CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It covers seven parts. They are the background of the research, setting of the research, limitation of the research, formulation of the research, purpose of the research, significance of the research, and definition of key terms of the research. This chapter gives the general reason why the researcher chooses this topic.

A. Background of the Research

Writing is an activity for production and expression. It is a process of producing some words and sentences and then it expresses the meaning of ideas, opinions, experiences, and information. According to Pearson et al (2017) "writing is more than a medium of communication it means that writing is not just a procedure in which people simply communicate with each other to share stories and exchange information but also as means to express feelings, emotions, and thoughts that want to show." Writing refers to the process of communicating ideas, purpose, and problems included in the writing style. According to Dimbleby and Burton (2020) states "writing is defined as an effort to express insights through the written form." So, writing is a skill of process in communication or expressing feelings, opinion, and ideas through written style.

Writing is one of the fourth skills that students should be able to master in addition to speaking, listening, and reading. Students learned to write words,

phrases, clauses, sentences, paragraphs, text, and an essay in writing classes. When writing a sentence, students ought to pay attention to a variety of factors, including capitalization, spelling, punctuation, grammar, and sentence structure. From an orthographic standpoint, the sentence ends with a full stop and begins with a capital letter. Ika Dirga Sari., Hermawati Syarif & Zul Amri (2018) argue that "a sentence is bigger than word, phrase, and clause." In addition, Oshima and Houge (2007) state that "a sentence is a group of words that (a) express a complete thought and (b) include at least one subject and one verb." In another word, the researcher concludes that a sentence is a group of words a subject, and a verb. It always begins with a capital letter ands ends in a full stop, exclamation, or question mark. That has meaning and function used by people to communicate or express something. The sentence should have complete thought and the correct use of grammar and structure. Basically, in acquiring perfect writing, paying extra attention to the sentence is one of the most important things before concerning the other aspects beyond the text itself such as content, cohesion, and organization. At a high level of study, the students should have high skills in writing. Long (2007) states that in high-level education, the use of simple sentences is not an effective way to deliver ideas. This is because the students should write academically which means they have to be concerned about many aspects of writing. Consequently, the students were required not to write monotonous writing, they had to be able to use different types of sentences. The sentence is classified be four types. According to Byrd and Benson (2001) based on the structure, there are four types of sentences: simple sentences, compound sentences, complex sentences, and

compound-complex sentences. According to Byrd and Benson (2001), a simple sentence is a sentence that must have at least a subject and a verb with complete thought. A compound sentence is made up of two (or more) simple sentences that joined by a comma (,) and a coordinating word (and, for, but, or, nor, so, and yet) or by a semicolon (;).

Next, a complex sentence is made up of a simple sentence plus one (or more) subordinate clause(s) by adding the subordinating words. These subordinating words are divided into three: Adverbial clauses (after, although, as, because, before, etc), relative clauses (that, when, where, whom, whose, which, and who), and noun clauses (that). The last is a compound-complex sentence. It is made up of two (or more) simple sentences and one (or more) dependent or subordinate clause(s). Those four types of sentences; simple, compound, complex, and compound-complex are crucial to be written in writing. The combination of those types will produce good and interesting writing. Especially, if the sentence combining written is appropriate, it will allow the students to better combine ideas and thus better show the relationship between ideas. Media Rahmi., Saunir Saun & Aryuliva Adnan (2016) argue that the use of different sentence types will also benefit the reader, who can become easily bored with multiple sentences of the same length and the same basic pattern.

Every text has differentiation and rules in writing text, especially in the Report text. Report text is a kind of genre of text that has aims to inform the reader. Report text is a kind of text that gives general information about

something. According to Otong (2007), "report text is a kind of pare result of perception, research, observation, or study about an object, animal, people or place." In writing a report text should pay attention to the generic structure and lexicogrammatical of the text so the purpose of the text can be understood by the reader. Writing report text that uses all combinations of type sentences will interest and can increase the skill of writing the students in transfer the ideas become the products as a text.

At a high level of study, the students should have high skills in writing. Niati and Jannah (2022), say that Study English is quite difficult for some students, but easy for the other students. Especially in writing skill, the not all students could comprehend the material quickly. The students in English Study Program of the University of Pasir Pengaraian learned writing from the basic to the advanced level. At first semester, the students learned about basic writing. And at the second semester, the students learned about writing paragraph. In the third semester, the students learn about writing essay. At fourth semester, the students learned about creative writing. At fifth semester, the students learned about academic writing. In writing a written text, the students must be required to write down of types of sentences they are simple, compound, complex, and compound-complex sentences. Therefore, the students should be expected in writing types of sentences. Consequently, this was important for the researcher to connducted research.

Based on the explanation above, the researcher was interested in researching the students' skills. At fourth semester, the students learned about

making a good text as like Explanation text, Report text, Exposition text they were; Analytical text, and Hortatory Text. Because the students had learned about writing simple, compound, complex, and compound-complex sentences goodly in the second semester, in the future, the students could write a text well. Therefore, the researcher would research whether the students understand of the way to construct simple, compound, complex, and compound-complex sentences and could write a text, especially a report text. Through report text, the students will acquire some benefits they were; could develop or enrich the imagination of the students about the particular subject described, they learned to be a reporter continuing with the writing process, and they learned to create the report text in an organized and correct manner.

Based on the explanation above, the writer was interested in the research *"Students' Skills in Writing Simple, Compound, Complex and Compound-Complex Sentences in Report Text at Fourth Semester of English Study Program University of Pasir Pengaraian."*

B. Setting of the Research

Based on the background of the research above, many aspects should be mastered by students in writing. One of them, the students could understand the different four types, so the students could write a good text. So, students could write English text correctly. Then they understand about report text clearly.

C. Limitation of the Research

In this research, the researcher limited the research to the student's skill in writing simple, compound, complex, and compound-complex sentences of report text at fourth semester of English Study Program University of Pasir Pengaraian.

D. Formulation of the Research

The formulation of this research can be formulated as the following question:

1. How is students' writing skill in report text at the fourth semester of English Study Program University of Pasir Pengaraian?

2. How many simple, compound, complex, and compound-complex sentences are in students' writing report text at the fourth semester of the English Study Program University of Pasir Pengaraian?

