

SERTIFIKAT

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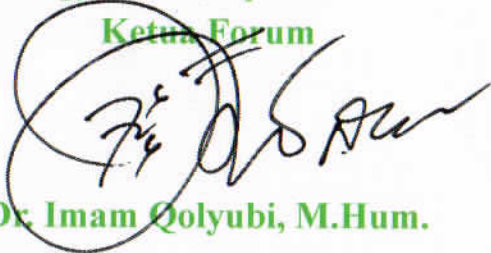
PEMAKALAH

Pada Acara Pertemuan Ilmiah Forum/Komunitas Daun Lontar Alumni Universitas Gadjah Mada
dengan tema :

*THE CORRELATION BETWEEN THE ABILITY IN IDENTIFYING
SUBJECT-VERB AGREEMENT AND THE ABILITY IN WRITING COMPLEX
SENTENCES AMONG THE STUDENTS OF INDONESIAN ART INSTITUTION (ISI) YOGYAKARTA 2012*

Yogyakarta, April 2012

Ketua Forum



Dr. Imam Qolyubi, M.Hum.

KAJIAN ILMIAH :

**THE CORRELATION BETWEEN THE ABILITY IN IDENTIFYING
SUBJECT-VERB AGREEMENT AND THE ABILITY IN WRITING COMPLEX
SENTENCES AMONG THE STUDENTS OF INDONESIAN ART INSTITUTION (ISI)
YOGYAKARTA 2012**



**Komunitas Daun Lontar
Forum Dosen Bahasa Inggris dan Linguistik
Alumni Universitas Gadjah Mada
Yogyakarta
2012**

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PENGANTAR

Berangkat dari sebuah diskusi kecil yang melibatkan beberapa orang dengan berbagai latar belakang profesi dan keilmuan, kemudian tercetus sebuah gagasan untuk membentuk sebuah forum diskusi ilmiah yang diharapkan dapat mawadahi semua keinginan dari kelompok yang memiliki visi yang sama. Pada sekitar tanggal 7 November 2011 di Yogyakarta didirikanlah forum diskusi ilmiah tersebut, dengan nama Komunitas Daun Lontar.

Sekilas tentang Makna dan Simbol Daun Lontar:

Daun Lontar atau beberapa daerah menyebutnya sebagai rontal, adalah tumbuhan endemis Indonesia yang dapat ditemukan di seluruh wilayah Indonesia atau Nusantara secara umum. Pada masa lalu dan hingga kini pohon atau daun lontar memiliki berbagai fungsi dan manfaat baik secara material maupun sebagai makna simbolik dalam kehidupan Nusantara. Dari aspek material fungsi/manfaat pohon atau daun lontar mulai dari akar sampai yang paling atas yaitu daun, berguna bagi kehidupan manusia. Akar Daun Lontar digunakan sebagai bahan kayu bakar, sementara batangnya bisa dibuat untuk kayu bangunan. Bagian atas tempat munculnya tunas yang disebut *umbut* dapat dibuat sayur. Bagian batang bakal buah, jika dipotong dan disalurkan ke dalam sebuah wadah, maka tetesan air dari batang tersebut dapat diolah menjadi gula aren.

Keistimewaan lainnya dari pohon Lontar pada masa lalu selain daunnya digunakan untuk atap rumah dan yang utama dan penting adalah daunnya yang dapat digunakan sebagai media untuk menulis sebelum ditemukannya teknik pembuatan *deluwang* semacam kertas yang terbuat dari cacahan kulit kayu yang kekuatannya 100x lipat kertas modern.

Aspek Estetis Daun Lontar : Bentuk daunnya sangat indah mekar seperti kipas. Hijau dan beruncing.

Makna filosofis Daun Lontar : Daun Lontar dalam sudut pandang orang Nusantara memiliki makna pengetahuan karena daun lontar sendiri memiliki fungsi secara praktis sebagai media penulisan orang-orang Nusantara masa lalu, Kata “Lontar” juga dapat bermakna, melontarkan ide-ide pengetahuan yang dapat memberikan sumbangsih untuk kehidupan manusia.

Aktifitas Komunitas Daun Lontar

Komunitas Daun Lontar secara aktif sejak dibentuk 2011 dengan beberapa tema dan pembicara atau pemakalah. Diskusi bulanan menghadirkan pembicara dari anggota Daun Lontar sendiri dengan topik bebas, namun demikian fokus utamanya diskusi dalam Komunitas Daun Lontar yaitu: bahasa, seni dan budaya dengan pendekatan keilmuan atau *scientific*. Diskusi di dalam Komunitas Daun Lontar di adakan secara bergiliran baik pembicaranya maupun tempatnya, disesuaikan dengan kesibukan masing-masing anggota.

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JURNAL KOMUNITAS DAUN LONTAR

Jurnal komunitas Daun Lontar diterbitkan pertama kali pada tahun 2011 dan hanya diterbitkan tiap bulan Juni dan Desember. Jurnal ini dibagikan secara cuma-cuma kepada para anggota Komunitas Daun Lontar yang keanggotaannya berasal dari pelbagai Perguruan Tinggi.

Naskah dan resensi dikirim ke Redaksi dengan mengikuti format Pedoman Penulisan Naskah di bagian belakang sampul jurnal.

ALAMAT

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SUBJECT-VERB AGREEMENT AND THE ABILITY IN WRITING COMPLEX
SENTENCES AMONG THE STUDENTS OF INDONESIA ART INSTITUTION
(ISI) YOGYAKARTA 2012**

Written By :
TRI SEPTIANA KURNIATI

ABSTRACT

This is a research report on the structure and writing ability. This study is an attempt to find out the factors that have relationship with complex sentence writing ability. The factor under investigation in this study is the students' ability in identifying subject-verb agreement.

