

**AN ANALYSIS OF THE THIRD YEAR STUDENTS' ABILITY IN WRITING
COMPOUND SENTENCES USING COORDINATING CONJUNCTIONS
AT ENGLISH DEPARTMENT OF BUNG HATTA UNIVERSITY**

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Abstract

The purpose of this research was to find out the third year students' ability in writing compound sentences using coordinating conjunctions at English Department of Bung Hatta University. The design of this research was descriptive. The population of this research was 87 students attending Structure IV of English Department. The researcher used cluster random sampling in taking the. The members of population were taught by using the same curriculum, syllabus, material, and lecturer in structure subject. The selected sample was class C. There were 31 students as the sample of the research. In collecting the data, the researcher used writing sentence test. The result of this study showed that in general the third year students' ability in writing compound sentences using coordinating conjunctions was moderate. It could be seen that 16.13% students had high ability, 67.74% students had moderate ability, and 16.13% students had low ability. In detail, the percentages of each aspect in writing compound sentences test were 70.97% students had moderate ability using "for" and "and", 74.19% students had moderate ability using "but", 54.84% students had moderate ability using "or", 58.07% students had moderate ability using "so". The students did not understand about the meaning of conjunctions in writing compound sentences. They cannot differentiate compound sentences from simple sentences when using conjunctions. Based on the result of the research, English teachers are suggested to give and to motivate the students to do more exercises. The students are expected to learn more and to do more exercises writing compound sentences using coordinating conjunctions.

Key words: Ability, Writing Compound Sentences, Coordinating Conjunctions

INTRODUCTION

In globalization era, people need some languages to communicate each other in the world. One of these languages is English. It has been used as a means of communication in almost all over the world. English is one of the international languages. In teaching and learning English, the students are expected to master four language skills, namely:

listening, speaking, reading, and writing (Cynthia, 2013:1-2).

Writing may be the most difficult skill among four language skills. It is the one of the ways to communicate with other people looking at the facial expression. Writing is one of language skills that important for teaching and learning English, because almost every day the students will write ideas to complete their tasks.

As we know, in English language skills the students also should master language components. English components include pronunciation, vocabulary, and grammar. Therefore, the students have to master both English language skills and language components.

According to Savage *et. al* (2010:2), grammar can also be regarded as a necessary master skill that enables competence to develop in the areas of listening, speaking, reading, and writing. Today, grammar is still taught and tested in many parts of the world. It can make easier for students to construct good sentences and develop the four language skills when they master grammar.

A sentence is a largest gramatical unit that consist of phrase and clause used to express a statement, question, and command. A sentence consists of a group of words that express a complete thought and meaning. According to Oshima and Hogue (1991:156-162), there are four types in sentences, namely: simple sentence, compound sentence, complex sentence, and compound-complex sentence.

Structure is one of the subjects that students learn at English Department of Bung Hatta University. In Structure IV, the third year students at English Department of Bung Hatta University have

learned compound sentences using coordinating conjunctions.

However, based on the result of informal interview on October 5, 2014 and discussion that researcher did with the third year students at English Department of Bung Hatta University in academic year 2014/2015 are assumed to have difficulties to write compound sentences using coordinating conjunctions. They are also indicated to have difficulties to write the compound sentences. As a result, it is necessary to prove it scientifically.

In general, the purpose of conducting this reseach is to describe is the third year students' ability in writing compound sententeces using coordinating conjunctions at English Department of Bung Hatta University. Specifically, the purposes of this reseach are to describe:

1. To describe the third year students' ability in writing compound sentences by using '*for*'.
2. To describe the third year students' ability in writing compound sentences by using '*and*'.
3. To describe the third year students' ability in writing compound sentences by using '*but*'.
4. To describe the third year students' ability in writing compound sentences by using '*or*'

5. To describe the third year students' ability in writing compound sentences by using 'so'.

RESEARCH METHOD

This study was aimed to describe the students' ability in writing compound sentences using coordinating conjunctions. Relating to this, the researcher used descriptive research in nature. Descriptive research is used to describe characteristics of a population or phenomenon being studied (Wikipedia: 2013). Although the data are factual, accurate and systematic, the research cannot be described the causes or situations.