E. Purpose of the Research

The purpose of this research was the research wants to describe the students' skill in writing report text and to describe simple, compound, complex, and compound-complex sentences in students' writing report text at fourth semester of English Study Program University of Pasir Pengaraian.

F. Significance of the Research

By doing the research, the researcher hopes that the result will be helpful for lecturers, students, and the next researcher:

1. For the Lecturers

Through this research, the lecturers get information about students' skills in writing simple, compound, complex, and compound-complex sentences in the

report text. So that, the lecturers can improve the students' skills in writing simple, compound, complex, and compound-complex sentences, especially in the report text.

2. For the Students

This research might helped students know their writing skills in report text and simple, compound, complex, and compound-complex sentences, especially in the report text.

3. For the next Researcher

This research gave information about students' skills in writing report text and simple, compound, complex, and compound-complex sentences in report text, so the next researcher could use this research as one of a reference.

G. Definition of Key Terms

There are some term that used in this research, they are:

1. **Writing**

According to Harmer (2001), writing is a form of communication to deliver or express feeling through written form. It means that writing is a productive skill that expresses feeling through written communication.

2. **Simple Sentence**

Byrd and Benson (2001), state that a simple sentence is a sentence that must have at least a subject and a verb with a complete thought. In addition, Murphy (2003), states that a simple sentence is a sentence that has only a subject and predicate. And it is also supported by Oshima and Hogue (2007) say that "a simple sentence has one subject-verb pair. The

subject tells *who* or *what* did something. The verb tells the action (jump, work, think) or condition (is, was, seem, appear)."

3. **Compound Sentences**

   According to Byrd and Benson (2001), "A compound sentences are sentences that consists of two (or more) simple sentences then joined by a comma (,) and a coordinating word (and, for, but, or, nor, so, and yet) or by a semicolon (;)." And it is also supported by Oshima and Hogue (2007) compound sentence is composed of at least two simple sentences joined by a comma and a coordinating conjunction. In addition, Jayanthi (2003) says that a compound sentence is a sentence that consists of two or more coordinate clauses.

4. **Complex Sentences**

   According to Byrd and Benson (2001), "A complex sentence consists of a simple sentence plus one (or more) subordinate clause (s) by adding the subordinating words." In addition, According to Oshima and Hogue (2007), "a complex sentence is a combination of one independent clause and one (or more) dependent clause(s)."

5. **Compound-Complex Sentences**

   Byrd and Benson (2001) argue that compound-complex sentences are sentences of two (or more) simple sentences and one (or more) dependent or subordinate clause(s). In addition, according to spring (2014), a compound-complex sentence combines complex sentence and

compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses.

6. **Report Text**

Otong (2007) says that a report text is a kind of pare result of perception, research, observation, or study about an object, animal, people, or place. In addition, according to Prasasty (2018), report text refers to containing information that describes anything based on the fact, from natural sources like natural, artificial, and social happening around us.

CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literatures is very important to discuss. In this chapter, the researcher discusses about review of related theories, review of related finding, and conceptual framework. In Review of related theories consists of definition of writing, sentences, kinds of sentences and report text.

A. Review of Related Theories

1. The Nature of Writing

1.1 Definition of Writing

Writing is one of the important skills in English learning and it is more difficult than not easy to be mastered. This view is supported by Slamet (2008) states that writing is a difficult and complex skill. Writing is an integrated skill and they cannot be separated from others. Writing is the process of delivering ideas and becomes several words in the form of sentences containing messages made by the author based on existing rules and events. In addition, according to Harmer (2001) writing is a form of communication to deliver or express feeling through written form. It means that writing is a productive skill that expresses feeling through written communication.

Writing is one of the language skills, it is not easy work. But, it needs much study and practice to develop this skill. Based on Antoni, (2016) Writing is one of the important skills in language learning

including English as a foreign language. Good writing skills take a big part to determine in the success, whether it writing a report, proposal, or assignment in school or university.

From the explanation above the researcher concluded that writing is a skill that is a form of communication about something that is expressed by writing.

1.2 Elements of Writing

According to Oshima and Hogue (2006), there are two elements of a good paragraph in writing:

a. Unity

An important element of a good paragraph is unity. Unity means that a paragraph discusses one and only one main idea from beginning to end. The second part of unity is that every supporting sentence must directly explain or prove the main idea.

b. Coherence

Another element of a good paragraph is coherence. For coherence in writing, the sentence must hold together, that is the movement from one sentence to the next must be logical and smooth. There must be no sudden jumps. Each sentence should flow smoothly into the next one.

1.3 The process of writing

The process of writing is one of the productive skills needed Harmer (2005) stated that writing process, process involves a series of stepped to follow in producing a finish piece of writing. Harmer (2005)

suggests the process of writing into four main elements. They are planning, drafting, editing (reflecting and revising), and final version.

1. Planning

Planning is the arrangement conducted to do something. Before starting to write or type, they try and decide what it is they going to say. When planning, writers have to think about three main issues. In the first place, they have to consider the purpose of their writing since this will influence not only the type of text they wish to produce, but also the language they use, and the information they choose to include. Secondly, experienced writers think of the audience they are writing for since this will influence not only the shape of the writing but also the choice of language. Thirdly, writers have to consider the content structure of the piece, and how best to sequence the facts, ideas, or arguments that they have decided to include.

2. Drafting

Drafting is the process of putting all ideas and thoughts on a piece of paper which will be in very rough form. Refer to the first version of a piece written as a draft. This first go at a text is often done on the assumption that it will be amended later. As the writing process procedure into editing, several drafts may be produced on the way to the final version.

3. Editing (reflecting and revising)

After writers have produced a draft, usually read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final versions

Once writers have edited their draft, making the changes they reader being necessary, they produced their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. But the writer is now ready to send the written text to its intended audiences.

2. Sentences

Orthographically, the sentence begins with a capital letter and is terminated by a full stop. Ika Dirga Sari., Hemawati Syarif & Zul Amri (2018) argue that "sentence is bigger than word, phrase, and clause." In addition, according to Oshima and Houge (2007) "a sentence is a group of word that (a) contains at least one subject and one verb and (b) to express a complete thought." From explanation above, sentence that is produced by some words, phrases, and clauses have meaning that to communicate. It is also supports by Spring (2014) that "a sentence is a complete set of words that conveys meaning."