The population of this study consists of 100 student of the Indonesian Art Institution (ISI) Yogyakarta. The random sampling is used in this research, and got 25 samples. The instrument for collecting data was implied: Toefl-A Preparation Course for the Structure and Written Expression. There are two data analysis system; they are Descriptive and Inferential Statistics.

The two objectives-related finding are as follow : First, the overall means of the structure (the student' ability in identifying subject-verb agreement) is 5.648 with standard deviation 1.790. While the overall means for writing complex sentence ability is 6.04, with standard deviation 1.81. Second, the coefficient correlation is 0.88, significant at $F=0.000$ or <0.05 . It means that there is a positive correlation between the ability in identifying subject-verb agreement and writing complex sentences among the students of ISI Yogyakarta.

Key Words: ability, identifying subject-verb agreement, applying complex sentences.

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YOGYAKARTA 2012**

I. Introduction

This writing concerns on the ability of the students in Indonesian Art Institutes (ISI) Yogyakarta in identifying the subject-verb agreement, and their ability in writing complex sentences, as well as the correlations between both.

This research will share about the introduction of the study, the theoretical review, the method of the research, research finding, suggestions and conclusion will become the last presentation of this writing.

A. Background of the Study

When discussing about English, there are some aspects that should be paid attention to; they are what everybody knows about four basic skills and three components. The four basics skills are reading, speaking, writing, and listening. The three components of this research are pronunciation, vocabulary, grammar (Lado, 1961:25). The four basics skills and the three components are functioned together to build a complete mastery of English. Therefore, when someone wants to master English, he/she has to learn not only three components, but also the four basics skills in English and vice versa.

In this writing, however, the writer chooses one the components that supports to have English mastery, the namely Grammar especially the ability in identifying the subject-verb agreement and its relation to the ability in writing complex sentences. Why the writer chooses the grammar because it is the most essential part of English that provides rules from the simplest to the most complex one. Besides, some lecturers complain about their students' ability in grammatical structure, as this problem may effect the other skill mastery such as listening, reading, speaking, and writing in teaching learning activity.

B. Problem Identification

Grammar, as one of the basic element of language is related to the development of the four skills, reading, listening, speaking, and writing (Widdowson, 1978:111). Considering the importance of grammar in teaching writing skill, the lecturers should be aware of their students' difficulties

earlier to anticipate the further problems. It is not easy for the lecturers to direct the students in composing the more advanced writing, if the students still make many mistakes in grammar, even in very simple knowledge of structure, which is in identifying subject-verb agreement as the basic thing of writing sentences. If it occurs frequently, the teacher will find it difficult to reach the target of the foreign-language teaching purposes.

There are six classes or 'Teaching English as a Foreign Language' (TEFL) objectives that are stated by Rivers (1968:8-9). They are out-lined as follows:

1. To increase the students' personal culture through the study of the great literature and philosophy to which it is the key
2. To increase the students' understanding of how language function and to bring him through the study of a foreign language.
3. To teach the students to read the foreign language with comprehension, so that he may keep abreast at modern writing, research, and information.
4. To bring the students to a greater understanding of people across rational barriers by giving him a sympathetic inside into the ways of life and ways of thinking of the people who speak the language he is learning.
5. To provide the students with skill that will be enable him to communicate orally.
6. To give the students some degrees in writing together with the speakers of another language and with people of other nationalities who have also learn to language

From the six classes of the TEFL objectives above, the researcher would like to focus this study only on point three and six. They discuss much about how important the written English is, as the facility of communication. The point also implicitly state that grammar is needed to support the students ability in arranging words, phrases, clauses become correct sentences, and so that students can communicate their ideas to others. The problem is how to direct the students to be able to compose more advanced writing if they still make mistake in arranging complex sentences, especially in the agreement between subject and verb. The disagreement between subject and verb regularly occurred when the students are asked to write sentences. They will make some sentences that cannot be understood because it seems that they still do not know which one is the subject and the verb of a sentence that should be matched each other's.

C. Problem Formulation

As Perrin (1965: 31) says that the most important step in improving a student language habit is to watch his own speech in writing. In the specific meaning, it states that if someone wants to see his strengths and weaknesses, he has to try to express his ideas in the written form, and then he can correct and analyze his real ability in English.

In order to be able to communicate in the target language, a learner should understand and understood by others in the language discourse. The discourse itself can be divided into components; they are sentences, clauses, phrases, and word level. The sentences consist of clauses that come from phrases, and phrases are built from words. The sentences itself at least consist of one subject and one verb that have agreement between both.

This case attracts the writer to research about the students' ability in identifying subject-verb agreement and their ability in writing complex sentences, and tries to analyze the correlations between both among the students in Indonesian Art Institutes (ISI) Yogyakarta 2012/2013.

Based on the above assumption, there are three questions to formulate the problem, they are:

1. How is the students' ability in identifying subject-verb agreement?
2. How is the students' ability in writing complex sentences?
3. Is there any correlation between the students' ability identifying subject-verb agreement and their ability in writing complex sentences?

D. The Significance of the Research

The finding of the research will be useful in two ways. The following presents possible outcomes of the research:

1. General Significance

This significance is aimed to the institution, which runs to role in English Teaching-Learning Activity. It may become the information for the lecturers, students, or other related person, especially in designing the teaching learning activity in the English class. Besides, hopefully inspires interested researchers to do the further research in the same topics.

2. Specific Significance

The outcome of the research may clarify and support a theory of ability in identifying subject-verb agreement and a theory of the ability in writing complex sentences, as well as the correlation between both.

