the students had moderate ability. Specifically, six students 20% got high ability, eighteen students 64% got moderate ability, and six students 20% got low ability. Based on the result of this research, lecturers are expected to review the materials given and give more exercises which focus on writing complex sentences using adverb clauses in simple past tense. Students are also expected to learn more about how to write complex sentences using adverb clauses in simple past tense and should do more exercises.
Key words: Ability, Writing, Complex Sentences, Adverb Clauses, Simple Past Tense

Introduction

English is one of the compulsory subjects at junior high schools, senior high schools and universities. Thus, it is very important for the students to master English both in oral and written forms. The students are expected to master the four language skills, namely listening, speaking, reading and writing in order to prepare them to face changes and challenges in the global era. Those skills are interrelated each other and should be learned communicatively and integratively.

According to Hampz and Ben (2006: 9),writing is a very complex process involving the ability to communicate in a foreign language (English) and the ability to construct a text that expresses the writer's idea effectively. Writing is a kind of useful activity to expresses one idea on paper about something, the feeling and

perception of the writer to the reader. In detail, writing is good for us because it can make us express our idea, feeling, emotion and opinion in the form of sentence, paragraph, and composition or essay.

Writing as one the four skills tends to be a very hard skill. Byrne (1982:5) states that among the four skills of English, writing is the highest level and commonly regarded as a difficult activity. It is a complex work because in learning it the students have to master many things, such as grammar, choice of words, capitalization, punctuation, and spelling.

From the statement above, the writer can conclude that one of the aspects in writing is grammar. Brown (1994:347) says that grammar is a system of rules governing conventional arrangement and relationship of words in a sentence. Grammar is important in writing because we cannot understand someone's writing without pattern/rules. Through the use of the rules, the pattern of a sentence can be identified and the reader will understand the sentence easily.

In curriculum and syllabus of Grammar IV, the students must be able to make a good sentence which has subject, predicate, and object. They learn how to combine two or more sentences joined into one and they learn to write complex sentence in several tenses, especially in simple past tense.

Complex sentences are crucial to be mastered because they are very different from simple sentence and a compound sentence. Complex sentences makes clear which idea is the most important. When you write, "My friend invited me to a dinner. I do not want to go " or "My friend invited me to a dinner, but I do not want to go."

How the reader will have trouble to know which piece of information is the most important to you. When you write the subordinating conjunction "although" at the beginning of the first clause, however, you make it clear that the fact that your friend invited you is less important than, or subordinate to, the fact that you do not want to go.

Complex sentence is a sentence that contains one independent clause and one or more dependent clauses (Byrd and Benson, 2001:45). There are three basic kinds of dependent clauses, categorized according to their function in the sentences. They are noun clause, adjective clause, and adverb clause.

Adverb clause is different from adjective and noun clause. Adverb clause is more complex because there are many rules that should be noticed by the students like the rules of sentence pattern. It makes

students confused and it is difficult to remember all of them.

Based on the writer's informal interview with the third year students English Department of Bung Hatta University on June 09th 2014, at 10.15 a.m it was found that it was still hard for the students to write complex sentences using adverb clauses in simple past tense. Based on the fact above, she found that the students tells that the teacher commonly asked the students to combine two complete sentences with appropriate subordinating conjunction or the teacher just asked them to fill out incomplete complex sentences with the correct verb tense and also the most student had less knowledge about complex sentences using adverb clauses.

Related to the description above, the writer was motivated to analyze the students' ability to write complex sentences using adverb clauses in simple past tense.

Research Method

The writer used a descriptive research. It describes the students' ability to write complex sentences using adverb clauses in simple past tense. According to Gay (1987), descriptive research involves collecting data in order to answer question concerning the current status of the subject of the study. She continues that descriptive research reports the way things are. It means that descriptive method does not control subject being studied. It measures what already exist about subject. In short, descriptive research gives facts or real information about the subject of study without any manipulation or treatment.