A sentence can communicate:

1) A statement. Example: I am studying

2) A command. Example: Go away!

3) An exclamation. Example: I am so excited!

4) A question. Example: What time is it?

A sentence is a complete, independent unit of thought and consists of two main parts: a subject and a predicate. According to Ibid, the subject is the word or words that names the person, thing, or place that sentence is about. The subject is usually a noun or pronoun. It consists of a verb and its modifier or complements. The complement is a word or words that used to complete meaning of the verb. The verb is the most important part of the predicate. It expresses an action or state of being.

Example:

1) The players *play* on the field.

2) They *walk* on the street.

3) My mother *is cooking* fried rice.

From the definition above the researcher can take a conclusion about the sentence that a sentence is a group of words which a subject and a verb. It always begins with a capital letter and ends in a full stop, exclamation, or question mark. That has meaning and function used by people to communicate and can be writing or speech form.

3. **Kinds of Sentences**

As mentioned above a sentence is a group of words that has meaning and function used by people to communicate and can be written or spoken

form. Based on their structure, there are four types of sentences: simple sentence, compound sentence, complex sentence, and compound-complex sentences. The sentences are classified based on level of structure of grammatical. So, the first is simple sentence, compound sentence, complex sentence, and compound-complex sentence.

a. Simple Sentence

According to Byrd and Benson (2001), "a simple sentence is a sentence that must have at least a subject and a verb with a complete thought." In addition, according to Niati (2021), "a simple sentence is a sentence that contains a subject and a verb, and it expresses a complete thought." A simple sentence can be formed from all of the structure of the tense. A simple sentence can be an affirmative, negative, and interrogative sentence." A simple sentence contains one independent clause. An independent clause (or main clause) is a complete thought and can stand by itself. It means that a simple sentence has one subject and predicate. It is also supported by Murphy (2003) states that a simple sentence is a sentence that has only a subject and predicate.

Examples:

(1) Johnny rode his bike to school.

(2) I am off town now.

(3) She is the good girl.

(4) She is a beautiful woman

In addition according to Vera (2017), simple sentence has the most basic elements that make a sentence: a subject, a verb, and a complement. The formula and the examples are:

1) Subject + Verb + Complement

   ⇨ Andien is a beautiful teacher.

2) Subject + Verb + Object

   ⇨ Andien needs some paper and a pencil.

b. Compound Sentence

According to Byrd and Benson (2001), a compound sentence is made up of two (or more) simple sentences joined by a comma (,) and a coordinating word (and, for, but, or, nor, so, and yet) or by a semicolon (;). It is also supported by Niati (2021) "a compound sentence contains two independent clauses joined by a coordinator. The coordinators are as follows: *for, and, but, or, yet, so*. (helpful hint: the first letter of each of the coordinators) except for very short sentences, coordinators are always preceded by a comma." For this compound sentence, a transition word also can be written with the semicolon to make clearer the meaning relationship between the two sentences. Jayanthi (2003) says that a compound sentence is a sentence that consists of two or more coordinate clauses. Compound sentences often have three independent clauses or even four or five.

In addition According to Spring (2014) a coordinating conjunction as like as (for, and, nor, but, or, yet, and so or FANBOYS) often links the two independent clauses and is preceded by a comma.

Examples:

(1) She wanted to go on vacation, **so** she saved up her money.

(2) I like apples, **but** my sister loves bananas.

(3) She is the good girl **and** she has nice smile.

(4) She is a beautiful woman, **but** she never realizes that.

Table 2.1. The Examples and the Function of Coordinate Conjunction

Coordinate Conjunction	The Function	The Example of Coordinate Conjunction
For (Reason)	Meaning "because"	She stood still **for** nothing can say.
And	Joins two similar ideas together	He lives in Victoria, **and** he studies at Yale University.
Nor	Joining two negative alternatives	I did not want to go to the office **nor** the hospital.
But	Joining two contrasting ideas	John is Canadian, **but** Sally is English.
Or	Joins two alternative ideas	I could cook some supper, **or** we could order a pizza.
Yet (But)	Meaning "but"	Edward barely looked at the road, **yet** the tires deviated so much as a centimeter from the center of the lane.
So	Shows that the second idea is the result of the first.	She was sick, **so** she went to the doctor.

In addition according to Choy and Clark (2011) state compound sentence is a very common sentence pattern that contains at least two subjects and two verbs, usually arranged in an S-V/S-V pattern. In grammar, the term

compound means "having two or more parts. A compound sentence can be divided into two separate sentences. Each half of a compound sentence must contain at least one subject and one verb.

The based explanation above, the researcher concludes that a compound sentence is a combination of two or more clauses that contain both a subject and a verb. Each clause must be an independent clause. The way to make an independent clause to be a compound sentence is by using connecting words or conjunction between clauses.

c. Complex Sentence

According to Byrd and Benson (2001), a complex sentence is made up of a simple sentence plus one (or more) subordinate clauses(s) by adding the subordinating words. These subordinating words are divided into three:

1. Adverbial clauses

   ⇨ Examples: After, although, as, because, before, etc.

2. Relative clauses

   ⇨ Examples: That, when, where, whom, whose, which, and who.

3. Noun clauses

   ⇨ Examples: That.

Niati (2021) says that "a complex sentence is a sentence that includes one independent clause and at least one dependent clause". A clause is a group of words that contains a subject and a verb. A complex sentence adds a subordinate clause to a simple sentence. This subordinate clause is called a dependent clause and an incomplete thought and then cannot stand by itself. It

cannot be written as a separate sentence. On the other hand, the independent clause is the same thing as a sentence. A dependent clause can spot by identifying the subordinating conjunction. A subordinating conjunction creates a dependent clause that relies on the rest of the sentence for meaning. According to Spring (2014), a complex sentence contains one independent clause and one or more dependent clauses. A complex sentence will include at least one subordinating conjunction.