II. Theoretical Review

To avoid miss-perception that might happen, the writer would like to specify and direct the readers to the same understanding about the following terms.

1. The ability in identifying subject-verb agreement

What is mean by the ability subject-verb agreement is that the competence of the student in recognizing a subject and a verb of a sentence, and identifying the agreement between both. The writer also discusses about the types, the characteristics, and the examples of the subject and the verb in the next chapter.

2. The ability in writing complex sentences

What is mean by the ability in writing complex sentences is the students' competence in writing complex sentence which at least consists of one dependent clause and one independent clause. As it consist of at least one dependent clause and independent clause, the students should be keen in identifying the subject-verb of a sentence or the subject-verb clause only.

A. Theoretical Framework

In the theoretical framework, the writer would like discuss two subject matters of the study completed with their theories, namely the ability on the identifying of subject-verb agreement and the ability on the complex sentence writing

1. The ability in identifying subject-verb agreement

a. Ability

According to Yerkes David, Phil David, B.A. in the Webster's Encyclopedic Unabridged Dictionary of the English Language (1964:3), ability is a competence in an activity or occupation because one's skill, capacity, or other qualification. Webster Noah, Color Deluxe in the Webster's New Twentieth Century Dictionary Unabridged: second edition (1979:4) mentions that ability is power to do something physically and mentally. While Saikaku Ihara in the American Heritage Dictionary of the English Language-third edition (1996:4) defines ability as the quality of being able to do something the physical, mental, financial, or legal power to perform.

b. Identifying

Identifying is to recognize or establish as being a particular person or thing, verify the identity (Webster's Encyclopedic Unabridged Dictionary of English Language: 707)

c. Subject

A subject is word or a group of words denoting that of which something is said. The subject may be noun or any word or group of words substituting for a noun (House C. Homer and Harman Emolyn Susan, 1950: 20).

Relating to those two theories, the writer would like to specify the discussion about the subject itself that has already introduced and explained from the beginning term of the students in Indonesian Art Institutes (ISI) Yogyakarta. The researcher would like to discuss about the subject, which is commonly used and should be known by the second grade students of senior high school level. They are as follows:

Table 2.1: Subject Classification

Subject	Example	Verb + Comp
Noun	Your <u>Invitation</u>	Makes me happy
Pronoun	<u>It</u>	
Gerund	<u>Accepting</u> your invitation	
To Infinitive	<u>To accept</u> your invitation	
Noun Phrase	A nice <u>invitation</u>	
Noun Clause	<u>That you invite me</u>	

The Explanation:

(a) Noun as a subject. It comes from Latin Language ‘nomen’ means name, is a word which is used to show person, a thing, an act, a quantity, or others. A noun is an element that is much used in spoken an written language (Abdi Kusman, 1999: 19). There are some points relating to noun. The points are as follows:

* The form of a noun may be changed, e.g. :

- Countable noun (singular or plural, regular or irregular)
- Uncountable noun.

Regular countable plural noun is designed with the s/es at he end of the word, which comes from the singular countable noun, e.g. : one book becomes two books.

Irregular countable plural noun is changed into various kind of form, e.g.: a child becomes children.

The last one is, uncountable noun that is never changed its form, e.g.: water, music, money, etc.

- ◆ A noun is usually put after deictic like: a pen, an eraser, the book, his chair, my shoes, some money, etc.

- ◆ A noun has a certain positioning English, like as subject of a verb, a complement of a subject, an object on verb, noun itself, etc.
- ◆ If noun is used as a subject of a sentence, so it should have agreement with the ‘finite verb’.
- ◆ A noun has a certain suffix like: -ment, -ion, -tion, -ance, -er, -or, -ist, -ant, -ture, -y, -age, -ness, -ity, etc.

(b) Pronoun as a subject. According to House and Harman in the book entitled Descriptive English Grammar: Second Edition (1950:45-46) states that pronoun (from Latin ‘pro’ meaning for, and ‘nomen’ meaning name) is a word used instead for a noun or a noun-equivalent. The meaning of pronoun is restricted to relation or reference.

It may name of person by its relation to the act of speaking: I, You, He, etc. A thing by its relation of nearness or remoteness from the speaker: this, that. Pronoun may with adjective significance, like quantity: much, little, enough, or number: many, few, all, or distribution: each, either, neither.

The word, phrase, or clause for which the pronoun stands is called the antecedent of the pronoun. Most pronouns have antecedent either expressed or implied, and they should agree with the antecedents in person, number, and gender, e.g.:

- John gave me his books, and I gave them to his sister. “John” is the antecedent of his, and books is the antecedent of them.
- Everyone has of his wishes sometimes denied. The antecedent of his is the pronoun of “everyone”.

Pronouns are classified as:

- Relative Pronoun
- Central Pronoun
- Interrogative Pronoun
- Definitive Pronoun
- Indefinite Pronoun

Table 2.2: Relative Pronoun

SUBJECT	PERSONAL	NON-PERSONAL	PERSONAL AND NON-PERSONAL
	WHO	WHICH	THAT

Table 2.3: Central Pronoun

		PERSONAL		POSSESSIVE		REVLEXIVE
		SUBJECT	OBJECT	ADJECTIVE	NOM	
1 st person	Sing	I	Me	My + N	Mine	Myself
	Plur	We	Us	Our + N	Ours	Ourselves
2 nd person	Sing	You		Your + N	Yours	Yourself
	Plur					Yourselves
3 rd person	Sing	He	Him	His		Himself
		She	Her		Hers	Herself
		It		Its + N	X	Itself
	Plur	They	Them	Their + N	Theirs	Themselves