Gay *et al.* (2009:124), population is a group to which a researcher would like the result of the study to be generalized. In the research, the population was the third year students at English Department of Bung Hatta University in academic year 2014/2015. The total members of the population were 87 students. The members of population were distributed into three classes; class A, class B, and class C. The researcher chose the third year students as population because they have studied compound sentences in Structure IV.

The Distribution of Research Population

Class	Students
A	27
B	29
C	31
Total	87

Source: Administration of Teacher Training and Education Faculty of FKIP of Bung Hatta University

Because the number of population was big, the researcher took sample. The sample is a part of population. Sample is smaller number of population. According to Gay (1987:114), the minimum sample for a descriptive research is 10% out the total number of members of population and 20% from the population is required for small number.

In this research, the researcher used cluster random sampling technique to select the sample. Gay *et al.* (2009:129) state that cluster sampling is sampling technique in which the sample chosen in group not individual. It was used because the members of population are distributed into groups or classes. The researcher used random sampling technique because the population is homogenous. The members of population were taught by using the same curriculum, syllabus, material, and lecturer in structure subject.

In selecting sample, the researcher followed the following procedures. First, she used three small pieces of papers and wrote the names of each class (A, B, or C)

on it. Then, she rolled it up and put them into a box. After shaking the box, she took one of the papers with closed eyes. The class which its name written on the selected paper became the class sample; all members of the class sample became the sample of this research. The selected class that would be the sample was class C. There were 31 students as the sample of the research.

In this research, the researcher collected the data by using writing sentence test. . In the test, the students wrote the compund sentences using coordinating conjunctions. The test consisted of 25 items. The researcher allocated 50 minutes to do the test.

A good test should be valid. A test is said valid if it is able to measure what it wants to measure. Ary (2010:242) states that validity is defined as the extent to which an instrument measures what it is claimed to measure. It means that the test is valid if it fixes with materials that have been given to the students and it is based on syllabus and teaching material.

Reliability is the degree to which a test consistently measures whatever it measures (Gay a *et al.*, 2009:158). To find out the reliability of the test, the researcher used inter-rater technique. In other words, there were two scorers (scorer 1 and scorer 2) to check students' writing compound sentences. The technique was used to

minimize the subjectivity in scoring. The researcher was the first scorer and the researcher chose Meldawati as the second scorer because she has a good skill in writing and grammar subjects. Her grade was B+ in this subjects. To find out the coefficient of correlation of the test, the researcher used Pearson Product Moment formula by Arikunto (2012:87) as follows:

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

Where:

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

n : The total number of sample

x : the score is given by the first scorer

y : the score is given by the second scorer

$\sum x$: The sum of x

$\sum y$: The sum of y

$\sum xy$: The total cross product of x and y

Then, the researcher used the following category to classify the coefficient correlation of the test (Arikunto, 2012:89) as follow:

0.81 – 1.00 = very high correlation

0.61 – 0.80 = high correlation

0.41 – 0.60 = moderate correlation

0.21 – 0.41 = low correlation

0.00 – 0.20 = very low correlation

As the result of the test, all scores then were calculated in order to find the coefficient correlation of the test. From the

calculation, $r_{xy} = 0.99$ that could be categorized into very high correlation. It means that the test was reliable. It can be used as the instrument of the research.

To collect the data, the researcher used test as instrument and the procedures of collecting data as follows:

1. The researcher gave the writing test to the students.
2. The researcher asked the students to do the test in 50 minutes.
3. The researcher collected the test.