The following list provides some examples of subordinating conjunctions. The following list provides some examples of subordinating conjunctions: *After, as, before, if, though, while, unless, although, because, even though, since, when, until, whereas.*

Based on the explanation above, the researcher concludes that the dependent clause is given additional information to the independent clause. The independent clause and dependent clause were not the same level. Furthermore, Wren and Martin states dependent clause could be divided to tree kinds. Let's see the following figures.
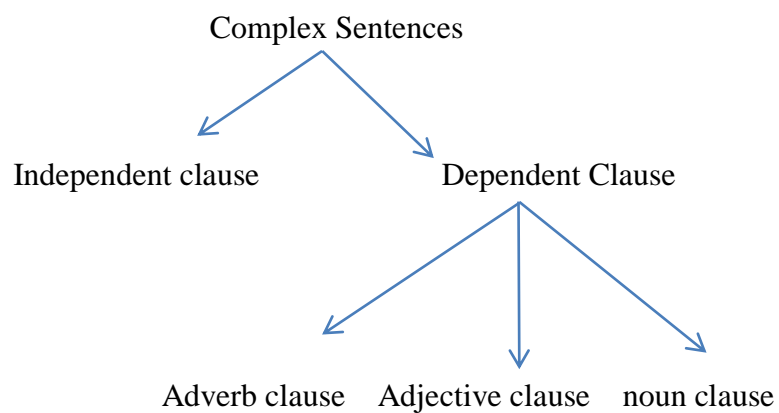

Figure 2.1 Complex Sentences and the Elements

Based on the figure above, complex sentences consist of an independent clause and an dependent clause. Then, dependent clauses are divided to three kinds of clauses, namely: Adverb clause, adjective clause and noun clause.

1. Adverb Clause

An adverb is a dependent clause and used as an adverb, therefore it could be a modified verb, adjective, or adverb. According to Oshima and Hogue (2006), an adverb is "a dependent clause that functions as an adverb". Adverb clauses can tell when, where, why, how, how far, how long, how often, and for what purpose something happened. An adverb clause can also express a contrast.

Adverb clause has many kinds and can be classified. According to Jayanthi (2003), adverb clauses are of many kinds and might be classified as adverb clauses of: a). Adverb clause of place, b). Adverb clause of time, c). Adverb clause of purpose, d). Adverb clause of cause, e). Adverb clause of condition, f). Adverb clause of result, g). Adverb clause of supposition or concession, and the last h). Adverb clause of comparison.

The following is the explanation of kinds of adverb clause:

a). Adverb Clause of Place

The first kind of adverb clause is the adverb clause of place. According to Jayanthi (2003), the adverb clause of place is a clause that

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is used to indicate the place. A clause of place is introduced by where or wherever.

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

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

c). I visited the place *where* she built a school for children.

b). Adverb Clause of Time

The second kind of adverb clause is the adverb clause of time. According to Jayanthi (2003), the adverb clause of time is the clause that is used to indicate time. They are introduced by the subordinate conjunction: when, before, after, once, since, now that, etc.

Examples: a). I feel very happy *when* I see Rino.

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

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

c). Adverb Clause of Purpose

The third kind of adverb clause is the adverb clause of purpose. Based on Jayanthi (2003), adverb clause of purpose is a clause is used to indicate the purpose. They are introduced by the subordinate conjunction: that, in order that, so that, lest, etc.

Examples: a). We read *that may understand the world.*

b). He came to Indonesia *so that he might marry an Indonesia girl.*

c). He filled the petrol tank *so that he might avoid any trouble in his journey.*

d). Adverb Clause of Cause

The fourth kind of adverb clause is the adverb clause of cause. Based on Jayanthi (2003), adverb clause of cause is a clause that is used to indicate the purpose of cause or the reason. They are introduced by the subordinate conjunction: because, since, in as much as and that.

Examples: a). *As* I love you, I can do anything for you.

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

c). I stopped worked *because* I was tired.

e). Adverb Clause of Condition

The fifth kind of adverb clause is the adverb clause of condition. According to Jayanthi (2003), the adverb clause of condition is a clause that is used to indicate the condition. They are introduced by the subordinate conjunction: if, unless, whether, provided that, so long as.

Examples: a). *If you help me,* I shall be happy.

b). *So long as you work,* you haven't problem with me.

c). *Unless you tell her about your love,* she won't know it.

f). Adverb Clause of Result

The sixth kind of adverb clause is the adverb clause of result. According to Jayanthi (2003), the adverb clause of result is a clause

which is used to indicate the result. They are introduced by the subordinate conjunction: so that and such that.

Examples: a). Mustika was *so* beautiful t*hat I loved her at first sight.*

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

c). *Such* was his ability in Mathematics *that all were amazed at it*

g). Adverb Clause of Supposition or Concession

The seventh kind of adverb clause is the adverb clause of supposition or concession. Based on Jayanthi (2003), adverb clause of supposition or concession is a clause that is used to indicate the supposition or concession. They are introduced by the subordinate conjunction: though, although, even though, even if, whereas, etc.

Examples: a). *Thought she is clever,* she is not proud.

b). *Even though you are my brother,* I cannot allow you to do a cruel act.

c). *Whereas Madhavi is friendly,* her brother is impolite.

h). Adverb Clause of Comparison

The last kind of adverb clause is adverb clause of comparison. Based on Jayanthi (2003) adverb clause of Comparison is a clause which

is used to indicate the comparison. They are introduced by the subordinate conjunction: as, as-as, so-as, and than.

Examples: a). Putri is *as beautiful as Lina.*

b). India is not *so rich as America.*

c). We are not *so foolish as they think.*

From explanation that has explained can concluded that the complex sentence has two or more predicate, one of these is an independent clause which is same formation with a simple sentence, and one or more these are dependent clauses. The complex sentence is formed to explain more of the main sentences.

2. Adjective Clause

The complex sentence has one independent clause and one or more dependent clauses. The dependent clause in this case is adjective clause. According to Oshima and Hogue (2006) "an adjective clause is a dependent clause that functions as an adjective".

