**CHAPTER I**

**INTRODUCTION**

In introduction chapter, the researcher wants to present background of the research, formulation of the research problem, purpose of the study, significance of the study, scope and limitation of the study, definition of key term, and organization of the research.

**A. Background of Research**

A language is a social phenomenon. It is used as a means of communication between individuals. It also brings them into relationship with their environment. Language is an instrument to express an idea, opinion, mind, and feeling. It is used to communicate both in spoken or written form. In other words, communication and language can not be separated. We realize as Indonesian we must be able to communicate with other nations in the world. Language is considered as the chief means used by human being to express their feeling and fulfill the basic need for social interaction with other people.

Communication is used in processing of sending and receiving information signals or messages by talking, gesturing, and writing. There are two ways of communication, oral (direct communication) and written (indirect communication). Every country in the world has language for communication, but to make easier to communicate among other countries, we need an international language.

The transfer of scientific and technological information is presented in English. Consequently, it is important for every citizen, such as Indonesian, to learn English. Considering the importance of English, the Indonesian government gives more attention to it, especially in the educational system. English is taught and learnt from kindergarten level up to university level in Indonesia. English has introduced to students in kindergarten. It becomes a compulsory subject in elementary, junior, and senior high school. In university level, English also a course offered as a required subject.

Our government anticipates the challenge of globalization that caused by the changing and developing of society’s life, nation, and state by using a new standard of competency and base competency. Those changing and developing are caused by the forward process of knowledge and technology. In practice, the base factor is communication and common language that used is English.[[1]](#footnote-2)

English taught legally in Indonesia since 1994 as MULOK. In information and globalization era, the government aware the important of English and human resource’s those have communication skill in English, so it becomes a foreign language in Indonesia.[[2]](#footnote-3) Our government conducts minimally one of the educational units at all level to be developed as a standard unit of international education. One of the characteristics of the teaching learning process must use two languages. Based on the rule of SISDIKNAS (national education system), foreign language can be used as mediator language of certain education units to support the foreign language skill of students.[[3]](#footnote-4)

Our government makes a new curriculum that has international standard. SBI (internationally standardized school) is a new innovation of education curriculum. Two languages must be used in its teaching learning process. It is not only limited in English lesson but also other lessons that have relation with their curriculum.

In educational field, there are some educational factors. One of them is textbooks. If it is related to English as an international language, nowadays many books are written in English including students’ textbooks. These books use two languages in its presentation. It is very important to help bilingual students in their teaching learning process.

The difficulty faced SBI students basically has close relation with the ability of reading. One of the purposes of reading activity is to obtain information that we are curious about some topics.[[4]](#footnote-5) Students who learn English as foreign language already have a deep knowledge of at least one other language.[[5]](#footnote-6). In fact they must use English in teaching learning process. Where L1 and the variety of English they are learning come into contact with each other, there are often confusions which provoke errors in students’ use of English.

As we know Indonesian has linear rule in its sentence structure and English is very complicated in its sentence structure. The students will face many difficulties when they learn English because they used to be studying linearly. The other problem is, when they come to class they bring with them their own personalities and their learning expectations. Their behavior will also be influenced by their current circumstances and by what happens in the lesson. So, when students engaged, have reasonable level of shelf-esteem and are experiencing success, there is no incentive for them to behave badly or disrupt lesson.

In comprehending bilingual textbooks, the purpose is to absorb the knowledge related to education field from those books. It is not easy activity since the students are demanded to advance both in English and its subject.[[6]](#footnote-7) It becomes a great problem for them because their main concentration is in the history term. In the other hand, English is the main medium to grasp the history language during reading those books.

To be able to comprehend bilingual textbook, students need not only concentrate on the vocabulary only, but also know the structure of the sentences, clauses, and phrases in that books. One of language components which is crucial to be considered is grammatical aspect. Snow, states that the text can be difficult or easy, depending on factors inherent in the text which one of them is its linguistic structure.[[7]](#footnote-8)

The researcher chooses bilingual textbooks because she thinks that they are new things in our country. In the age before, the young learners study English only as an introduction because at that time they must learn their mother tongue, so knowing the types of their sentences is important in order to understand well. Sentence is important to create the communication either oral or written, so that, we need to know the rules of making good sentence. So, we can be easier to express our ideas or arguments to others by using variety of sentences to make our communication interesting and lively.

In case of importance of sentence types in written text and some reason previously describe above, the writer only focuses on the study of an “*An Analysis on the Types of Sentences Used In Bilingual Textbooks”.*

**B. Formulation of the Research Problem**

Based on the background, the problems of this study can be formulated as the following:

1. What types of sentences are found in bilingual textbooks?
2. How is the frequency of occurrence of sentence types are found in bilingual textbooks?

**C. Purpose of the Study**

In accordance with the formulation of the research problems stated above, the purpose of the study:

1. To find out types of sentences are found in bilingual textbooks.
2. To identify the frequency of occurrence of sentence types are found in bilingual textbooks.

**D. Significance of the Study**

The results of the study are expected to give worthy contribution to the researcher, English learners and teacher.

1. For the researcher

This study id useful for the researcher to help her convey her ideas precisely, to identify basic sentence including identification of sentences in bilingual text books, to improve grammatical knowledge in order to be better in mastering English.

1. For English learners

This study is useful for English learners, by knowing those specific grammatical items, they will be able to understand the important aspect in mastering English, know the types of sentences and help them to identify basic of sentence including identification of sentence, translate and make sentences well

1. For English teachers

This study is useful for the teachers to know about the types of sentences and it can be used by the teachers as a hand book to teach their student in making sentence and also in translating sentence. It can also be used by teachers to specify the level of the types of sentence they want to teach or write.

**E. Scope and Limitation of the Study**

To avoid the deviation from the topic, the researcher would like to limit the scope of the problem as follows:

1. The number of bilingual textbooks, from which the form was studied, was four. The books were selected from different fields of study. The fields were physics, economics, geography, and chemistry. 1 chapter taken from each text books as the sample.
2. The study was focused on the types and the frequency of occurrence of sentence types are found in bilingual textbooks in the Junior High School Level (Mts. / SMP).

**F. Definition of Key Term**

Avoiding miss interpretation of variable, the writer tries to define the key of term. Some of keys have some definitions, thus the writer defines them appropriately based on the study discussed. They are following:

1. Analysis is the activity of gaining a particular subject or a sudy of something by examining its part.[[8]](#footnote-9)
2. Type is (on of a) group of things with certain features in common; kinds or short.[[9]](#footnote-10)
3. Textbook is a book containing information of natural and social science used by students as required textbooks or reference in their field of study.[[10]](#footnote-11)
4. Bilingual is speaking or using two languages.[[11]](#footnote-12)
5. Bilingual textbook is a textbook that used in teaching learning process of SBI (Internationally standardized school). It contains two languages, English and Indonesia.

**G. Organization of the Research**

In making a good thesis, it is necessary to arrange it systematically. The organization of this study covers five chapters:

The first chapter is introduction. It includes background of research, formulation of the research problem, purpose of the study, significance of the study, scope and limitation of the study, definition of key term, and the organization of the research.