Table 2.4: Interrogative Pronoun

FUNCTION	PERSONAL	NON-PERSONAL
SUBJECT	WHO	WHAT
	WHICH	WHICH

Table 2.5: Definitive Pronoun

REFERENCE	SINGULAR	PLURAL
Near	This	These
Distance	That	Those

Table 2.6: Indefinite Pronoun

UNIVERSAL		COUNTABLE	
		PERSONAL	NON-PERSONAL
SINGULAR	NOMINAL	Everyone Everybody each	Everything Each
	DETERMINER	Every (student)	
PLURAL	DETERMINER	All The Student/s	

(c) Gerund as a Subject. Abdi Kusman, Drs. MA (1994:44) states that gerund is a verbal noun or a noun that comes from verb-ing. The function is same as noun, e.g.: Reading improves our knowledge.

Gerund phrase is a gerund which is followed by element complementary, and then its unity forms “ a gerund phrase “, e.g.: Reading a good book improves our knowledge.

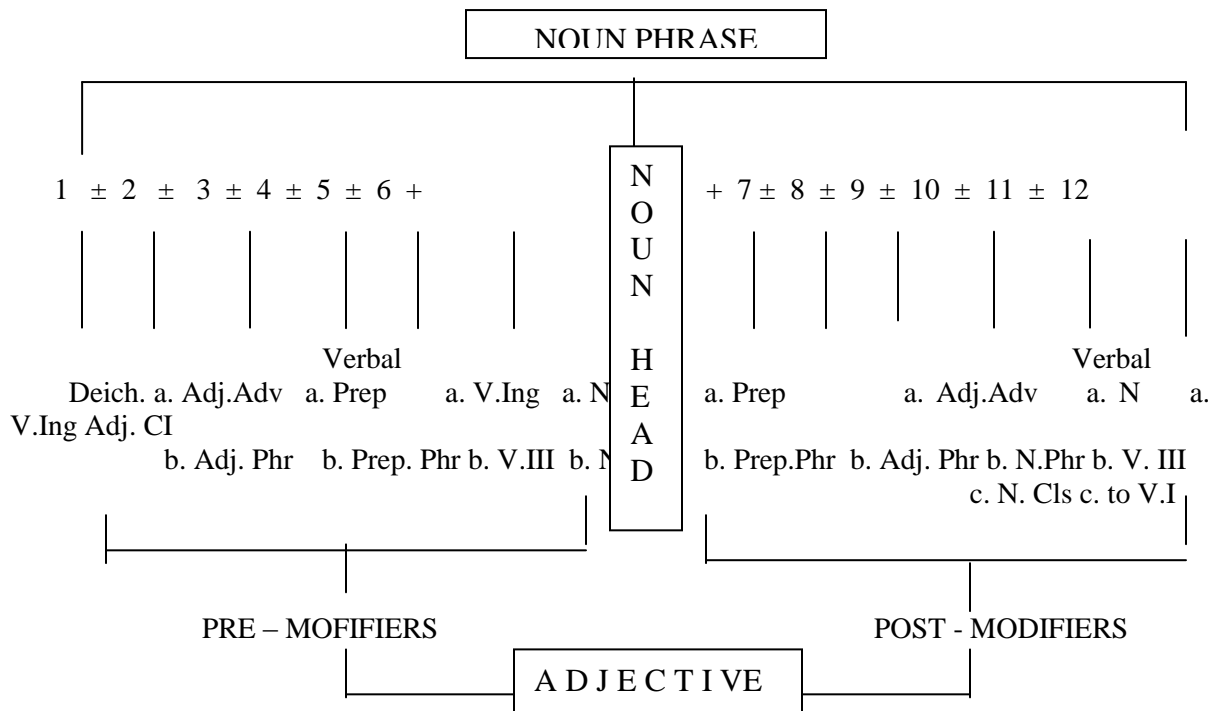
(d) To infinitive as a Subject. (Harman Emolyn Susan, 1950:325) defines the infinitive as a finite. Like the gerund, it has no inflection to indicate person of number. The simplest form of the infinitive (i.e. the present indefinite tense: go, talk, forget, etc.) is regarded as the basic verb form, the one form which the other entire verb form, e.g.:

- ◆ To read improves our English.
- ◆ To swim makes us strong.

(e) Noun phrase as a subject. Noun phrase is a noun which is modified and explained by modifiers which may be put at the beginning or at the end of the noun (Abdi Kusman, 1999:23). Modifiers that comes before noun is called ‘pre-modifier’ and modifier that comes after noun is called ‘post-modifier ‘. The noun itself that becomes the main of the noun is called ‘Noun Head ‘.

There are six a types of word, whether it is singular or phrase, that come as pre-modifiers in any kinds of composition in front of the noun head. There are also six types of word, whether it is singular, and phrase, or clause, posited as post-modifier. Here is the Diagram of the Noun Phrase.

Diagram 2.1.1 : Noun Phrase



EXPLANATION :

- Element 1 : Deictic. It is always put in front of the noun phrase. It can show a quantity, such as :
this, that, my, John's, etc
- Element 2 : Pre-modifier. It is an adjective, which can be singular or phrase form, e.g: A very beautiful woman. 'A very beautiful' is an adjective that explained about 'woman', and 'very' explains about 'beautiful', not the noun head 'woman'.
- Element 3&4 Adverb and Preposition. Each function as an adjective, e.g.:
 - The then king.
 - Our only discussion.
 - The inside room.
 - Two out-side window.
- Element 5 : Verbal Element. Like pre-modifier, verbal comes in the form of V-3, V-ing
- Element 6 : Noun. Element 6 is a noun before noun head that is functioned as an adjective (the last element of pre-modifier).
- Element 7 : It is a preposition phrase.
- Element 8 : Adjective. It is adjective element that can be in the form of singular, phrase, and come after noun head.
- Element 9 : It is an adverb element that is in the form of singular.
- Element 10 : It is a noun which is in the form of singular, phrase, even clause that is functioned as an adjective.
- Element 11 : It is a verbal element which is in the form of V-ing, V-3, V-1 and it is usually in the phrase form.
- Element 12 : It is an adjective clause element.