The following the explanation of Adjective Clause

a. Adjective clause modifies subject:

1). **Who** modifies the subject (for human)

Examples: a). I spoke to the teacher *who thought us English so happy.*

b). The man *who wears a black hat is Risma's father.*

c). The man *who gets highest grade will receive an award.*

2). **Which** modifies the subject (for things or animal)

Examples: a). The cake is on the table *which is sold expensive.*

b). Karim beats the dog *which is barking at him.*

c). I found the book *which belonged to me.*

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

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

b). I shall teach Hartono *that you sent yesterday.*

c). They meet Harry *that will buy the book and the pencil.*

b. Adjective clause modifies an object:

1. **Whom** modifies the object (for human)

Examples: a). That is the man *whom we met yesterday.*

b). That is the boy *whom the police is looking for.*

c). The person *whom you saw yesterday was pick pocket.*

2. **Which** modifies the object (for things or animals)

Examples: a). You give the magazine to me *which I looked for.*

b). She found the umbrella *which I had lost it yesterday.*

c). The pen *which you gave me was lost.*

3. **That** modifies the object (for things or animals)

Examples: a). My father is reading the letter *that is very important.*

b). I bought the book *that is very cheap.*

c). He beats the dog *that is barking at him.*

c. Adverb clause modifies complement as a possession (for human or things).

Examples: a). I saw the lady *whose bag was left on the seat.*

b). This is the tree *whose leaves have fallen of.*

c). This is long house *whose roof had once been blown of.*

3. Noun Clauses

A noun clause is a dependent clause is used as a noun. According to Oshima and Hogue (2006), "noun clause is a dependent clause that functions as a noun." A noun clause is often part of an independent clause, where it can be a subject or an object. There are three kinds of noun clauses:

1. *that* clauses, which begin with the word *that*

2. *if/whether* clauses, which begin with the words *whether* or *if*

3. question clauses, which begin with a question word, such as *who, what, where, when, or how*

1). That clauses

Based on Oshima and Hogue (2006), "a *that* clause is a dependent noun clause that begins with the word *that."*

Example:

a) The young film maker hopes *that* his film will be a financial success.

A *that* clause can appear in different locations.

1. After the Independent clause verb.

   The most common position of a noun clause is after the verb of the independent clause, where it functions as the object of that verb.

   Example:

   The catalog states *that science courses require a laboratory period.*

2. After certain adjectives

   A *that* clause can also follow certain adjectives such as happy, glad, proud, pleased, sad, upset, worried, sorry, certain, surprised and sure. These adjectives describe emotions.

   Example:

   The class was surprised *that the instructor canceled the final exam.*

3. After certain nouns

   A *that* clause can follow certain nouns such as idea, theory, thought, claim, assertion, statement, belief notion, and opinion.

   Example:

   No one believed Galilleo's theory *that Earth revolves around the sun.*

4. At the beginning of a sentence

   A *that* clause at the beginning of a sentence functions as the subject of the independent clause verb.

Example;

That Earth is getting warmer is certain.

2. If/Whether Clauses

Oshima and Hogue (2006) state "An *if/whether* clause is a dependent noun clause that begins with the subordinator *whether* or *if."* *Whether* is more formal than *if*. The optional phrase or not may be added in two places with *whether* and in one place with *if*. Therefore, there are five possible patterns:

1). The patient wanted to know *whether Dr. Chen practices acupuncture.*

2). The patient wanted to know *whether or not Dr. Chen practices acupuncture.*

3). The patient wanted to know *whether Dr. Chen practices acupuncture or not.*

4). The patient wants to know *if Dr. Chen practices acupuncture.*

5). The patient wants to know *if Dr. Chen practices acupuncture or not.*

if/whether clauses are statements, not question, even though they are made from yes/no question (question that can be answered yes or no). *if/whether* clauses use statement word order (subject-verb) and do not contain do, does, or did.

3. Question Clauses

According to Oshima and Hogue (2006) "a question clause is a dependent noun clause that begins with a subordinator such as *who, what, when, where, why, how, how long, how much, and so on."* There are two possible patterns, they are:

1). The subordinator is the subject of the clause

Example: The police do not know *who* committed the robbery.

2). The subordinator is not the subject of the clause

Example: The police do not know *when* the robbery happened.

d. Compound-Complex Sentence

According to Byrd and Benson (2001) a compound-complex is made up of two (or more) simple sentences and one (or more) dependent or subordinate clause(s). In addition, Niati (2021) says "a compound-complex sentence is a sentence with multiple independent clauses and at least one independent clause." A compound-complex sentence can be made up from a complex sentence or from a compound sentence. A complex sentence becomes a compound-complex sentence when a simple sentence is added to it, while a compound sentence is added by a subordinate clauses, this sentence will become a compound-complex sentence.

In addition, according to Spring (2014) a compound-complex sentence combines complex sentence and compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses.

Examples:

(1) **Although** she felt guilty for missing her friend's birthday, she took her out to dinner the next day, **and** they had a great time.

(2) I try to eat healthy food, **but because** fast food is so convenient, I cannot maintain a healthy diet.

(3) **If** he got the job, he would have to commute 50 miles to work, **so** he decided the job was not worth it.

4. Report Text

a. Definition of Report Text

Report text is a kind of genre of text that has aim to inform and gives general information about something to the reader. In addition, Otong (2007) says that report text is a kind of pare result of perception, research, observation, or study about object, animal, people or place. To be able to analysis report text, the students should understand about the generic structure firstly. The generic structure of report text is: general classification and description.

1) Generic Structure

Generic structure is the stages that must be followed in arranging the text. According to Sanggam and Kisno (2008) generic structure is the culture of the native speakers of a language to select and use the linguistic units of their language in the production and interpretation a text as the tool of an efficient communication. It means that the generic structure is the steps of

interpretation a text to communicate the information of a text regularly.

In addition, according to Otong (2008) report text has generic structure: 1) General Classification and Description.

1) General Classification

The General classification starts classification of general aspects of thing; animal, public place, plant, etc which will be discussed in general.

2) Description

The description is describing the thing which will be discussed in detail part by part, customs or deed for living creature and usage for materials.

2) Social function

The social function tells the aim of the next. According to Stefen (2002), the social function is near the same as the communicative purpose which refers to the aim of the text which wants to be expressed by the writer to the reader. In addition, according to Pardiyono (2008) social function is telling what the aim of the text is. By doing so, the researcher concludes that social function is aimed to socialize, to attend the readers to know what the text is and what the aim to written by the writer to informing or entertaining.