4. The researcher copied the entire answer sheet from the students. The original sheets are for the first scorer and the copies are for the second scorer.
5. The researcher and the second scorer read the students' work one by one to count the total score of each students.
6. The researcher gave the score to the students' work based on the certain criteria, as follows:

The Scoring Criteria

No	Subcomponent	Criteria of Scoring Items	Score
1	The first independent clause	If the independent clause consist of subject and verb in correct grammar	1,5
		If the students use the wrong grammar to write first independent clause	1
2	The second independent clause	If the independent clause consist of subject and verb in correct grammar	1,5
		If the students use the wrong grammar to write first independent clause	1
3	Coordinating conjunctions	If the students are able to use appropriate coordinating conjunction	0,5
4	Comma before coordinating conjunction	If the students put comma before coordinating conjunction	0,25
5	Mechanical (comma, full stop, capitalization, and spelling)	If the students use mechanical (comma, full stop, capitalization, and spelling) is correct	0,25
Total score for each correct items			4

The data of this study were students' scores on students' ability in writing compound sentences using coordinating conjunctions. The researcher used the descriptive analysis. There were some steps used, as follows:

1. The researcher presented the raw scores and counted the total score of each students.

$$\text{Students' score} = \frac{\text{score from scorer 1} + \text{score from scorer 2}}{2}$$

2. The researcher calculated the Mean by using the following formula (Arikunto, 2012:289):

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

Where:

M = mean

$\sum X$ = the total number of x score

n = the total number of sample

3. Calculating the standard deviation by using the following formula (Arikunto, 2012:289):

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

Where:

SD = Standard deviation

n = The total number of sample

$\sum x$ = Total score

$\sum X^2$ = The total scores squared

4. Classifying the students' ability into high, moderate, and low by using the following criteria (Arikunto, 2012:299):

High ability = > M + SD

Moderate ability = Between (M - SD) and (M + SD)

Low ability = < M - SD

5. Finding the percentage of students who got high, moderate, and low ability by applying the following formula:

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

Where:

P = Percentage of the students' score

R = Sum of the students who get high, moderate, and low ability

T = Sum of the students.

FINDINGS AND DISCUSSIONS

1. Findings

As already discussed previously the data were collected by using a writing test and analyzed by using descriptive method. Then the researcher came up with findings presented in general and according to each indicator.

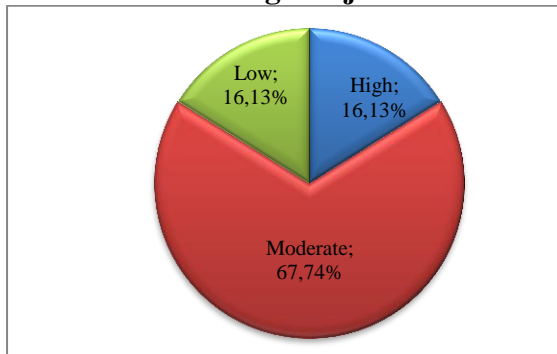
1.1 Students' Ability in Writing Compound Sentences Using Coordinating Conjunctions

In measuring the students' ability in writing compound sentences using coordinating conjunctions, the students' scores were counted. Based on the result of the data analysis, it was found that the highest score was 97.88, and the lowest score was 56.63. The researcher calculated the scores and got 82.12 for mean and 12.24 for standard deviation.

After that, the researcher classified the students' ability into three groups (high, moderate, or low). The researcher calculated the percentage of the students' ability. The result also showed 5 students (16.13%) had high ability, 21 students (67.74%) had moderate ability, and 5 students (16.13%) had low ability. In

order to be clear, it was shown in Figure 1.1 below.

Figure 1.1
The Percentage of Students' Ability in Writing Compound Sentences Using Coordinating Conjunctions

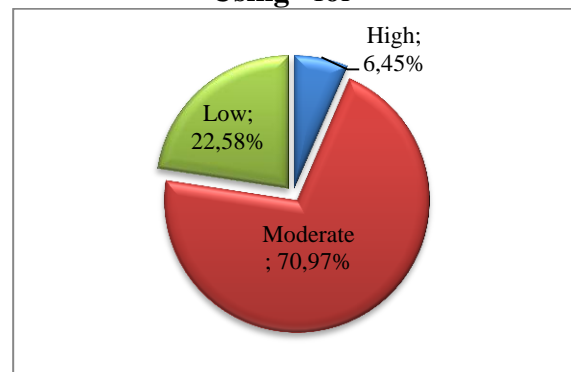


The figure shows us the students' ability in writing compound sentences using coordinating conjunctions was moderate.