(f) Noun Clause as a Subject. In a noun clause, the full subject and predicate are retained, but the structure is changed by the addition of a special introductory word, by a special word order, or by both.

These changes permit the noun clause to fill the same position to serve the same function as noun (Frank Marcella, 1972:283).

Any clause, which performs the function of a noun, is called a noun clause (Harman, 1950:370). A noun may substitute for a mere abstract noun equivalent (e.g. gerund or an infinitive phrase). Noun Clause may be introduced by any of the following:

- 1) Expletives : that, but that, whether, if, etc. Example: That he will come to our country is impossible.
- 2) Interrogative Pronouns : who, which, what, where, etc. Example: Who is to go first, has not been determined.
- 3) Interrogative Adjective : which, what, etc. Example: which book the children wanted was very expensive.
- 4) Interrogative adverbs: why, when, where, how, etc. Example : Why he comes back soon is mysterious for me.

Those are some parts of speech that are function as a subject in English sentences, and they have already introduction to the second grade students of State High School Yogyakarta from the beginning class.

English sentences consist of predications-something is said, or predicated about a subject. The main grammatical divisions of a sentence are therefore the subject and the predicate. Next, the writer will continue the discussion about predicate itself or which is popular with a verb.

g. Verb

Verb is the most complex part of speech. Its varying arrangement with nouns determines the different kinds of sentences-statement, questions, commands, exclamations (Marcella Frank, 1972:47-48). Like the noun, the verb has the grammatical properties of person and number, properties that which require agreement with the subject. But the verb also has several other grammatical properties that are shared with no other part of speech. These properties are:

- ❖ Tense. Special verb endings or accompanying auxiliary verbs signal the time an event take place.
- ❖ Voice. Special verb forms are arranged in certain positions with noun to indicate whether the grammatical subject of a sentence is performing an action.
e.g.: The policeman arrested the burglar-active voice
The burglar was arrested by the policeman- passive voice.
- ❖ Aspect. Certain verb form, often with accompanying adverbial expressions, whether an event is to be regarded as a s a single point on a time continuing, a repetition of point, or a single duration on the beginning, a middle and an end. It is the aspect of duration that the English verb most readily expresses through the progressive forms of tenses.

TYPES OF VERBS

The types of verb described here differ according to the kind of complement they may have. Because these types may cut across each other, a verb may belong to more than one type.

a) Predicating or Linking Verb;

A predicating verb is the chief word in the predicate that says something about the subject. The predicating word is traditionally been called a verb of 'action' (e.g.: babies cry, she wrote a letter, etc.), but actually has interpreted to include most non-action verb that is not linking verbs(for example: I remember him, she needs more money, etc.). a linking verb is a verb of incomplete predication, it merely announces that the real predicate follows, e.g.:

- The milk tastes sour
- The rose smells sweet

The linking verbs are often subdivided by modern grammarians into be and all others. One of the most important differences is that, whereas the other linking verbs are followed mostly by predicate adjectives, may be followed by many types of complements:

Adjective: He is handsome

Noun: He is handsome boy

Adverb: The man is here

Noun clause: We are what you see

Infinitive phrase: The problem is to find the right house

Gerund phrase: the problem is finding the right house

In addition to differing from other linking verbs in the type of complements it takes, be also differs from all other verbs with respect to the position of adverbs used with it, and with respect to its manner of forming questions and negative.

b) Transitive and Intransitive Verb

Transitive verbs takes a direct object (He is reading a book); an intransitive verb does not require an object (He is walking in the park). Only transitive verbs may be used in the passive voice (the book was returned by him quickly). All linking verbs are intransitive.

c) Reflexive verbs

Reflexive verb requires one of the compound with-self (reflexive pronoun). Some verbs may be used with or without the reflexive pronoun object. Example: he washed (himself) and dressed (himself) quickly.

d) Auxiliary or Lexical verb

Two or more words may be joined together into a single verb phrase that functions as the full verb of the predicate. The first part of verb phrase is the auxiliary, and the second part is the lexical verb. The auxiliary verb acts as a “helping” verb to lexical verb by adding either: (1). Structural element that marks differences in tense, voice, mood, and aspect, or the signals question and negatives; (2) a semantic coloring such as ability, possibility, necessity (modal auxiliary). Auxiliaries combine with lexical verbs that are in simple. The number of auxiliaries used with lexical varies. A lexical verb may have no auxiliaries, (e.g.: He opens, He opened), one auxiliary (He will open), two auxiliaries (He has been opening), or three auxiliaries (He may have been opening). Agreement with the subject occurs in the first auxiliary only. Only be, have, do, the verbs that may be used independently, can indicate person number.

e) Finite or Infinite Verb

The form for these verbs is determined by the function that the verb has in sentence. A finite verb is a lexical verb with or without auxiliaries that acts as the full verb in the predicate. It is limited by all the grammatical properties a verb may have-person, number, tense, voice, etc.

Non-finite verb is incomplete verb forms that function as other parts of speech than verbs. It consist of the infinite forms (to + the simple form of the verb) and the participial – ing or – ed forms.