3) Significant Lexicogrammatical features

A lexicogrammatical feature is the rule in arranging a text. Based on A Ghani (2006) report text has some lexicogrammatical features such as: 1) general noun, 2) use relational process and 3) use simple present tense.

1) General Noun

According to Joyce (2001) noun is the name of person, place or thing.

2) Use Relational Process

Relational process is a state that used to explain something that including having to identify something in the text.

3) Use Simple Present Tense

In Oxford Advanced Learner's Dictionary by Hornby states that simple present tense is used to describe the present tense of active verb that is formed without an auxiliary verb. In addition, according to John (2003), a simple present is simple form or a habitual action was not related to time. So, it can be concluded that simple present tense is tenses used to talk about habitual action and general truth or fact.

b. **The Example of Report Text**

Here is the example of Report Text:

"Komodo Dragon"

Do you know what is the largest of lizard? This lizard is called komodo. It lives in the scrub and woodland of a few Indonesian islands.

Komodo dragon is the world's heaviest lizard, weighing 150 pounds or more. The largest Komodo ever measured was more than 10 feet (3 meters) long and weighed 366 pounds (166 kg) but the average size of komodo in the wild is about 8 feet (2.5 meters) long and 200 pounds (91 kg).

Komodo has gray scaly skin, a pointed snout, powerful limbs and a muscular tail. They use their keen sense of smell to locate decaying animal remains from several miles away. They also hunt other lizards as well as large mammals and are sometimes cannibalistic.

The Komodo dragon's teeth are almost completely covered by its gums. When it feeds, the gums bleed, creating an ideal culture for virulent bacteria. The bacteria that lives in the Komodo dragon's saliva causes septicemia, or blood poisoning, in its victims. A dragon will bite its prey then, follow it until the animal is too weak to carry on.

This lizard species is threatened by hunting, loss of prey species and habitat loss.

(*Source:https://luthfan.com/contoh-report-text/*)

Table 2.2. Generic Structure of Komodo Dragon Text

Text Organization	Example
General Classification	Do you know what is the largest of lizard? This lizard is called komodo. It lives in the scrub and woodland of a few Indonesian islands.
Description	Komodo dragon is the world's heaviest lizard, weighing 150 pounds or more. The largest Komodo ever measured was more than 10 feet (3 meters) long and weighed 366 pounds (166 kg) but the average size of komodo in the wild is about 8 feet (2.5 meters) long and 200 pounds (91 kg) Komodo has gray scaly skin, a pointed snout, powerful limbs and a muscular tail. They use their keen sense of smell to locate decaying animal remains from several miles away. They also hunt other lizards as well as large mammals and are sometimes cannibalistic.

	The Komodo dragon's teeth are almost completely covered by its gums. When it feeds, the gums bleed, creating an ideal culture for virulent bacteria. The bacteria that lives in the Komodo dragon's saliva causes septicemia, or blood poisoning, in its victims. A dragon will bite its prey then, follow it until the animal is too weak to carry on. This lizard species is threatened by hunting, loss of prey species and habitat loss.

B. Review of Related Findings

This research had many studies related that had been done by many researchers. *First,* the research by AAfri Rahma and Rusdi Noor Rosa (2021) entitled "An Analysis on Students' Ability in Using Compound-Complex Sentences in Writing a Short Essay". The research was concerned with study of applying of documents of students' task in essay writing at Second years of Students English Study Program of Universitas Negeri Padang. The purpose of the research was to figure out the students' ability in constructing a compound-complex sentence in essay writing. The design used in this research was descriptive research. The finding showed that the ability of students in writing compound-complex sentence was in the level of good with the average percentage 79.18%. Most students generally could make compound-complex sentences in their essays writing, but they had problems in: 1) incorrect used of punctuation, especially coma, 2) lacks a subject or a verb in the compound-complex sentence.

Second, Farisha Embriany, Hermawati Syarif and Fitrawati (2018) entitled "An Analysis of the Second Year Students' Ability in Constructing Compound Sentences at English Department of Universitas Negeri Padang". The design used in this research was descriptive research. The purpose of the research was to find out the second year students' ability and the mistakes often done by the students in constructing compound sentences at English Department of Universitas Negeri Padang. The sample of this research is 22NK1-2017 students of 214 second year students at English Department. The instrument used was a grammar test consisting of 30 items about compound sentences. The analyzed based on theory adapted from LeBlanc (2008) and graded based on Peraturan Akademik Universitas Negeri Padang (2015). Based on the findings, it was found that the second years students' ability in constructing compound sentences was fairly good. Moreover, it was found that the most frequent mistake often done by the students was about the tense and conjugation of verbs which occurred 222 times (25.5%) from 872 mistakes found. Based on those findings, it could be concluded that students quite understand how to construct compound sentences. Moreover, the mistakes related to the tense and conjugation of verbs occurred because the sentence written by the students had clauses containing verb that were not in the correct tense, inappropriately singular/plural, and otherwise do not agree with the subject.

Third, Fahrul (2015) entitled "Students' Ability in Constructing Compound Sentences at Grade VIII MTS Roudhotul Jannah Pagaran Batu". In this research, the researcher used quantitative approach in the type of the

descriptive analysis. There were 35 students at grade VIII MTs Roudhotul Jannah Pagaran Batu. In collecting data, the research used the instrument of the research are test for students, the test consist of 10 items in arranging test. Based on the result of research, the researcher found that the ability of the students at grade VIII MTs Roudhotul Jannah Pagaran Batu in constructing compound sentences was enough, it can be seen from mean score 42.74.

Fourth, Lenggana (2013) entitled "The Ability of the Students in Analyzing Compund Sentences in Report Text (At Grade XI SMA Negeri 8 Padangsidimpuan)". The purpose of this research to know students' ability in analyzing compound sentences in Report Text a grade XI SMA Negeri 8 Padangsidimpuan 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 at grade XI SMA Negeri 8 Padangsidimpuan. The kind of this research is qualitative reseach by using descriptive method. The instruments of collecting data are test and interview. The source of data is the grade XI students, the English teacher, and Headmaster of SMA Negeri 8 Padangsidimpuan. The finding of this research is the students' ability in analyzing compound sentences in report text at the grade XI SMA Negeri Padangsidimpuan category into enough (59%).