Chapter two contains review of related literature involving sentence, sentence pattern, clause, types of sentences.

The third chapter talks about research method covering research design, population and sample, data collecting method, and data analysis.

Chapter four presents the data finding and discussion about the classification of the types of sentence used in bilingual textbooks.

Chapter five contains conclusion and suggestion in finding of the study.

**CHAPTER II**

**REVIEW OF THE RELATED LITERATURE**

Thischapter presents some theories about the sentences. To make them clear, the researcher would like to explain the definition of sentences, sentence patterns, clauses, sentence connectors, types of sentences, and predication.

1. **Sentences**

A sentence is a group of words that you use to communicate your ideas in writing or speech. It consists of two main parts: a subject and a predicate. It has the meaning and can be understood.[[12]](#footnote-13) Many people use sentences to communicate each other conveying their messages to the listener. A sentences is a self-contained grammatical unit, usually contains subject and verb that conveys to the listener or reader a meaningful assertion, question, command, or exclamation. So, the sentence is a meaningful statement that has subject and predicate. It means that the utterance, which has subject and predicate, can be called as a sentence.

Therefore, we can use the definition of the traditional grammar to identify the definition of sentence. They said that a sentence is defined in two ways: (1) By meaning; a sentence is a complete thought. (2) By function, a sentence consists of a subject and a predicate.[[13]](#footnote-14) A sentence is a full predication containing a subject plus a predicate with a finite verb. Its arrangement may be symbolized by such formula as S V O (Subject-Verb-Object), N1 V2 N3 (Noun-Verb-Noun), or Np Vp (Noun phrase- Verb phrase).

**B. The sentence Pattern**

If we want to analyze a sentence, we must identify subject, predicate, object, and complement.

1. Subject

Subject is the word or group of words in sentence about which is said and which serve as the starting point of the action expect in passive construction. Subject is the word that name the person, thing, or place that a sentence about. It is usually a noun or pronoun or other word functioning as pronoun or noun.[[14]](#footnote-15)

Example:

- Fadila is my friend - The monkey is eating banana

S S

- She and he go to school - Are they cooking now?

S S

2. Predicate (Verb)

Predicate is the word or word group that normally follows the subject and tells what it does, has, or what is done to it, or where is it. The predicate always includes a verb, and the verb is one of three types; linking, intransitive, or transitive.[[15]](#footnote-16)

Example:

- The flag ceremony starts at seven.

V

- He gives me a cake.

V

3. Object

According to Owen Watson, Object is a noun or substantive that directly or indirectly receives the action of a verb, or one that governed by noun phrase and prepositional phrase.[[16]](#footnote-17)

Object is divided into two kinds; they are direct object (DO) and indirect object (IO).

Example:

- I have a new book. - I buy an elephant.

O O

- He gives me a golden ring. - They lend me much money.

IO DO IO DO

4. Complement

Complement is a word or group of word used to complete the meaning of the predicate (verb).

Example:

-She is a nurse - He runs quickly.

C C

- We are in the living room. - You were policemen.

C C

We can modify the main subject and predicate with other words, phrase or clause.

1. Phrase

Phrase is combination of two words or more that have characteristics non predicative and it can be understood.

Example:

* New book
* A new book
* My new English book.

1. Clause

A clause is a group of words containing a subject and a verb, but it has not been understood yet.

Example:

- *After* she went to the cave - *when* I love you

S V S V

- *Before* she cleans your house - *since* you leaved me

S V S V

The following is a table of sentence pattern.

**Table 1** **Sentence** **Pattern**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Sentence pattern | | Examples |
| 1 | S – V | Subject – Verb | My cousin will arrive  S V |
| 2 | S – V – O | Subject – Verb – Object | I love you  S V O |
| 3 | S – Lv – N | Subject – Linking verb – Noun | You were policemen  S V N |
| 4 | S – Lv – Adj | Subject – Linking verb – Adjective | You looked so pretty  S V Adj |
| 5 | S – V – IO – DO | Subject – Verb – Indirect Object – Object | They lend me money  S V IO DO |
| 6 | S – V – O – N | Subject – Verb – Object – Noun | I call him pipi  S V IO O |
| 7 | S – V – O – Adj | Subject – Verb – Object – Adjective | You make me happy  S V O Adj |

1. **Clauses**

A clause is a group of word containing a subject and verb.[[17]](#footnote-18) A clause may be defined in the same way as a sentence. It is a full predication that contains a subject and a predicate with a finite verb.[[18]](#footnote-19)

Example:

- *After* she went to the cave - *when* I love you

S V S V

- *Before* she cleans your house - *since* you leaved me

S V S V

There are two kinds of clauses:

* Independent clause (main)
* Dependent clause (subordinate)

And independent clause is a group of word that has a subject and verb. It is used as a part of sentence is grammatically independent and can stand alone. [[19]](#footnote-20) An independent clause is a full predication that may stand alone as a sentence.[[20]](#footnote-21)

Example:

- English is an international language.

- They speak English well.

- I go to market.

Related to Brown opinion, as quoted by Lutfiana stated that dependent clause (subordinate clause) cannot stand alone by itself as a complete sentences because it does not express a complete thought. In addition, subordinate clause has to make the meaning of independent clause clear and complete.[[21]](#footnote-22)

Example:

-……. After I called her yesterday.

- …….. where is the dog.

-…….. when he bough it.

Dependent clause has three types of clauses which classified based on their function in the sentence, they are:

1. Noun clause

Noun clause fills position and serves the same function as nouns. Noun clause may be used in any of the more important construction of nouns, such as subject, direct object, subjective complement, and object of preposition.

The following is a table of the function of noun clause.

**Table 2** **The** **Function** **of** **Noun** **Clause**

|  |  |  |
| --- | --- | --- |
| No. | The function of noun clause | Examples |
| 1 | As a subject | *Whatever* you want for dessert is fine with me |
| 2 | As subjective complement | What I wonder is *whether* Ulum will come |
| 3 | As direct object | I don’t what I must do. |
| 4 | As object of preposition | We are interested in what he does for a living. |

1. Adjective clause

The adjective clause has function as adjective, which is used to modify a noun or pronoun. An adjective clause also called “a relative clause’. It can be restrictive, and non-restrictive.

Restrictive clause means that the clause gives definition about the noun phrase and it is considered important to avoid misunderstanding between reader and listener.

Example: The boy *who is standing in front of school* is very diligent.

In this sentence, the adjective clause is necessary to identify which boy is meant by speaker.

Non-restrictive clause only give additional element is separated from the rest of the sentence by a break in intonation and by a comma writing.

Example: The boy, *who is standing in front of school,* is very diligent.

In this sentence, we already know well who the boy is, the adjective clause is only as additional information about the lady.

An adjective clause is a clause that modifies a noun or pronoun. The following is the function of adjective clause.