FUNCTION OF VERBS

The verbs function as the grammatical centre for the predication about the subject (Frank Marcella, 1972:51). As we have seen, it may be a grammatical centre, or it may be strongest predicating word in the centre core of the sentence. The verb is so basis that other function (subject, object, complement) are determined in relation to it.

e. Agreement

(Quirk et al, 1974:359) defines that agreement is the relationship between two grammatical elements that if one of them contains a particular feature, for instance, plurality, then the other also has to have that feature. This means that certain grammatical items agree with each other in number of person. The most important type of agreement in English is between subject and verb.

The ability in identifying subject-verb agreement

From those theories above, the writer would like to summarize and point out that the ability in identifying subject and verb agreement is the competence of the students in recognizing the subject and its verb as the predicate in a sentence or a clause.

2. The Ability in Writing Complex Sentence

a). The ability

The ability meaning in this case is the same as the first definition above. But the writer will add and enrich the other theories about it. According to (Soukhanov H. Anne, 1996:4), ability describes as a competence suggest the ability itself to do something satisfactorily, but not necessarily outstandingly well. While to (Edward Thorndike, 1996:2), ability is the intellect and character and skill possessed by any man are the product certain original tendencies and the training which they have received. Basically, the ability is a power or a capacity to do or act physically, mentally, legally, morally, financially, etc. in the other word, it is abilities, talents, special skills, expertness, proficiency, or other qualification.

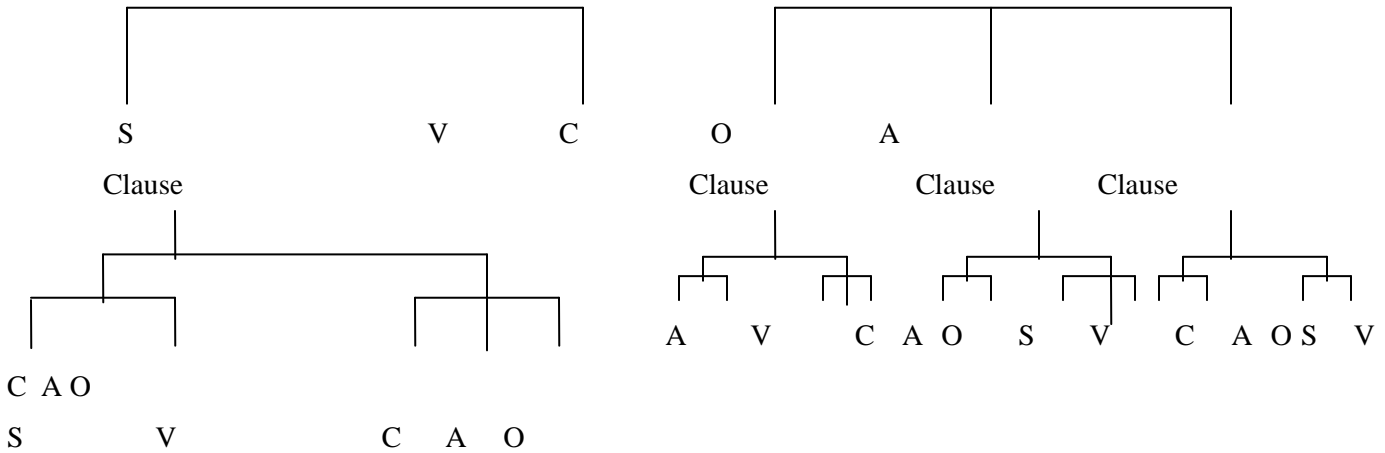
b). Writing

Writing is an act of putting in proper order; also the state of being put in order (Noah, Webster's New Twentieth Century Dictionary Unabridged: second edition- Deluxe color: 902). This means that arrangement is to adjust properly or to come to arrangement or understanding regarding.

c). Complex Sentence

(Abdi Kusman, Drs. M.A. 1998: 98) defines a complex sentence as a sentence that has a least one dependent clause and one independent clause, or more. The independent clause or the main clause of the complex sentence is the main basic of the sentence, and it can stand by itself. The complex sentence may have more than one sub/dependent clause that can be noun clause, adjective clause, and adverb clause, and it cannot stand by itself. For example: She can understand that English is not easy. The example consist of 2 clause that are dependent clause and independent clause. She can understand is the independent clause, because it can be understood it stand by itself (it does not need other part of clause). That English is not easy is dependent clause, because the clause still cannot understood if it stand by itself.

Diagram 2.2.1: Complex Sentence



Examples:

- Who love my only special boyfriend will be in Bethesda soon.
- If you want to master English well, you must study constantly, consistently, and patiently.
- In establishing that the price of a Roll Royce is ten times the price small ford, the market of motor cars simultaneously ensures the product and sales of Roll Royce.

The Ability in Writing Complex Sentence;

According to some concept about the ability in arranging complex sentence above, the writer would like to conclude that the ability in arranging complex sentence is that students' competence in putting in order the pattern of complex sentence according to its correct rule and grammatical structure and semantically can be understood.

III. Research Method

In chapter III, the writer would like to describe the research design, the population and sampling, the instrument, the data collection, and the statistical techniques used in data analysis. Each of these is presented below:

A. Research Design

This research is a co-relational research, as the writer would like to observe the level of relationship between two variables. Since the study involves a collection of techniques used to specify

and describe the phenomena without the experimental manipulation, it can be said that this study is descriptive research.

It begins with preconceived hypothesis and scope of investigation, so this research is a quantitative research. Besides, it will also deal with the relationship between the independent variable and dependent variable. The former is the ability in identifying subject-verb agreement, and the ability in arranging complex sentence belongs to the second.