1.2 Students' Ability in Writing Compound Sentences Using "for"

Based on the result of the data analysis, it was found the highest score in writing compound sentences using "for" was 20 and the lowest score was 6.75. Then, the researcher calculated the scores and got 16.41 for mean and 3.08 for standard deviation. The researcher calculated the percentage of the students' ability. The result also showed 2 students (6.45%) had high ability, 22 students (70.97%) had moderate ability, and 7 students (22.58%) had low ability. In order to be clear, it was shown in Figure 1.2 below.

Figure 1.2
The Percentage of Students' Ability in Writing Compound Sentences Using "for"

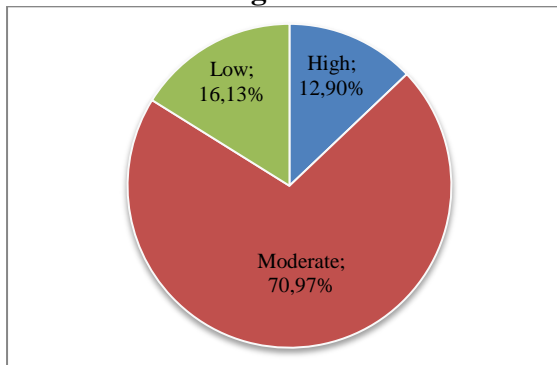


The figure shows us the students' ability in writing compound sentences using "for" was moderate.

1.3 Students' Ability in Writing Compound Sentences Using "and"

Based on the result of the data analysis, it was found the highest score in writing compound sentences using "and" was 20 and the lowest score was 7.75. Then, the researcher calculated the scores and got 16.77 for mean and 3.18 for standard deviation. The researcher calculated the percentage of the students' ability. The result also showed 4 students (12.90%) had high ability, 22 students (70.97%) had moderate ability, and 5 students (16.13%) had low ability. In order to be clear, it was shown in Figure 1.3 below.

Figure 1.3
The Percentage of Students' Ability in Writing Compound Sentences Using "and"

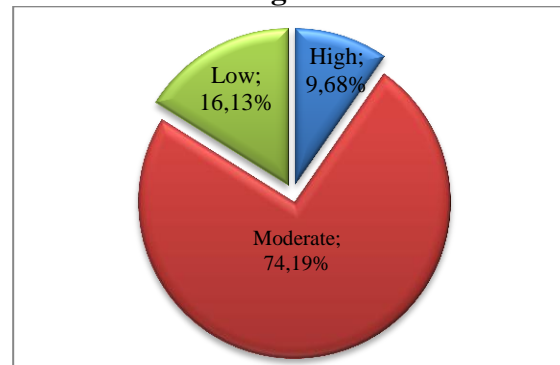


The figure shows us the students' ability in writing compound sentences using "and" was moderate.

1.4 Students' Ability in Writing Compound Sentences Using "but"

Based on the result of the data analysis, it was found the highest score in writing compound sentences using "but" was 19.75 and the lowest score was 11.5. Then, the researcher calculated the scores and got 17.39 for mean and 2.17 for standard deviation. The researcher calculated the percentage of the students' ability. The result also showed 3 students (9.68%) had high ability, 23 students (74.19%) had moderate ability, and 5 students (16.13%) had low ability. In order to be clear, it was shown in Figure 1.4 below.

Figure 1.4
The Percentage of Students' Ability in Writing Compound Sentences Using "but"



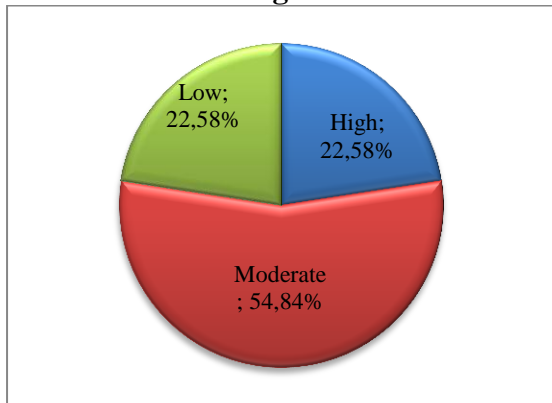
The figure shows us the students' ability in writing compound sentences using "but" was moderate.