Fifth, Ika Dirga Sari, Hermawati Syarif and Zul Amri (2018) entitled "An Analysis of Compound Sentences in Students' Writing". This study was aimed to describe the English Department students' ability in writing compound sentence. The type of this research was a descriptive research. The sample in this research

was 18 students from Education Program. The data were collected by giving writing test and the test was done in 60 minutes. The students were asked to write argumentative essay at least 5 paragraph. Based on the findings research, it was found that the students' ability in writing compound sentences was moderate level.

Based on the contribution study above, the researcher considered the positive contribution of that conduct research. As a noted that to make a research towards analysis students' skill in writing all types of sentences they are; simple, compound, complex, compound-complex through a report text that will make by students at fourth semester of the English Study Program University of Pasir Pengaraian.

From the all the research finding explained above the researcher would compare previous the research above. So in this research would have different to the results of the students' skills in the English Study Program.

C. Conceptual Framework

In this research, the conceptual framework of the research explained about how the researcher conduct the research to get the data about students' skill in writing simple, compound, complex, and compound-complex sentences in report text in form of picture below.
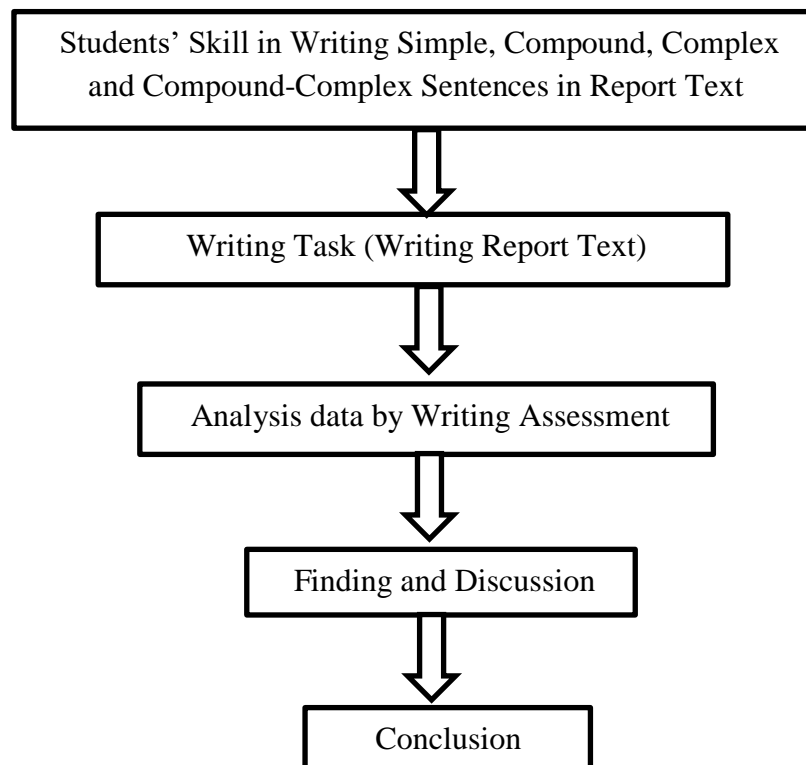
```
┌─────────────────────────────────────────────────┐
│   Students' Skill in Writing Simple, Compound,   │
│    Complex and Compound-Complex Sentences in     │
│                   Report Text                     │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│          Writing Task (Writing Report Text)       │
└─────────────────────────────────────────────────┘
                        ↓
┌─────────────────────────────────────────────────┐
│           Analysis data by Writing Assessment     │
└─────────────────────────────────────────────────┘
                        ↓
        ┌─────────────────────────────────┐
        │      Finding and Discussion      │
        └─────────────────────────────────┘
                        ↓
            ┌─────────────────────────┐
            │        Conclusion        │
            └─────────────────────────┘
```

Figure 2.2. Conceptual Framework of the Research

From the figure above, the researcher tried to explain the outline when conduct the research. The researcher started by listing the problems that students face. Then, in collection of the data, the researcher gave writing test to know the student's skills in writing simple, compound, complex, and compound-complex sentences in report text. After researcher got the data, the next steps were the researcher analyzing the data with the formula and description for writing an assessment scheme to help the raters. Finally, the researcher got a finding and discussion, after that got the conclusion of the research.

CHAPTER III
RESEARCH METHODOLOGY

This chapter presents about the research methodology. It consists of research design, setting of the research, population and sample, instrument of the research, procedure of the research, technique of collecting the data, and technique of analyzing the data.

A. Research Design

This research used a descriptive method with quantitative research. Sugiyono (2013) states that research design was a scientific way to get data with a specific purpose. Meanwhile, the model of the research design used in this research is quantitative. Creswell (2014) adds that quantitative research was an approach for testing objective theories by examining variables. These variables, in turn, were to be measured, typically on instruments, so that numbered data were analyzed using statistical procedures. The statistical procedure would be described as the need of the research.

In this research, the main point was to collect and accumulate the data descriptively. It intends to describe the students' skills in writing simple, compound, complex, and compound-complex sentences in report text at fourth semester of English study program at the University of Pasir Pengaraian.

B. Setting of the Research

This research was conducted among fourth-semester students of the English Study Program University of Pasir Pengaraian. It was located Rambah Hilir, Rokan Hulu.

C. Population and Sample

The population was of the subject research. Based on Sugiyono (2018) "population is generalization area that consists of object or subject that have certain qualities and characteristic." The population of this research was the fourth semester of the English Students University of Pasir Pengaraian, the academic year 2021/2022. There were 36 students and all of the students are population.

Based on the consideration above, the researcher used purposive sampling technique. According to Arikunto (2010) purposive sampling was "a sampling technique with certain consideration." In this research the amount of samples that had related with the purpose of the research was only 34 students, so the sample of this research was 34 students of fourth semester of the English Study Program University of Pasir Pengaraian.