**Table 3 The Function of Adjective Clause**

|  |  |  |
| --- | --- | --- |
| Noun Antecedent  Meaning | Introductory  Word | Illustrative Sentences |
| A person | Relative pronoun:  Who (whom or whose) or that | Introduction word function as:  - *subject*  Bob, ***who*** gives me this book, was died.  -*object of verb*  My friend ***whom*** I love, goes to  -*Possessive* *adjective*  My friend, ***whose*** daughter an actress, gives me a cat. |

|  |  |  |
| --- | --- | --- |
| 1 | 2 | 3 |
| Things | Which  That | - *subject*  Our car, ***which*** is very old crashed.  -*object of verb*  My cat ***which*** he gave is sick.  -*object of preposition*  She was wearing the coat for ***which*** she had paid $2,000. |
| A time | when | -This is the time ***when*** I have final examination  I will never forget the day ***when*** I cry |
| A place | Where | -Here is the place ***where*** I met you last 5 years.  -The house ***where*** she lives is very old. |
| A reason | why | -Give the reason why you love me  -A reason why I love you is the real. |

1. Adverbial clause

Adverbial clause is the clause that performs the function of the adverb which modifies verb, adverb, etc. like another clause, adverbial clause is introduced by a word conjunction to join with another part of the sentence.[[22]](#footnote-23)Adverbial clauses are usually classified according to the meaning of the conjunction that introduces them.

This is following table of classification of adverbial clause.

**Table 4 The Classification of Adverbial Clause**

|  |  |  |
| --- | --- | --- |
| Classification | Subordinating conjunction | Example |
| Time | When (ever), while, since, before, after, until, as, as soon, as long as, once, now that, by the time (that), every time, the first time, the last time, the next time (that). | ***-While*** I was studying, the phone rang  -***Before*** I left for work, I ate breakfast  -***since*** Susi came to this school, she had many friends |
| Place | Where, wherever, whiter, anywhere, nowhere, everywhere, anywhere, anyplace | -***Where*** there is a will, there is a way.  -They sat down ***wherever*** they could find empty seats. |
| Comparison | As (like), as if, as though | -Your face is ***as*** ***like*** your mother’s face |
| Reason | because, since, now that, as, in order that, so, as long as, because of, due to, owing to, so that, in order that. | -***Because*** he was sleepy, he went to bed.  - ***Due*** to the cold weather, we stay at home. |
| Purpose | So that, in order that (in order to + verb 1), in hope that. | -I turn off the radio ***in*** ***order*** ***to*** enable my roommate to study in peace and quite. |
| Contrast | although, while, where, whereas (despite, in spite of, regardless of) | -I will always love you, ***although*** you hurt my heart.  -Monkey is funny, whereas worm is disgusting |
| Condition | if, only if, unless, even if, whether or not, provided (that), in case, in the event (that). | -***If*** it is rain, I will not go to your house.  -***Only*** ***if*** it rains will the agenda be done. |

**D. Types of Sentences**

Sentences are generally classified into two types, they are based on the function and the number of clauses. In this study the researcher will focus on types of sentences by number clauses. The explanation of the theories is as follows:

1. Simple Sentences

A simple sentence is made up of one complete subject and one complete predicate. The sentence could be short or long.[[23]](#footnote-24) A simple sentence is the utterance which has one subject and one predicate. Both subject and predicate can be compound. A simple sentence has only one subject and one predicate or both may have than one element. The simple sentence contains one subject and one predicate, either or both which may be compound. The example of the sentence which has compound subject such as: *Dono, Dini, Deni, and Danu went to the zoo yesterday* and the example of the compound predicate such as: *Susi goes to market in the evening and comes back from the market in the afternoon.*

Examples:

Simple sentences use one subject and predicate:

1. Tina cooks in the kitchen.
2. The river has been polluted by the citizen.

Simple sentences which use two or more sentences:

1. The children smiled and waved to us
2. The students went out from the class and slowly go away.

Simple sentence which use two or more subject:

1. Roni and his wife are happy.
2. Tata, Titi, and Teti went to Borobudur temple yesterday.

2. Compound Sentence

A compound sentence is made up of two or more independent clauses. Each clause is a simple sentence that could stand alone.[[24]](#footnote-25) A compound sentence is an utterance that contains two or more independent clauses. Each independent clause is a compound sentence can stand alone as a separate sentence. Compound sentences are the sentences which have two or more full predication in the form of independent clause. In the other words, it contains two or more independent clause.[[25]](#footnote-26)

According to Frank, there are 3 conjunctions in compound sentence, namely:

1. Punctuation: semi colon (;)
2. Coordinating conjunction, such as: for, and, nor, but, or, yet, so.
3. Conjunctive adverb, such as: besides, likewise, moreover (addition), otherwise (condition), accordingly, consequently, hence, than, therefore (result), then (time), nevertheless, still (concession).

Example:

Compound sentences use conjunctive adverb:

1. Mike was sick; ***therefore*** he did not come to school.

Compound sentences use coordinate conjunction:

1. Mike was sick, ***so*** he did not come to school.
2. The party broke up at five in the morning, ***and*** consequently we had to hurry to catch the train.

Compound sentences use proper punctuation:

1. Part of the search party went to the right***;*** the rest went to the left.

3. Complex Sentence

A complex sentence contains an independent clause and a dependent clause. Each clause consists of a subject and a predicate.[[26]](#footnote-27) A complex sentence is made up of two or more predications. One of these is an independent clause (or, main clause) that is similar to the form of the simple sentence and one or more of these are dependent clauses (or, subordinate clause).[[27]](#footnote-28) A dependent clause which is in complex sentence is joined to the main clause by relative pronoun, *who, which, that*, or by of the numerous subordinating conjunction such as *after, although, as, because, before, if, since, unless, when, why*. Dependent clauses are used as noun, as adjective or as adverb. In conclusion, complex sentence consists of one independent clause using relative pronoun or subordinate conjunction.

Example:

1. ***When*** he handed in his work***,*** he forgot to give the teacher the last page.
2. ***After*** they studying***,*** Juan and Maria went to the movie.

4. Compound-complex sentence

Compound-complex sentence contains two or more independent clauses and one or more dependent clauses.[[28]](#footnote-29) We can also say that compound-complex sentence is the combination between compound sentence and complex sentence.

Compound-complex sentences use one or more dependent clauses:

Example:

-Many students drive their cars to the college, ***but*** others prefer to take public transportation ***because*** free parking a car the campus unavailable.

-***If*** student wish to park in the campus parking lots***,*** they must pay for permit, ***or*** the campus police will tag their cars.

When the independent clause begins the sentence with subordinators ”Comma, But, and Because’’ in the middle as in the first sentence. The sentence shows that coordinators “but” mean contrast and it is also followed by coordinator “because” shows the reason. A comma usually appears before coordinate conjunction, especially if the clauses are long.

The comma after the dependent clause in second sentence is required, and experienced listeners of English will often hear a slight pause there. It is also followed by coordinative conjunction “or” shows a choice. It means that the sentence above have the combination of coordinative conjunction belongs to compound sentence and clauses belongs to complex sentence.

Types of sentence can be divided into 2 types:

1. Active sentence

Active sentence has an active meaning. It means the doer does the activity. Active sentence consist of Subject + Predicate + Object

Example:

Mary helped the boy

S P O

Tom will open the door

S P O

2. Passive sentence

Passive sentence has passive meaning. In the passive sentence, the object of an active verb becomes the subject of the passive verb. Only transitive verb (that are followed by an object) are used in the passive.[[29]](#footnote-30)

Example:

The boy was helped by mary.