1.5 Students' Ability in Writing Compound Sentences Using "or"

Based on the result of the data analysis, it was found the highest score in writing compound sentences using "or" was 19.88 and the lowest score was 4. Then, the researcher calculated the scores and got 13.81 for mean and 5.08 for standard deviation. The researcher calculated the percentage of the students' ability. The result also showed 7 students (22.58%) had high ability, 17 students (54.84%) had moderate ability, and 7 students (22.58%) had low ability. In order to be clear, it was shown in Figure 4.5 below.

Figure 1.5

The Percentage of Students' Ability in Writing Compound Sentences Using "or"



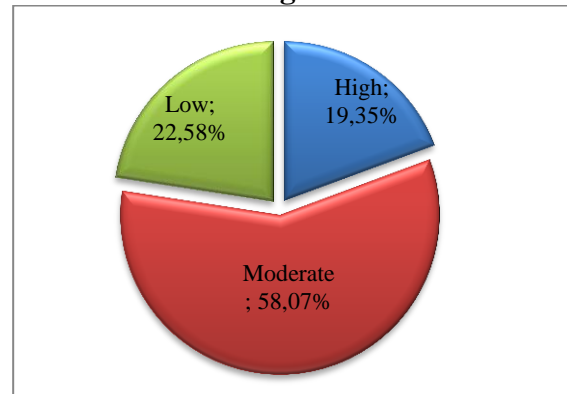
The figure shows us the students' ability in writing compound sentences using "or" was moderate.

1.6 Students' Ability in Writing Compound Sentences Using "so"

Based on the result of the data analysis, it was found the highest score in writing compound sentences using "so" was 20 and the lowest score was 14.23. Then, the researcher calculated the scores and got 17.74 for mean and 1.80 for standard deviation. The researcher calculated the percentage of the students' ability. The result also showed 6 students (19.35%) had high ability, 18 students (58.07%) had moderate ability, and 7 students (22.58%) had low ability. In order to be clear, it was shown in Figure 1.6 below.

Figure 1.6

The Percentage of Students' Ability in Writing Compound Sentences Using "so"



The figure shows us the students' ability in writing compound sentences using "or" was moderate.

2. Discussions

In this section, the researcher discusses about students' ability in writing compound sentences using *for*, *and*, *but*, *or*, and *so*.

2.1 The Students' Ability in Writing Compound Sentences Using "for"

The purpose of this section is to describe the third year students' ability in writing compound sentences using "for". Based on the result of the writing sentence test, the third year students' ability in writing compound sentences using "for" at English Department of Bung Hatta University had moderate ability. As previously discussed, a compound sentence is composed of at least two simple sentences joined by a comma and a

coordinating conjunction (Oshima and Hogue, 2007:30).

The result of writing sentence test has shown that students might not understand about the meaning of conjunction “for”. It is supported by Bruno (2015:1) says that a coordinating conjunction can be used to join words, phrases, or clauses. Each of the conjunctions is used for a different purpose because every conjunction has a different meaning. Then Werner and Nelson (2007:230) state that “for” means because. It is used to introduce a reason for the preceding clause.

Heaton in Putri also (2012:9) states that there are five components of writing. They are content (idea), organization (coherence, cohesion, and unity), language use (grammar), choice of words (vocabulary), and mechanics (spelling, punctuation, and capitalization). According to Thornbury (2002:1), a grammar is a description of the rules that govern how the sentence of language is formed. The result was confirmed that the students did not understand how to make good sentences using “for” in writing compound sentences.

Based on the data analysis, the researcher can conclude that the students did still not understand how to make good compound sentences, especially after conjunctions. In writing compound sentences, the students might not

understand about the meaning of conjunction “for”.

2.2 The Students' Ability in Writing Compound Sentences Using “and”

The purpose of this section is to describe the third year students' ability in writing compound sentences using “and”. Based on the result of the writing sentence test, the third year students' ability in writing compound sentences using “and” at English Department of Bung Hatta University had moderate ability. As previously discussed, a compound sentence is composed of at least two simple sentences joined by a comma and a coordinating conjunction (Oshima and Hogue, 2007:30).