D. Instrumentation of the Research

In this research, the researcher used a writing test as an instrument. The researcher asked students to write a report text that writes types of sentences in the text with one of five topics that will be delivered and just one topic that could be chosen. And then to measured the skill of writing students, the researcher used a writing test as an instrument to measured students' skills. The researcher used the

writing assessment scheme based on Jacobs et al.'s (1981) scoring profile in

Weigle (2002) in the following table.

Table 3.1. Indicators of Writing Assessment

No	Categories	Score	Description
1	Content	30-27	EXCELLENT TO VERY GOOD: Knowledge, substantive, thorough development of thesis, relevant to assigned topic. The topic complete and clear and details are relating to the topic of report text.
		26-22	GOOD TO AVERAGE: Some knowledge of subject, adequate range, limited development of thesis, mostly relevant to topic of report text but lacks detail. The topic is complete and clear but details are almost relating to the topic of report text.
		21-17	FAIR TO POOR: Limited knowledge of subject, little substance, inadequate development of topic. The topic is complete and clear but details are not relating to the topic of report text.
		16-13	VERY POOR: Does not show knowledge of subject, non – substantive, not pertinent, OR not enough to evaluate. The topic is not clear the details are not relating to the topic of report text.
2	Organization	20-18	EXCELLENT TO VERY GOOD: Fluent expression ideas clearly stated/ supported, succinct-well–

				organized (general classification and description), logical sequencing, cohesive.
		17-14		GOOD TO AVERAGE: Somewhat copy, loosely organized (general classification and description) but main ideas stand – out, limited supported, logical but incomplete sequencing.
		13-10		FAIR TO POOR: Non–fluent, ideas confused or disconnected, lacks logical sequencing ((general classification and description) and development.
		9-7		VERY POOR: Does not communicate, no organization (general classification and description), OR not enough to evaluate.
3	Vocabulary	20-18		EXCELLENT TO VERY GOOD: Sophisticated range, effective word/idiom choice and usage-word form mastery, appropriate register.
		17-14		GOOD TO AVERAGE: Adequate range, occasional errors of word/idiom from, choice, usage, *but meaning not obscured*.
		13-10		FAIR TO POOR: Limited range-frequent errors of word/idiom from, choice, usage-*meaning confused or obscured*. Limited range confusing words, and word forms.
		9-7		VERY POOR:

			Essentially translation, little knowledge of English vocabularies, idioms, word form- OR not enough to evaluate. Very poor knowledge of words, word forms, and not understandable.
4	Language Use	25-22	EXCELLENT TO VERY GOOD: Effective complex construction in types of sentences (simple, compound, complex and compound-complex), few errors of agreement, tense, number, word/function, articles, pronouns, prepositions.
		21-18	GOOD TO AVERAGE: Effective but simple construction-minor problems in complex constructions of types of sentences (sentences (simple, compound, complex and compound-complex), several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions *but meaning seldom obscured*.
		17-11	FAIR TO POOR: Major problem in simple/complex construction of types of sentences (sentences (simple, compound, complex and compound-complex), frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run – ons, deletions, *meaning confused obscured*.
		10-5	VERY POOR: Virtually no mastery of sentence construction rules (simple, compound, complex and compound-complex sentence)

			dominated by errors, does not communicate, OR not enough to evaluate.
5	Mechanics	5	EXCELLENT TO VERY GOOD: Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
		4	GOOD TO AVERAGE: Occasional errors of spelling, punctuation-capitalization, paragraphing, *but meaning obscured*.
		3	FAIR TO POOR: Frequent errors of spelling, punctuation-capitalization, paragraphing, poor handwriting, *meaning confused or obscured*.
		2	VERY POOR: No mastery of conventions dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate.

Jacobs et al.'s (1981) scoring profile in Weigle (2002)

Table 3.2. The Scheme of Writing Assessment

No	Criteria	Score
1.	Content	30
2.	Organization	20
3.	Vocabulary	20
4.	Language Use	25
5.	Mechanic	5
TOTAL		**100**

Jacobs et al.'s (1981) scoring profile in Weigle (2002)

And then, the researcher asks students to write a report text on five topics that will be provided. There are five topics of report writing will be given to them, such as:

1. Online Learning

2. Game Online

3. IKN (Ibu Kota Nusantara)

4. The Scarcity of Cooking Oil

5. The Battles between Russia and Ukraine

Based on five topics above, the researcher asked students to choose one of them to be written. The researcher gave them 90 minutes to write the report text based on the topic that has been chosen. The report texts made by the students could be used as the source of the data.

E. Technique of Collecting the Data

The data collecting was a successive step conducted. Wina (2013) states that research as a scientific way of solving the problem will be related to the instruments of collecting the data. Without the appropriate instruments, the research could not produce something expected. Because the instrument of collecting the data also described how the implementation of it, it was often called the technique of collecting data for the research. The data could be collected from students' skills in writing simple, compound, complex, and compound-complex sentences in report text in form of writing test.

This following are the procedures for collecting the data:

Firstly, the researcher checked the attendance of students in the classroom in students of the fourth semester of the English Study Program. *Secondly,* the researcher reminded students to write a report text that in the report text includes simple, compound, complex, and compound-complex sentences. *Thirdly,* the students chose one of the topics from the options; *Online learning, Game Online, IKN (Ibu Kota Nusantara), The Scarcity of Cooking Oil, and The Battles between Russia and Ukraine. Fourthly,* the researcher gave students time to write report text by following text organization and language features. They long time that given as long as 90 minutes to write a report text. *Fifthly,* the researcher asked the students to collect their writing. *And the last,* the researcher analyzes the data on the students' skills.

F. Technique of Analyzing the Data

Based on the data of the research, the researcher analyzed the students' skills in writing simple, compound, complex, and compound-complex sentences in report text to know each student's score. Then to know about it the researcher used the total score of students that will be got by the raters with use writing test assessment. The result of the writing assessment was classified into the following table below:

Table 3.3. Range Score of Students' Skill

No	Range Score	Category
1	80 ─ 100	Very Good
2	70 ─ 79	Good
3	60 – 69	Fair
4	55 – 59	Poor
5	0 ─ 54	Very poor

Dirgeyasa Wy (2016)