S P O

The door will opened by Tom.

S P O

Active sentence and passive sentence also called by active voice and passive voice. Frank stated that voice in English grammar refers to the active or passive use of a verb.[[30]](#footnote-31) The active voice is used is passive voice in making a straightforward statement about an action; that is, “the doer” of the action is the grammatical subject, and “the receiver” of the action is the grammatical object.

In the passive voice same action is referred to indirectly; that is, the original ‘receiver” of the action is the grammatical subject, and the original “doer” of the action is the grammatical object of the preposition by.

Because the grammatical subject of a passive verb is the original object of an active verb, only a transitive verb may be used in the passive voice. Since it is generally preferable to make a direct statement of an action, a good writer chooses the active voice wherever possible.

**CHAPTER III**

**RESEARCH METHODOLOGY**

Method is the way of doing something.[[31]](#footnote-32) It involves the way of work that is the way to understand the object that will be studied. Research methodology refers to the overall strategy followed in collecting and analyzing data. This strategy is referred as the research design. Research method is commonly defined as the ways of thinking and doing prepared to complete and achieve the goal of research. It is strategy used for collecting and analyzing data.

This chapter discussed research design, population, variable, data source, data collecting method, instrument, and data analysis.

**A**. **Research Design**

Research is one of alternative ways done to investigate and improve the knowledge. The knowledge is gained trough research based on the reality and it is described and measured systematically. Moreover, research insists observe in process or analyzing and drawing conclusion.

Based on the number of subject and objectives, this study can be categorized into descriptive quantitative because the data that are in numerical form, obtained through counting and measurement.[[32]](#footnote-33) Descriptive research, describes something which in this time. It involves the description, recording, analysis and interpretation of condition that exist.[[33]](#footnote-34)The study was aimed at describing objectively on the types and the frequency of occurrence of sentences based on the number of full predication are found in bilingual textbooks

William Wiersma in sukarsono’s thesis states that the study can also be called as a survey study since it was concerned with the gathering the fact rather than manipulation of variables.[[34]](#footnote-35) Another reason to classify the study into survey is that it used samples as the group measured and observation as a method of collecting the data. Both of them are the criteria of classification of a survey study.[[35]](#footnote-36)

This study used survey research to find out the relevant which the topic discussed. There are three kinds of researched viewed from the place, laboratory research, field research, and library research.[[36]](#footnote-37) The writer uses survey research with content analysis would to find out on the types and the frequency of occurrence of sentences based on the number of full predication are found in bilingual textbooks.

**B. Population and sample**

1. Population

Population is all members of well defined class of people,events, or objects.[[37]](#footnote-38)Referring this opinion a population is a set (or collection) all of elements possessing one or more attribute of interest. The population of this study was all sentences in bilingual textbooks. The bilingual textbooks are written by Indonesian.

2. Sample

Sample is part of population what is researched.[[38]](#footnote-39) Selection of the sample is a very important step in conducting a research study. The goodness of the sample determines the generalizability of the result since conducting a study generally requires a great deal of time and energy, non generalizable results are extremely wasteful.

Due to the large size of the population, the study was concern through sample. The sample was taken from bilingual textbooks of four subject matters. Those are; physics, economics, geography, and chemistry.

Two particular sampling techniques were applied in order to be practical and to get representative data from different fields of study. They were non-proportional stratified random sampling and purposive sampling.[[39]](#footnote-40) The sampling technique can be explained as follows.

The first was classifying the bilingual textbook into subject matters. Since there were many catalogues that available to be analyzed, for a practical reason, it was used as the basis of the classification. The writer only took 4 of them purposively as stated before.

Secondly, one chapter was taken from each bilingual textbook by using random sampling technique (lottery technique). Before the lottery was conducted, all the codes of chapters were rewritten in lottery cards. Then, the cards were put into a box and shaken randomly by the writer with the closed eyes.

Thirdly, about 532 sentences were drawn from each sampled chapter. In this case, purposive sampling was used. Finally, after getting the sampled pages consisting 532 sentences, all the sentences containing types of sentences based on the number of full predication were underlined and taken as samples of the study.

The result of the application of the technique explained above is presented as follows:

1. Subject matter : Geography

Title of text book : Geography Bilingual Book

Author : Dini Susanti

Publisher : YRAMA WIDYA, 2009, Bandung

Sample : Chapter 2 (page 30 - 46)

1. Subject matter : Physics

Title of text book : Physics Bilingual Book

Author : Etsa Indra Irawan

Publisher : YRAMA WIDYA, 2009, Bandung

Sample : Chapter 4 (page 101 - 125)

1. Subject matter : Chemistry

Title of text book : Chemistry Bilingual Book

Author : Sunardi

Publisher : YRAMA WIDYA, 2008, Bandung

Sample : Chapter 2 (page 51 - 78)

1. Subject matter :

Title of text book : Economics Bilingual Book

Author : Noviyanti Awaliyah

Publisher : YRAMA WIDYA, 2009, Bandung

Sample : Chapter 1 (page 1 - 42)

**C. Data Collecting Method**

The process of collecting data always occurs in a research. Consequently, it needs one or more kinds of methods that are chosen and used. There are some methods of collecting data namely test, questionnaires, interview, observation and documentation.[[40]](#footnote-41)

The data in this study were collected by observing and identifying directly the sentences included in the sample. The process of data collection was conducted through direct observation and identification of the sentences in the sample pages because they were directly visible and objectively identifiable. All sampled data in descriptive study are mainly collected via survey, observation, and identification and presented systematically.

**D. Data Analysis**

Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.[[41]](#footnote-42)

To determine types of sentences used in bilingual textbooks, the writer described them as follows:

1. Simple sentence

Simple sentence is analyzed based on independent clause that consist of minimally subject and verb and it express a complete though. Subject and verb can be singular or compound verb. To know it is a simple sentence we can see the form or the structure of sentences. A simple sentence is formed with: Subject + Verb + Complement

1. Compound sentence

Compound sentence is analyzed based on two or more independent clauses connected by a coordinating conjunction, punctuation alone, and sentence connectors. It is formed with:

Independent Clause + Sentence Connector, + Independent Clause

1. Complex sentence

Complex sentence is analyzed based on an independent clause and one or more dependent clauses namely adjective clause, noun clause, and adverbial clause. A complex sentence is formed with:

Independent Clause + Dependent Clause *or*

Dependent Clause + Independent Clause

1. Compound-complex sentence

Compound-complex sentence is analyzed based on a combination of two or more independent clauses and one or more dependent clauses. We can also see the sentence connectors that used, whether they belong to compound-complex sentence or not.

Beside the types of sentence above, the researcher also classified type of sentence into active sentence and passive sentence.

1. Active sentence

Active sentence is analyzed based on the action of the subject of the sentence, whether it acts an action. The “doer” of the action is the grammatical subject and the “ receiver” of the action is the grammatical object.

1. Passive sentence

Passive sentence is analyzed based on the subject of the sentence, where the original “receiver” of the action is the grammatical subject, and the original “doer” of the action is the grammatical subject of the preposition by.