The result of writing sentence test has shown that students cannot differentiate compound sentences from simple sentences when using conjunction “and”. It is related to Oshima and Hogue (1991:156) explain that a simple sentence is one independent clause. An independent clause contains a subject and a verb and expresses a complete thought. The result has shown that students might not understand about the meaning of conjunction “and”. It is supported by Bruno (2015:1) says that a coordinating conjunction can be used to join words, phrases, or clauses. Each of the conjunctions is used for a different purpose because every conjunction has a different

meaning. Then Werner and Nelson (2007:230) state that “and” show additional information. It joins two similar ideas. And they also add, in compound sentences if the subject of the two clauses is the same, a pronoun is often used in the second clause.

Heaton in Putri also (2012:9) states that there are five components of writing. They are content (idea), organization (coherence, cohesion, and unity), language use (grammar), choice of words (vocabulary), and mechanics (spelling, punctuation, and capitalization). Hall (1993:3) states that grammar is a description of certain organizing aspects of a particular language. The result was confirmed that the students did not understand how to make good sentences using “and” in writing compound sentences.

In conclusion, the students did still not understand how to make good compound sentences, especially after conjunctions. In writing compound sentences, the students might not understand about the meaning of conjunction “and”. They cannot differentiate compound sentences from simple sentences when using conjunction “and”.

2.3 The Students’ Ability in Writing Compound Sentences Using “but”

The purpose of this section is to describe the third year students’ ability in writing compound sentences using “but”. Based on the result of the writing sentence test, the third year students’ ability in writing compound sentences using “but” at English Department of Bung Hatta University had moderate ability. As previously discussed, a compound sentence is composed of at least two simple sentences joined by a comma and a coordinating conjunction (Oshima and Hogue, 2007:30).

The result of writing sentence test has shown that students might not understand about the meaning of conjunction “but”. It is supported by Bruno (2015:1) says that a coordinating conjunction can be used to join words, phrases, or clauses. Each of the conjunctions is used for a different purpose because every conjunction has a different meaning. Then Werner and Nelson (2007:230) state that “but” join sentences that are opposite or show contrast.

Based on the result, the students did not understand how to make good sentences using “but” in writing compound sentences. The students who had difficulties were difficult to make a compound sentences using “but”.

The students cannot differentiate compound sentences from simple

sentences when using conjunction “and”. It is related to Oshima and Hogue (1991:156) explain that a simple sentence is one independent clause. An independent clause contains a subject and a verb and expresses a complete thought.

In conclusion, the students did still not understand how to make good compound sentences, especially after conjunctions. In writing compound sentences, the students might not understand about the meaning of conjunction “and”. They cannot differentiate between compound sentences and simple sentences to use conjunction “and”.

2.4 The Students’ Ability in Writing Compound Sentences Using “or”

The purpose of this section is to describe the third year students’ ability in writing compound sentences using “or”. Based on the result of the writing sentence test, the third year students’ ability in writing compound sentences using “or” at English Department of Bung Hatta University had moderate ability. As previously discussed, a compound sentence is composed of at least two simple sentences joined by a comma and a coordinating conjunction (Oshima and Hogue, 2007:30).

The result of writing sentence test has shown that students might not understand about the meaning of conjunction “or”. It

is supported by Bruno (2015:1) says that a coordinating conjunction can be used to join words, phrases, or clauses. Each of the conjunctions is used for a different purpose because every conjunction has a different meaning. Then Werner and Nelson (2007:230) state that “or” show a choice between two possibilities that can be realized, excluding one to another. It joins two alternative ideas.

Based on the data analysis, the students did not understand how to make good sentences using “or” in writing compound sentences. It is related to Heaton in Putri also (2012:9) states that there are five components of writing. They are content (idea), organization (coherence, cohesion, and unity), language use (grammar), choice of words (vocabulary), and mechanics (spelling, punctuation, and capitalization). Disterherft in Rahmi (2014:9) says a grammar is the system of rules that every speaker formulates through the process of the first language acquisition.

In conclusion, the researcher can conclude that the students did still not understand how to make good compound sentences, especially after conjunction “or”. In writing compound sentences, the students might not understand about the meaning of conjunction “or”. They cannot differentiate between compound sentences

and simple sentences to use conjunction “or”.