Population was the group to which the writer would like the result of the research to be generalized (Gay, 1987: 101-102). The population of this research was the third year English students Department of Bung Hatta University. The writer chose this population to be analyzed because they had studied Grammar IV in fifth semester. The total number of this population was 96 students. They were divided into three classes. They were class A, B, and C.

Sampling is the process of selecting a number of populations for a study in such a way that the individuals represent the largest group from which they are selected (Gay, 1987: 101). The sample is only part of the population. The sample is only a part of the population. Gay (1987: 103) adds that good sample is representative of the population from which it is selected.

The selection of the subject was conducted through a sampling technique. Among the available sampling techniques, she used the cluster random sampling technique for its practicality. It should be

noted that the students were divided into three classes and they had different schedule. Therefore, it was very cumbersome to gather them on the same day and the same time. In addition, the writer used cluster random sampling techique because they use the same syllabus and teaching materials. Another reason was that the writer used the cluster random sampling technique because the population has been grouped into classes and they were selected randomly because all of the population had the same chance to be the sample. According to Gay (1987: 110) that cluster random sampling is sampling in which groups, not individuals, are randomly selected. Gay (1987: 110) also states that cluster random sampling usually involves less time and les expense and its generally more convenient. In selecting the sample, the writer chose one class as A sample by putting the name of the classes (A,B,C,) on the small paper. Then the writer mixed them to get the sample and took one of them. The paper that had been taken is going to be sample of the research. The writer took A class as a sample.

The instrument used to collect the data in this research was a sentence test. In this test the students were asked to write complex sentences using adverb clauses in simple past tense that showed time relationship and cause effect relationship. The test consist of 20 items. In this test, the sample wrote complex sentences using adverb clauses in simple past tense based on subordinators. The writer asked them to write 10 sentences for time relationship using subordinating conjunction; *as, when, after, before, until, as soon as, the first time, after*, in simple past tense, and 10 sentences for cause and effect relationship using subordinating conjunction; *because, since, as, so that, such that*, in simple past tense too. The test runned about 40 minutes, it is a valid time to do this test because they had studied about complex sentences before, so the students should finish their test.

A good test should be valid and reliable. A test is valid if it measures what is supposed to be measured. To see the validity, the writer used the content validity. Content validity is the degree to which a test measures an intended content area (Gay, 1987: 129). Furthermore, one of the characteristics of a good test is content validity in which the test materials are constructed based on the curriculum and syllabus (Arikunto, 2012: 80). So, the test that writer gave for the students can finish in significant time. It means that the test was valid.

To see the reliability of the test, the writer uses inter-rather method. Inter-

rather method is giving score by the two people that have qualified to give the score. The first assessor was the writer and the second assessor was her friend, Olga Nanda Nofriza because she is good at grammar and she has the same department so, she has ability to give the score. To find out the correlation research, the writer used Pearson Product Moment Formula (Arikunto, 2012: 87) as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}I$$

Where:

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

n = The number of the students

x = The total number of score found by first assessor

y = The total number of score found by second assessor

$\sum x$ = The sum of x

$\sum y$ = The sum of y

$\sum xy$ = The total cross product of xy

Gay (1987: 367) says that the value of r is consulted to the value of r table on the freedom N-2 and alpha .5 and if r table > r counted, the test is reliable. But if r table < r counted, the test is not reliable. After the writer analyzed the data, the writer found the reliability of the test was .97. It means that the reliability of the test was accepted and it has high correlation.