Then to know the frequency of occurrence types of sentences is found in bilingual textbooks, the procedure below was used.

1. Note and count the frequency of occurrence of each sentence types in each bilingual textbook.
2. Count the number of occurrence of each sentence type in 4 chapters.
3. Count the whole number of all sentence types occurs.
4. Change the frequency of occurrence into percentage.

To count the frequency of occurrence of types of sentences in bilingual textbooks, the following table was used.

**Table 5 Step to Count The Frequency of Occurrence of Types of Sentences In Bilingual Textbooks…………………………………**

**…………………………………….**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Title** | **Chapter** | **Types of sentences** | | | | | | | | **Total** | **%** |
| **SS** | | **CM** | | **CX** | | **CC** | |
| **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Total** | | |  |  |  |  |  |  |  |  |  |  |

Note: **SS**= Simple Sentence

**CX**= Complex Sentence

**CM**= Complex Sentence

**CC**= Compound Complex

To count the frequency of occurrence of types of sentences (active and passive sentence) in bilingual textbooks, the following table was used.

**Table 6 Step to Count The Frequency of Occurrence of Types of Sentences (Active and Passive Sentence) In Bilingual Textbooks**

|  |  |  |  |
| --- | --- | --- | --- |
| Title | Types of sentence | AS | PS |
|  | SS |  |  |
|  | CM |  |  |
|  | CX |  |  |
|  | CC |  |  |
| Total | |  |  |
| (%) | |  |  |

Note: AS: Active sentence

PS: Passive Sentence

In the sentences were also found dependent clauses, namely; adjective clause, noun clause, and adverbial clause. To know the frequency of clauses, the following table was used.

**Table 7 Step to Count The Frequency of Occurrence of Clauses In Bilingual Textbooks…………………………………………………..**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Title** | **Chapter** | **Kinds of clauses** | | | | | | **Total** | **%** |
| **AC** | | **NC** | | **AVC** | |
| **N** | **%** | **N** | **%** | **N** | **%** |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Total** | | |  |  |  |  |  |  |  |  |

Note: **AC**= Adjective Clause

**AVC**= Adverbial Clause

**NC**= Noun Clause

In this stage, the result of the counting of types of sentences is found in bilingual textbooks transformed into percentage.

F

P=------- x 100%

N

Where:

**P**= percentage

**F**= number of types of sentences

**N**= the total number of types of sentences.[[42]](#footnote-43)

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

This chapter is devoted to the presentation of the finding of the study and discussion of the result of the analysis data. The researcher exposes data deals with an analysis on the types of sentences used in bilingual textbooks. As the result of the analysis, the presentations of the findings are based on the procedure of data analysis provided in chapter III.

**A. Finding**

**1. Sentences Used in Bilingual Textbooks**

1. Simple sentence

a. The corrosive chemical substances **are** acids such as sulfuric acid (vinegar), and hydrochloric acid. (chemistry, p. 53)

b. In market we **can** **find** soaps in the form of liquid, paste, powder, and solid. (chemistry, p. 60)

c. Besides soaps, a product used as cleanser **is** detergent. (chemistry, p. 62)

The sentence above are simple sentences, each sentence consists of independent clauses with subject and verb. Sometimes when the verb is not given, its function can be changed by “to be (is, am, are, was and were)” like in (a) and (b).

Simple sentence can be divided into two types, active sentence and passive sentence:

a). Active sentence

1. In ancient time, human ***tried*** to meet all of their requirements by them selves.(economics, p. 1)
2. Everyday we ***make use*** of money to meet our needs, such as shopping, paying the cost of public transport,….. ( economics, p. 3)
3. A solid ***undergoes*** volume expansion.

The sentences above are active sentence. It can be seen from their form. They consist of a subject, predicate, and object. For example, *A solid undergoes volume expansion*. A solid as subject, undergoes as predicate, volume expansion as an object.

b). Passive sentence

1. As we know, the changes in society ***are especially caused*** by science and technology development. (geography, p. 45)
2. A payment using check in a small amount ***is frequently rejected***. ( economics, p.8)
3. Several values of the length expansion coefficient of several kinds of matters ***can be seen*** in the following table. (physics, p, 107)

The sentences above are passive sentences. It can be seen in their form their form. The object of an active verb becomes the subject of the passive verb. Only transitive verb (that are followed by an object) are used in the passive. For example, *Several values of the length expansion coefficient of several kinds of matters* is the object of active, but it is the subject of passive, *can be seen* is the predicate that has “be + past participle” form in making passive meaning. *in the following table* is the adverb of place*.* Here the object of passive is not included. The “**by** phrase”is included only if it is important to know who performs the action.

1. Compound sentence
2. Sentences with punctuation alone

-Several banks **were** **founded** in about 1320***,*** among them ***were*** bank of and bank of Barcelona. (Economics, p. 17)

-The longer, human needs always **increased*,*** it **was** impossible for one to fulfill his necessity. (Economics, p. 1)

1. Sentences with conjunctive adverb

- It **was** impossible for one to fulfill his necessity; ***therefore***, undeveloped community **performed** a barter. (Economics, p. 1)

-The initial pressure of gas **is** 5 atm at temperature of 20ºC, ***then*** its temperature **is** increased to be 11 ºC. (PHYSICS, P. 117)

1. Sentence with coordinative conjunction

-Changes **will** **happen** any where and in anytime, ***and*** there **are** fast and slow changes. (Geography, p. 31)

-The socio-cultural changes **are** very diversed, ***but*** social scientists **group** them into two forms as follows. (Geography, p. 33)

-It **did** **not** **belong** to the government, ***but*** the manager **was** **appointed** by the government. (Economics, p. 18)

Compound sentence can be divided into active and passive, but because compound sentence contains of two independent clauses. It can be divided based on the active and passive that contain in each clause.

a). Active sentence

1. Innovation ***is*** a big process of socio – cultural change, ***but*** it ***happens*** in not too long time. (geography, p. 39)
2. In this modern era, cooperation and interaction among countries ***increase***, ***but*** the effect of interaction between those societies or nations ***have*** a tendency to cause symbiotic influence. ( geography, p. 40)
3. The more money one ***has***, the more requirement or services one ***can*** ***buy***, ***so*** one ***can*** ***get*** a higher satisfaction. ( economics, p. 3)

b). Passive sentence

1. At prior eras pleasant aroma or sweet smell ***can only be found*** at the certain places, *but* at it is now the aroma of flowers or fruits ***can be found*** in various places. ( chemistry p. 64)
2. Those chemical substances ***are very sensitive*** to high temperature or heat, *so* they ***should be stored*** in relatively cool and closed tightly. ( chemistry p. 54)
3. Complex sentences

The adjective clause can be seen in the following table.