B. Population and Sampling

1. Population

The population in this research is the students in Indonesian Art Institutes (ISI) Yogyakarta 2012/2013. There are 206 students registered. The detail is shown in the table below:

Table 3.1: The Number of Students

CLASS	MALE	FEMALE	TOTAL
A	16	26	42
B	17	25	42
C	17	25	42
D	16	24	40
E	16	24	40
TOTAL			206

The location of this research is The Indonesian Art Institutes (ISI) Yogyakarta. The choice of the location is considered because of some reason:

- a). The writer teaches at the institution, so it is easier to do this research.
- b). It will give more information to the institution, related to teaching and learning process.

2. Sample

If the condition of the population is 'homogen', someone does not need to take many samples. In the other word, somebody who wants to research about the condition of water in the river, he does not need to take three or five cans. He can only take a bottle or a glass as a sample. So in 100 number of population, it is fine to take 10 people for the samples (Hadi Sutrisno, 2000:221). Based on the theory above, the researcher would like to take 25 respondents as the samples of her research. The utilizing of research sampling is really crucial and helpful in conducting a research. It is intended to make the research effective and efficient.

The researcher uses random sampling method in this research, in order that everybody will have the same chance to be her respondent. As the writer only takes 25 samples, she chooses five students of each class to make 25 of her respondents come from five classes fairly. Five students that are chosen from each class are selected from the names listed in the attendance list. To be fair, the researcher writes the students' number of each on pieces of papers. Then she puts the pieces into a can, and rolls them. Finally she finds five numbers that become her respondents from each class, and then 25 person are ready to be the samples.

C. Instrument

There are two instruments that are used in the research; they are structure test and writing test. Structure test in this case is taken from the pre-test of TOEFL Course Preparation that concerns with the students' ability in identifying subject-verb agreement. While for the second test, the researcher designs it by her self.

1. The Structure Test to Identify Subject-Verb Agreement

This instrument is adopted from the TOEFL. Preparation Book. This instrument tests the students' ability in identifying subject-verb agreement. There are 50 items that the students should answer by underlining the subject once, and the verb twice, then the finally state whether the sentence is true or not. It takes 45 minutes to do this test. The following is the form of structure test.

Table 3.2: Structure Test

Sub test	Number of item	Point per-item	Total score
Structure test (Sub-verb agreement)	50	2	100

2. The Complex Sentence Writing Test

The researcher makes the second test that is used to this study. As complex sentences might consist of noun phrase, verb phrase, clause, or other, the researcher then ask the students to write 10 complex sentences by giving the sub-ordinate conjunction as the key words. This instrument is used to analyze the students' ability in writing skill, in this case the researcher would like to focus on the detection of the students' ability in identifying subject-verb agreement.

a). Validity

As explained above, the instrument used in this study is to collect the data for assessing the students' ability in identifying subject-verb and ability in writing complex sentence. Before those instruments are used to collect the data needed, the validity test is done.

b). Reliability

Reliability deals with the reliance. It means that a test can be stated to have high consistent and stable result about the subject condition when it is given repeatedly. Based on this definition, the researcher tests the readability of the instrument by using 'Alpha Formulation'. To get the Alpha analyze, the researcher gave the test to the 25 respondents, the result analyzed by the computer. The result is $r = 0,88$. It shows an internal reliability instrument.

D. Data Analyze Technique

The test was divided into two sections. The first test was Structure test in detecting the students' ability in identifying subject-verb agreement, and the second is to test the ability in writing complex sentence. The first test contained 50 items and took 45 minutes. The second test contained 10 items, and took 30 minutes only.

Descriptive and inferential statistic are used to analyze the data

1. Descriptive Statistic

This is to provide answers to the research questions about the ability of the second grade students of the State Senior High in identifying subject-verb agreement and writing complex sentences. The statistics that are used are:

a. Mean

This is to know the average score of the subjects of the study.

b. Standard Deviation

This is to know the average variability of all the scores around the mean.

2. Inferential Statistic

The inferential statistic is used to describe about the relationship between the students' ability in identifying subject-verb agreement and their ability in writing complex sentences.

a. A test of hypothesis (simple regression)

In testing the hypothesis the researcher passes the following steps:

- making the data group
- stating the variables, which one is the dependent and which one the independent variables.
- making the diagram of the two variables.

b. Linearity Test

This test is used to analyze the correlation between two variables that is students' ability in identifying subject-verb agreement and the ability in writing complex sentence. The writer uses F-Test.

c. Hypothesis Test

Hypothesis test is used to test whether the hypothesis of this thesis is accepted or rejected. To describe the correlation between the two, it needs a formula, that is

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

r_{xy} = coefficient of correlation

x = variable 1

y = variable 2

IV. Finding of The Research

This chapter is divided into two parts. The first parts will discuss about the descriptive findings, and there will be residual finding that will be discussed in part two. The descriptive findings consist of three sub-divisions. Sub-divisions one will discuss about the descriptive data of the ability in identifying subject verb agreement and the ability writing complex sentences. Sub-division two will test about the hypothesis, while sub-division three will present about the research result of this study.

Descriptive Finding

First of all, the researcher will discuss about the ability in identifying subject-verb agreement of the students in Indonesian Art Institutes (ISI) Yogyakarta. Secondly, the writer will clarify about their ability in writing complex sentences. Thirdly, it will discuss about the correlation between the two.

1. Data description

The data description will tell about the two variables in this research. Each of the variables will be presented in the accurate statistic description.

a. The ability in identifying subject-verb agreement.