In gathering data, the writer used the following procedures:

1. The writer distributed the test to the students
2. The writer asked the students to do the test in 40 minutes, it is a valid time to do this test because they had studied about complex sentences before, so the students should finish their test.
3. The writer collected the students' answer sheets.
4. The writer copied the entire answer sheets of the students to be given to the second assessor.
5. The first and second scorer read students' answer sheet.
6. The first and second scorer give score based on the criteria in Table below:

Table

Criteria of Scoring Students' Writing

NO	INDICATORS	SCORE
1	The main clause is correctly written	2
2	The adverb clause is correctly written	2
3	The idea in the main clause relates to the idea in the adverb clause	1
	TOTAL	5

(Taken from Arikunto 2012: 89)

The writer used the procedures as follows:

1. The writer presented the raw score (Arikunto, 2012: 90)

   The formula used to count the students' score from two scorers was as follows:

Students score

$$= \frac{first\ scorer'\ score + second\ scorer'score}{2}$$

2. The writer calculated Mean (M) and standard Deviation (SD) (Arikunto, 2012: 90)

   To calculate mean and standard deviation, the writer used the following formulas:

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

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

   Notes:
   SD= Standard deviation
   $\sum x$= Total of *x*
   $\sum x^2$ = The Total of x^2
   N = number of the students
   M = Mean

3. The writer calculated the students who had high, moderate, or low ability. The writer used the following formulas:
   High ability $> M + SD$
   Moderate ability $(M - SD) \rightarrow (M + SD)$
   Low ability $< M - SD$

4. The writer calculated the percentage of students who had high, moderate, and low ability. The writer used the following formula:

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

   P= Percentage of the students who got each ability
   R= The sum of the students who got high, moderate, or low ability
   T= The sum of the students

5. Finally, the writer derived a conclusion based on the highest percentage of the student who had high, moderate, or low ability.

FINDINGS AND DISCUSSIONS

1. Findings

Students' ability to write complex sentences using adverb clauses that show time and cause effect relationship in simple past tense.

In measuring the students' ability to write complex sentences using adverb clauses in simple past tense, the students' score were counted. After the writer checked and gave the score for the students' answer she found the lowest students' score to write complex sentences using adverb clauses that show time and cause effect relationship in simple past tense was 55 and the highest score was 98. Then writer calculated mean and standard deviation of the score. She got 72.02 for mean and 12.44 for standard deviation).

Students' ability was categorized into high if their scores were higher than 84.46. it was moderate if their scores if their scores were in the range 59.58 until 84.46, and it was categorized into low if their scores were lower that 59.58. After that, she calculated the percentage of students' ability into three groups (high,

moderate, and low). It can be seen in the following Table (1).

Table 1

The Classification of Students' Ability to Write Complex Sentences using Adverb Clauses that Show Time and Cause Effect Relationship in Simple Past Tense.

Classification	Frequency	Percentage (%)
High	6	20
Moderate	18	64
Low	6	20

Table 1 reveals that the students' ability of students to write complex sentences using adverb clauses that show time and cause effect relationship in simple past tense was moderate. It was indicated by percentage of students whose ability was included moderate category 64%.

Students' ability to write complex sentences using adverb clauses that show time relationship in simple past tense.

The lowest students' score to write complex sentences using adverb clauses that show time relationship in simple past tense was 33 and the highest score was 50. To measure the students' ability to write complex sentences using adverb clauses that show time relationship in simple past tense, the writer calculated mean and standard deviation of the score. She got 40.8 for mean and 7.45 for standard deviation.

Students' ability was categorized into high if their scores were higher than 48.25. It was moderate if their scores were in the range 33.35 until 48.25, and it was categorized into low if their scores were lower that 48.25. After that, she calculated the percentage of students' ability into three groups (high, moderate, and low). It can be seen in the following Table (2).

Table 2

The Classification of Students' Ability to Write Complex Sentences using Adverb Clauses that Show Time Relationship in Simple Past Tense.

Classification	Frequency	Percentage (%)
High	3	10
Moderate	24	80
Low	3	10

Table 2 reveals that the students' ability of students to write complex sentences using adverb clauses that show time relationship in simple past tense was moderate. It was indicated by percentage of students whose ability was included moderate category 80%.

Students' ability to write complex sentences using adverb clauses that show cause effect relationship in simple past tense.