**Table 8 Adjective Clause in Bilingual Textbooks**

|  |  |  |
| --- | --- | --- |
| Function of adjective clause | Relative pronoun | Sentences in bilingual textbooks |
| A person | Who (whom or whose) or that | -There is a leader ***who*** can accommodate the people’s wishes.(geography, p. 34)  -There is a leader or a group of people **who** are able to lead the society.  -At that time private bankers began to emerge **whose** operations included the activity of many changing and so on. (economics, p. 17) |

|  |  |  |
| --- | --- | --- |
| 1 | 2 | 3 |
| Place.  Things | Which  That | -The number ***that*** shows the volume expansion of liquid is called liquid volume coefficient. (physics, p. 112)  -There is shown bimetallic plates ***which*** are made of aluminum and copper. (physics, p. 119)  -Bank is a business institution ***which*** gathers the public fund in the form of savings and redistributes to public in the form of credit and/or other shapes in increasing the living standard of community. (economics, p. 15) |
| A time | when | - |
| A place | Where | - |
| A reason | why | - |

The table above shows the function of adjective clause. There are many relative pronouns used here, each clause has different connectors, such as; “who, whom, whose, that”, the function is to modify the person. Here, where, when, introduces adjective clause if they come after noun. ‘when’ modifies a noun that has meaning of time or period. “where” modifies a noun that the meaning of physical place, and, “why” modifies a noun that the meaning of reason. Here, the researcher found relative pronoun of adjective clause only Who (whom or whose) or that, which, and that.

The noun clause found in the bilingual text books can be seen in the following table.

**Table 9 Noun Clause in Bilingual Text books**

|  |  |  |
| --- | --- | --- |
| The function of noun clause | Relative pronoun | Sentences in bilingual textbooks |
| As a subject | Whoever  what | - |
| As subjective complement | Whether  If | - |
| As direct object | What  How  That | -In the prior discussion it has been known ***that*** a matter or body consists of small particles that can move. (physics, p. 102)  -It shows **that** water indergoes volume increase. (phsyics, p. 111)  -Based on the research of Gay-Lussac it is obtained ***that*** the volume expansion coefficient of every gas is equal. (physics, p. 115)  -Here is ***what*** is meant by external value. (economics, p. 12) |
| As object of preposition | What  Which | - |

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 of them. These changes permit the noun clause to fill the same position and to serve the same function as noun. Noun clauses appear in the same position as nouns. That is subject appear before the verb, object after the verb, and object after preposition. There are many different sentence connectors used, such as; whoever, which, how, that, what, whether, and if. Here the researcher only found noun clause as direct object.

The adverbial clause found in the bilingual text books can be seen in the following table.

**Table 10 Adverbial Clause in Bilingual Textbooks**

|  |  |  |
| --- | --- | --- |
| **Types of adverbial clause** | **Subordinating conjunction** | **Sentence in bilingual textbooks** |
| Time | When (ever), while, since, before, after, until, as, as soon, as long as, once, now that, by the time (that), every time, the first time, the last time, the next time (that). | -***After*** the nail is cold, the nail will decrease and pinch the two plates very strong. (physics, p. 119)  -Flammable chemical substance can produce fire or they are burned easily ***when*** they interact to another. (chemistry, p. 54)  -***Before*** choosing and using a product, firstly we must consider its package. (chemistry, 56) |
| Place | Where, wherever, whiter, anywhere, nowhere, everywhere, anywhere, anyplace | -Bank is a term derived from an Italian word ‘banca” meaning “table” which is applied by money changers at the market ***where*** their activities are performed on the tables. |
| Comparison | As (like), as if, as though | -A soap has an ability to produce foam and bond ***as*** ***well*** ***as*** dissolve dirt in water. (chemistry, p. 61)  -The attitude that should be shown concerning the social changes with negative effects is to take preventive actions **as** **well** **as** representative action to cope with the negative effects. (geography, p. 46) |

|  |  |  |
| --- | --- | --- |
| 1 | 2 | 3 |
| Reason | because, since, now that, as, in order that, so, as long as, because of, due to, owing to, so that, in order that. | -The setting of mirrors glass in its closed frame will causing a glass cracked even broken at that time the mirror glass expands ***because*** it gets heat or the temperature of glass increase. (physics, p. 121)  -At one side, insects found in gardens, rice fields, are very required by farmers, ***because*** several kinds of the insects have role in helping the pollination process. (chemistry, p.66) |
| Purpose | So that, in order that (in order to + verb 1), in hope that. | -A payment order is an order given directly by someone who has a clearing account in a bank ***in*** ***order*** ***that*** the bank pays an amount of money by way of his account to the appointed one. (economics, p. 7)  -Telegraphic transfer is an order from some who has an account in a bank ***in*** ***order*** ***that*** the bank pays an amount of money to the account of the party or person appointed by sending a telegram. (economics, p. 7) |
| Contrast | although, while, where, whereas (despite, in spite of, regardless of) | -Moreover, one kind of cleansers for example soaps have different substance composition ***eventhough*** they have relatively same use. (chemistry, p 59)  -Those stains are very difficult to be removed ***eventhough*** they are washed by using a soap or detergent. (chemistry, p. 63) |
| Condition | if, only if, unless, even if, whether or not, provided (that), in case, in the event (that). | -A solid commonly will undergo expansion ***if*** it is heated. (physics, p. 103)  -***If*** they are cooled, they will bend to the direction of metal the expansion coefficient of which bigger.(physics, p. 119) |

The table above is an adverbial clause. Most types of adverbial clauses are considered as modifying the verb of the main clause, some loosely than others. A few types, such as a clause of time or clause of place, are sometimes interpreted as modifiers of the entire sentence.

Those clauses show that there are many similar connectors, but different functions especially when using relative pronoun. So, just be careful if we analyze or determine the clauses appear. In adjective clause there are relative pronoun of clause as like; when, where, why and in the noun clause whoever, what, whether, it, what, which are not found in bilingual textbooks. So, not all connectors are put together in the sentences, depend on the context itself.

Complex sentence can be divided into active and passive.

a). Active sentence

1. Caustic ***is*** a property of chemical substance *which* ***can damage*** our skin and ***can produce*** an irritation.( chemistry, p. 54)
2. Explosive chemical substances ***can produce*** an explosion or emission of energy, *if* they ***contact*** to another.

Here the first and the second clause consists of an active form.

b). Passive sentence

1. Cleanser products ***are*** products ***made*** by substances *which* ***can be used*** to help in a process of removing dirt from an object. (chemistry, p. 59)
2. Hence, the dirt on the body, clothes, or tools ***will be easily removed*** *when* they ***are washed*** by using a soap. ( chemistry, p.61)
3. It ***is difficult*** to carry anywhere *because* it ***is heavy***. (economics, p. 5)

Here the first and second clauses consist of passive form.

1. Compound-complex sentence

-That happens ***because*** their air in the balloon undergoes expansion ***so*** it push the balloon surface. (physics, p. 103)

-That can be happen ***because*** the connection gap of two rail bars is not enough to accommodate rail expansion, ***so*** the ends of rail connection push each other and cause rail bends.(physics, p. 121)

-Cleansers such as soaps and detergents contains base ***which*** ***are*** caustic, ***so*** usually the direct effect from using cleaners such as soaps and detergents is able to destroy our skin. (chemistry, p. 69)

-***If*** we have a pool, better that the pool is taken care by fishes, ***so*** the mosquito’s pinches in the pool will be eliminated to have eaten by the fishes. (chemistry, p. 74)

-It may simple cause inflation ***because*** printing a new money is very easy, ***so*** that the circulating money is more than the need.