This is the data about the students' ability in identifying subject-verb agreement. From 25 respondents, here is the result:

Table 4.1: The Result of Structure Test

S	Mean	Median	Mode	SD	HS	LS
25	6.04	6.0	7	1.81	9	2

From the data above, the student with the highest intelligent level gets scores 8.8, while the student with the lowest intelligent level gets scores 106. out of 50 questions of structure test, most student get 6.8 (mode). The average score out of 50 items is 5,648, with the standard deviation 1.79. It means that the students' ability in subject-verb agreement is fair. It is also strengthened with the median that is 6.00.

b. The ability in Writing Complex Sentence.

The numberof respondent is 25. Here is the description of the students' achievement in writing:

Table 4.2: The Result of Writing Test

S	Mean	Median	Mode	SD	HS	LS
25	6.04	6.0	7	1.81	9	2

From the table above, the student with the highest intellectual level can write 9 complex sentences correctly, while the student with the lowest intellectual level can only write 2 complex sentences. From 10 complex sentences that the students write 7 of them were written correctly. The rest were not written correctly. The average score of this writing test is 6.04, with the standard deviation 1.81. It means that the students' ability is still fair. It is strengthened with the median that is achieved 6.00.

2. Test of hypothesis

a. pre-analysis

1. Linearity Test

Linearity test is used to analyze whether there is linear correlation or not between the variables (dependent and independent variable). To test the linearity regression, the writer uses F-Test. The result is as follow:

Table 4.3: Data of Significance

Variables	Significance-F	α standard
XY	0.000	0.05

Based on data above related of the theory of F that if the significance $F < \alpha$, it will be linear. In fact, $0.000 < 0.05$ or 0.000 is lower than 0.05 in number, so the F-Test is linier.

b. Hypothesis Test

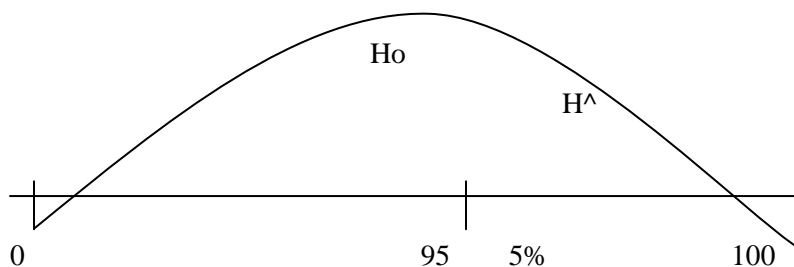
The hypothesis-testing procedure concerns with the correlation between the students' ability in identifying subject verb agreement and their ability in writing complex sentences. The hypothesis reads "there is a significance correlation between students' ability in identifying subject-verb agreement and the ability in writing complex sentences". The result is as follows:

Table 4.4: Hypothesis Test

N	r xy	R table (5%)
25	0.88	0,396

From the data above, it is seen that the coefficient correlation obtained from all data variables is higher than that is the table standard with 5% significant level. It means that the influence of the students' ability in identifying subject-verb agreement toward their ability in writing complex sentences is significant enough in which its regressive correlation is + (positive). Besides, it strengthened with the regulation of correlation element:

Sig. $r < \alpha = H_0$ is accepted.



In the other word, score r obtained 0.000 is lower than α standard. It means that the correlation between those two variables is significant.

Therefore the null hypothesis which states that there is no correlation between the ability in identifying subject-verb agreement and the ability in writing complex sentences is rejected. In other word, the hypothesis that states “There is positive correlation between the students’ ability in identifying subject-verb agreement and their ability in writing complex sentences” is accepted.

3. Interpretation.

From the result of computer calculation of the Pearson Correlation Analysis System, it can be conclude that there is a significance correlation between the ability in identifying subject-verb agreement and their ability writing complex sentences and the correlation between both is positive. In other word, it can be stated that the better the knowledge of the students in identifying subject-verb agreement, the better the ability in writing complex sentences.

Table 4.5: Student’s ability in identifying subject-verb agreement and the ability in writing complex sentence based on the Regression Analysis:

R xy	R table (5 %)	SE %
0.88	0.396	59.414

It also found out that the coefficient correlation of r obtained is higher than the r table in significance level 5 %. It means that the null hypothesis that states “there is no significance correlation between the students’ ability in identifying subject-verb agreement and the ability in writing complex sentences” is rejected. In other word, “there is significance correlation between the students’ ability in identifying subject-verb agreement and the ability in writing complex sentences” is accepted.

V. Conclusion and Suggestion

In this chapter, the writer would try to conclude what she has researched, observed, and studied in this research. Implication and suggestion are also presented in the end of this chapter.

A. Conclusion

Based on the result of the research, the writer would try to conclude the main discussion in this study. It can be concluded that generally students complete 33 out of the 50 questions. It means that the students’ ability in identifying subject-verb agreement is still good.

For the ability in writing complex sentences, it can be concluded that the students in Indonesian Art Institutes (ISI) Yogyakarta 2012/2013 are able enough to express their ideas by writing. They might be good in expressing their ideas, but the problem is they are sometimes careless in paying attention to some aspects of writing sentences like concord, spelling, structure pattern, punctuation, etc. So, we can conclude that there is significance or positive correlation between the ability in identifying subject-verb agreement and their ability in writing complex sentence.

B. Suggestion

Based on the conclusion of the data analysis, the writer then formulates suggestion as follows:

First, the lecturer should be aware in their students' ability of structure, especially in identifying subject-verb agreement. This suggestion is hoped to be followed up, as the problem might influence the other skills mastery in English, like writing.

Secondly, the students should be care with some extra exercises which are conducted by the institution like TOEFL class, as the students are also given structure and written expression session in the class.

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