2.5 The Students’ Ability in Writing Compound Sentences Using “so”

The next finding in this study was the students’ ability in writing compound sentences using “so”. Based on the result of the writing sentence test, the third year students’ ability in writing compound sentences using “so” at English Department of Bung Hatta University had moderate ability. As previously discussed, a compound sentence is composed of at least two simple sentences joined by a comma and a coordinating conjunction (Oshima and Hogue, 2007:30).

The result of writing sentence test has shown that students might not understand about the meaning of conjunction “so”. It is supported by Bruno (2015:1) says that a coordinating conjunction can be used to join words, phrases, or clauses. Each of the conjunctions is used for a different purpose because every conjunction has a different meaning. Then Werner and Nelson (2007:230) state that “so” mean as a result or therefore in the second sentence based on the idea in the first sentence.

Based on the data analysis, the students did not understand how to make good sentences using “so” in writing compound sentences. The students who had difficulties were difficult to make a

compound sentences using “so”. It is related to Heaton in Putri also (2012:9) states that there are five components of writing. They are content (idea), organization (coherence, cohesion, and unity), language use (grammar), choice of words (vocabulary), and mechanics (spelling, punctuation, and capitalization). Disterherft in Rahmi (2014:9) says a grammar is the system of rules that every speaker formulates through the process of the first language acquisition.

In conclusion, the researcher can conclude that the students did still not understand how to make good compound sentences, especially after conjunction “so”. In writing compound sentences, the students might not understand about the meaning of conjunction “so”. They cannot differentiate between compound sentences and simple sentences to use conjunction “so”.

CONCLUSION AND SUGGESTIONS

1. Conclusion

Based on the result of the data analysis, the researcher made a conclusion of the third year students’ ability in writing compound sentences using coordinating conjunctions at English Department of Bung Hatta University was moderate. The third year students at English Department of Bung Hatta University had difficulties in writing compound sentences using

coordinating conjunctions. It means that some of the third year students have understood in writing compound sentences using coordinating conjunctions, and some others have not understood in writing compound sentences using coordinating conjunctions. They did not understand about the meaning of conjunctions in writing compound sentences. They cannot differentiate between compound sentences and simple sentences to use conjunctions. It is related to teaching strategies. Teaching strategies have a significant relationship with students' learning achievement. So, it is very influential on students' ability.

The researcher used descriptive research design. It describes the students' ability in writing compound sentences using coordinating conjunctions. There are some finding studies of this research:

1. The students' ability in writing compound sentences using "for" was moderate. Almost all students did not understand about the meaning of conjunction "for" in writing compound sentences.
2. The students' ability in writing compound sentences using "and" was moderate. The students did not understand how to make good sentences using "and" in writing compound sentences.

3. The students' ability in writing compound sentences using "but" was moderate. They could not make a compound sentences using "but" correctly.
4. The students' ability in writing compound sentences using "or" was moderate. They cannot differentiate compound sentences from simple sentences when using conjunction "or".
5. The students' ability in writing compound sentences using "so" was moderate. Almost some of students did not understand how to make good compound sentences, especially after conjunctions "so". They cannot differentiate compound sentences from simple sentences when using conjunction "so".

2. Suggestions

Dealing with conclusions, researcher suggested some suggestions for future action:

1. Since the result of this study showed that students' ability in writing compound sentences using coordinating conjunctions was moderate, it is suggested to the lecturer to enrich the students' exercise in writing compound sentences to improve students'

- ability in writing compound sentences.
2. For students, since the students' ability in writing compound sentences using coordinating conjunctions was moderate, they are expected to understand the meaning of coordinating conjunctions in writing compound sentences and they should differentiate between compound sentence and simple sentence to use conjunctions.
 3. The researcher has done to study about the students' ability in writing compound sentences using coordinating conjunctions and the result showed that the students' ability is moderate, but the researcher just to focus to describe the students' ability in writing compound sentences using coordinating conjunctions. So, it is suggested to another researcher to study about the factors that make their ability moderate in writing compound sentences using coordinating conjunctions.

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