Compound-Complex sentence can be divided into active and passive.

a). Active sentence

1. That can ***happen*** *because* the connection gap of two rail bars ***is*** not enough to accommodate rail expansion, *so* the ends of rail connection ***push*** each other and ***cause*** rail bends.

b). Passive sentence

1. In the beginning, the original culture ***absorbs*** new cultural elements, *but* at the time goes by the original culture ***will be replaced*** by element of foreign cultures which ***cause*** loss of original culture. (geography, p. 40)
2. Although people ***can not liberate*** themselves from the influence of their environment, they must be ready to receive social changes, *but* they should ***be more selective*** and try to follow those changes without directing them the social digression but to the development of the society it self instead.
3. Whitener substances ***are*** ***not*** only ***found*** in clothes whitener product, *but* they are ***also*** ***found*** in other products, such as toothpaste and face cleansers, eventhough certainly whitener substances ***used*** in clothes whitener are different to that used in toothpaste or face cleanser. (chemistry, p. 64)

**2**. **Frequency of Types of Sentences Used in The Sentences of the bilingual textbooks**

Sentences are classified based on the number the kinds of clauses within the sentences. Based on this, there are four types of sentences namely simple, compound, complex, compound-complex sentence and three clauses, adjective clause, noun clause, and adverbial clause.

The result of classification and percentage analysis of the sentences and clauses in 4 bilingual textbooks, from which 426 sentences have been drawn as samples. It is presented in the following table.

**Table 11 Frequency of Occurrence of Clauses in Bilingual Textbooks**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| No. | Title | Chapter | Kinds of clauses | | | | | | Total | % |
| AC | | NC | | AVC | |
| N | % | N | % | N | % |
| 1 | Geography bilingual Textbook | 2 | 27 | 12.9 | 3 | 1.42 | 29 | 13.80 | 59 | 28.1 |
| 2 | Physics Bilingual Textbook | 4 | 9 | 4.3 | 6 | 2.9 | 17 | 8.1 | 32 | 15.23 |
| 3 | Chemistry Bilingual Textbook | 2 | 15 | 7.14 | 2 | 0.95 | 29 | 13.80 | 46 | 21.90 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 4 | Economic bilingual textbook | 1 | 37 | 17.61 | 2 | 0.95 | 34 | 16.19 | 73 | 34.76 |
| Total | | | 88 | 41.90 | 13 | 6.19 | 109 | 51.90 | 210 | 100 |

Note: **AC**= Adjective Clause

**AVC**= Adverbial Clause

**NC**= Noun Clause

This section presents the result of further percentage analysis of the kinds of clauses of complex sentences in bilingual textbooks. In this study, the kinds of clauses are classified into three kinds, namely adjective clause, noun clause, and adverbial clause. From the percentage analysis, it was found that adverbial clauses are most frequent case. It is 51.90% of the whole number of clauses found in this study. The second most frequent clause is Adjective clause, it occurs 41.90%, and the last clause appears 6.19% is Noun clause.

The frequency of occurrence of types of sentences in bilingual textbooks can be seen in the following table.

**Table 12 Frequency of Occurrence of Types of sentences in Bilingual Textbooks**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Title** | **Chapter** | **Types of sentences** | | | | | | | | **Ttl** | **%** |
| **SS** | | **CM** | | **CX** | | **CC** | |
| **N** | **%** | **N** | **%** | **N** | **%** | **N** | **%** |
| **1** | Geography bilingual Textbook | 2 | 34 | 6.4 | 11 | 2.06 | 47 | 8.83 | 8 | 1.5 | 100 | 18.79 |
| **2** | Physics Bilingual Textbook | 4 | 35 | 6.57 | 8 | 1.50 | 28 | 5.26 | 10 | 1.87 | 81 | 15.22 |
| **3** | Chemistry Bilingual Textbook | 2 | 74 | 13.90 | 13 | 2.44 | 35 | 6.57 | 8 | 1.50 | 130 | 24.43 |
| **4** | Economics bilingual book | 1 | 134 | 25.18 | 15 | 2.81 | 65 | 12.21 | 7 | 1.31 | 221 | 41.54 |
| **Total** | | | 277 | 52.06 | 47 | 8.83 | 175 | 32.9 | 33 | 6.20 | 532 | 100 |

Note: **SS**= Simple Sentence

**CX**= Complex Sentence

**CM**= Complex Sentence

**CC**= Compound Complex

From the data above, the researcher can percentage with formula as the following:

F

P=------- x 100%

N

Where:

**P**= percentage

**F**= number of types of sentences

**N**= the total number of types of sentences.

The percentages of types of sentences of 426 sentences of bilingual textbooks are:

1. Simple sentence is:

277

P = ------- x 100% = 52,06%

532

1. Compound sentence

47

P = ------- x 100% = 8.83%

532

1. Complex sentence

175

P = ------- x 100% = 32.9%

532

d. Compound-complex sentence

33

P = ------- x 100% = 6.20%

532

This section presents the result of further percentage analysis the sentences types based on the number of full predication in bilingual textbooks. It shown in table 4.5.

In this study, the types of sentence are classified into four types, namely simple sentence, compound sentence, complex sentence, and compound-complex sentence. From the percentage analysis, it is found that simple sentence is the most frequent case. It is 52.06% of the whole number of sentences types found in this study. The second most frequent of sentence types is complex sentence, 32.9%, while compound sentence occurs 8.83%. The last type is compound-complex sentence appears 6.20%.

Beside the types of sentence above, the researcher will present the percentage of types of sentence based on active and passive form. The data will be presented as follows:

**Table 13 Frequency of Occurrence of Types of sentences based on the active and passive sentence in Bilingual Textbooks…………………………………………..**

**…………………………………………**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Types of sentence | AS | % | PS | % |
| Simple Sentence | 203 | 38.15 | 74 | 13.90 |
| Compound Sentence | 15 | 2.81 | 32 | 6.01 |
| Complex Sentence | 86 | 16.16 | 89 | 16.72 |
| Compound-Complex Sentence | 12 | 2.25 | 21 | 3.94 |
| Total | 316 | 59.40 | 216 | 40.60 |

Note: AS : Active sentence PS : Passive sentence

From the percentage analysis, it is found that active sentence is more often used in these textbooks. It is 59.40%, and passive sentence is 40.60%. It is a good thing because a good writer chooses the active voice when they write.

Marcella frank stated that compound sentence is the sentence that has two or more independent clauses. It means that compound sentence consist at least two independent clauses, and maximally unlimited. Independent clauses are combined each other by coordinating conjunction, sentence connectors, and punctuation alone.

**Table 14 The Transition Signal Used In Compound Sentence**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title** | **Transition signal** | | | **Total** |
| Punctuation | Coord. Conj. | Sent. Connec. |
| Geography bilingual Textbook | 2 | 10 | - | 12 |
| Physics Bilingual Textbook | 2 | 7 | 1 | 10 |
| Chemistry Bilingual Textbook | - | 13 | 2 | 15 |
| Economics bilingual book | 5 | 10 | - | 15 |
| Total | 9 | 40 | 3 | 52 |
| % | 17.30 | 76.92 | 5.8 | 100 |

As the result, the most frequently used in compound sentence are coordinating conjunction 76.92%. The second is punctuation alone 17.30%, and the last is sentence connector 5.8%.