The lowest students' score to write complex sentences using adverb clauses that show cause effect relationship in

simple past tense was 19 and the highest score was 50. To measure the students' ability to write complex sentences using adverb clauses that show cause effect relationship in simple past tense, the writer calculated mean and standard deviation of the score. She got 31.17 for mean and 9.12 for standard deviation.

Students' ability was categorized into high if their scores were higher than 40.29. it was moderate if their scores if their scores were in the range 22.05 until 40.29, and it was categorized into low if their scores were lower that 48.25. After that, she calculated the percentage of students' ability into three groups (high, moderate, and low). It can be seen in the following Table (3).

Table 3
The Classification of Students'Ability to Write Complex Sentences using Adverb Clauses that Show Cause Effect Relationship in Simple Past Tense.

Classification	Frequency	Percentage (%)
High	6	20
Moderate	16	53
Low	8	27

Table 3 reveals that the students' ability of students to write complex sentences using adverb clauses that show cause effect relationship in simple past tense was moderate. It was indicated by

percentage of students whose ability was included moderate category 53%.

2. Discussions

Students' Ability to Write Complex Sentences Using Adverb Clauses that Show Time Relationship in Simple Past Tense.

Based on the findings above, to write complex sentences using adverb clauses that show time was moderate. The data showed that 24 or (80%) of students were this category. This result indicated that most of them were able to write complex sentences using adverb clauses that show time relationship in simple past tense.

From the data analysis, the writer found that some of the students were not understand how to make complex sentences. They did not know if complex sentences have to use dependent and independent clause. As we know, complex sentence is a sentence that contains one independent clause and one or more dependent clauses (Byrd and Benson, 2001: 45).

For examples:
- I write my assignment as soon as possible.
- It is the first time for me to go to New York

The two sentences above are incorrect. Most of them made simple sentences and did not understand to use appropriate tenses in using adverb clause in form of simple past tense. The correct sentences are:

- I wrote my assignment as soon as the lesson was closed.
- I went to New York for the first time I got free ticket from my uncle.

The Students' Ability to Write Complex Sentences Using Adverb Clauses that Show Cause Effect Relationship in Simple Past Tense.

Based on the findings above, to write complex sentences using adverb clauses that show cause effect was moderate. The data showed that 16 or (53%) of students were this category. This result indicated that most of them were able to write complex sentences using adverb clauses that show cause effect relationship in simple past tense. From the data analysis, the writer found errors in writing complex sentences. For examples:

- Because, of I have serious ilness my mother is sad.
- He can finish his thesis, as he borrowed a research book

The two sentences above are incorrect. Most of them still made mistake in punctuations especially in comma. Hardesty (2013:45) states that when adverb clauses begins the sentence that use a comma to separate the two clauses and when the adverb clause finishes the sentence there is without comma. The students should pay attentention in tenses. The correct sentences are:

- Because I had serious ilness, my mother was sad.
- As he borrrowed a research book, he could finish his thesis.

The writer assumed that the problem above may be caused by lack of understanding mastering the subject about adverb clause and the basic rules to write complex sentences using adverb clauses that show time and cause effect relationship in simple past tense. Therefore, based on the fact above, the students need to improve their knowledge to use adverb clauses of time and cause effect in order to make good sentences.

CONCLUSIONS

Having known the result of the data analysis, the writer concludes that the ability of the students to write complex sentences using adverb clauses was moderate. It was proved by the fact that 6 students (20%) had high ability, 18 students (64%) had moderate ability, and 6 students (20%) had low ability.

Some specific conclusions could be drawn as follows:

1. The ability of the students to write complex sentences using adverb clauses that show time relationship was moderate. It was proved by the fact that 3 students (10%) had high ability, 24 students (80%) had moderate ability, and 3 students (10%) had low ability.

2. The ability of the students to write complex sentences using adverb clauses that show cause and effect was moderate. It was proved by the fact that 6 students (20%) had high ability, 17 students (53%) had moderate ability, and 8 students (27%) had low ability.

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