1. **DISCUSSION**

In this study, there are four sentences found by different form, types, and structure. They are combined by phrase, sentence connectors, and clauses. After analyzing the types of sentence in the previous, there are many things that will be discussed here about type sentence in bilingual text books.

1. Simple sentence (subject + verb + complement)

* In ancient time, human ***tried*** to meet all of their requirements by them selves.(economics, p. 1)
* Everyday we ***make use*** of money to meet our needs, such as shopping, paying the cost of public transport,….. ( economics, p. 3)
* A solid ***undergoes*** volume expansion.
* As we know, the changes in society ***are especially caused*** by science and technology development. (geography, p. 45)
* A payment using check in a small amount ***is frequently rejected***. ( economics, p.8)

1. Compound sentence (indep. clause + sentence connector + indep. clause)

-Several banks **were** **founded** in about 1320***,*** among them ***were*** bank of and bank of Barcelona. (Economics, p. 17)

-The longer, human needs always **increased*,*** it **was** impossible for one to fulfill his necessity. (Economics, p. 1)

- It **was** impossible for one to fulfill his necessity; ***therefore***, undeveloped community **performed** a barter. (Economics, p. 1)

-The initial pressure of gas **is** 5 atm at temperature of 20ºC, ***then*** its temperature **is** increased to be 11 ºC. (PHYSICS, P. 117)

-Changes **will** **happen** any where and in anytime, ***and*** there **are** fast and slow changes. (Geography, p. 31)

c. Complex sentence (independent clause + dependent clause)

- A payment order is an order given directly by someone who has a clearing account in a bank ***in*** ***order*** ***that*** the bank pays an amount of money by way of his account to the appointed one. (economics, p. 7)

- Those stains are very difficult to be removed ***eventhough*** they are washed by using a soap or detergent. (chemistry, p. 63)

- The setting of mirrors glass in its closed frame will causing a glass cracked even broken at that time the mirror glass expands ***because*** it gets heat or the temperature of glass increase. (physics, p. 121)

-At one side, insects found in gardens, rice fields, are very required by farmers, ***because*** several kinds of the insects have role in helping the pollination process. (chemistry, p.66)

d. Compound complex sentence (combine compound and complex)

-That happens ***because*** their air in the balloon undergoes expansion ***so*** it push the balloon surface. (physics, p. 103)

-That can be happen ***because*** the connection gap of two rail bars is not enough to accommodate rail expansion, ***so*** the ends of rail connection push each other and cause rail bends.(physics, p. 121)

-Cleansers such as soaps and detergents contains base ***which*** ***are*** caustic, ***so*** usually the direct effect from using cleaners such as soaps and detergents is able to destroy our skin. (chemistry, p. 69)

-***If*** we have a pool, better that the pool is taken care by fishes, ***so*** the mosquito’s pinches in the pool will be eliminated to have eaten by the fishes. (chemistry, p. 74)

Note: = Verb

= Sentence connectors

= Subject of verb

= Passive voice

Without line = Complement

We usually want to convey much more information, so we can modify the main subject and predicate with other words, phrases, and clauses. The use of simple sentence is more desirable writing style in the bilingual text books. The writer does it in order to make the reader understand and interesting in it, because English is the foreign language for them. The writing of simple sentence can be done by combining a Subject + Predicate + Complement.

There are some sentences are reduced in this book and they can make difficult to understand because the structures of sentences are changed. The changing of sentences is influenced by clauses. Sometimes omission or addition occurred in this book. From the analysis making a good sentence in a good structure is important to make sentence easier to be understood by the readers or English learners. The using new vocabularies and diction can also encourage the quality of writing, because they tend to be used to modify the writing. Sometimes the background or experience of the writers influences the quality of the writing.

The types of sentences are mostly used in bilingual text books is simple sentence 52.06% and most of them use active form 38.15%. Moreover, each book has the same tendency to use simple sentence. Here the simple sentences are occurred more in Economics Bilingual Text Book, because the words used in economics text book are simpler than chemistry, physics, and geography. It will be easier to be understood by the reader or English learners because they must understand both of the language and the knowledge in the bilingual textbooks.

After counting the frequency of occurrence of sentence types in bilingual text books, we know that simple sentence is the most occurred than others. Simple sentence is the simpler types of sentence that can be used in the Elementary school level. There are many reasons of using each type of sentences; one of them is how to make the writings can be interesting, effective, understandable, and lively. As we know together, there are two ways of communication, oral and written. The purpose of communication is to express our idea or send information. So, we can use all types of the sentences depend on the condition, situation, the readers or listeners. It will be useless if we use very complex structure while it can not be understood by the writers or readers.

After knowing the types of sentences used in bilingual text books, the researcher just want to give comments, the type of sentences that used in bilingual text books is good enough although there are some sentences that make the writer can not understand enough. She thinks, it is suitable for bilingual students to get many more information, and it can help them to make their English better. Frank stated since it is generally preferable to make a direct statement of an action, a good writer chooses the active voice wherever possible, and these textbooks use active sentence more.

From the discussion we can know how to differ the types of sentences, how to use them, and how to make them more interesting. The researcher hopes that the writer or the teacher of bilingual text books will specify the level of types of sentences in bilingual text books well in their writing.

**CHAPTER V**

**CONCLUSION AND SUGGESTION**

**A. CONCLUTION**

This chapter presents some conclusions related to the finding in the study and some suggestions, which are relevant to English teaching-learning process activities, especially in the teaching of sentences in bilingual school (SBI). Moreover, some suggestions are also provided for further studies on the area of English grammar that may be worth contributing an application of English forms that bear potential ambiguity for English learners.

1. Conclusion

After analyzing the data about sentence types used in bilingual text books, at least two empirical conclusions are drawn below:

1. The types of sentence used in bilingual textbooks

The types of sentence that used in bilingual text books are simple sentence, compound sentence, complex sentence, and compound-complex sentence. Each text book has different content of types of sentence. Each text book is emphasized on different types of sentences whether it is simple sentence, compound sentence, complex sentence, or compound-complex sentence.

The first type is simple sentence. Commonly it has Subject + Verb transitive + object in its pattern. It divided into active and passive sentence. Active sentence and passive sentence also called by active voice and passive voice. The active voice is used is passive verb in making a straightforward statement about an action; that is, “the doer” of the action is the grammatical subject, and “the receiver” of the action is the grammatical object. In the passive voice same action is referred to indirectly; that is, the original ‘receiver” of the action is the grammatical subject, and the original “doer” of the action is the grammatical object of the preposition by.

While in compound sentence uses punctuation alone, conjunctive verb, and coordinative conjunction. The researcher also divided it into active and passive sentence. The following type is complex sentence. It uses three clauses; they are adjective clause, noun clause, and adverbial clause. Active and passive sentence used in this type of sentence too. The last type of sentences is compound-complex sentence. It uses combination of compound and complex sentence. Beside that, there are four bilingual text books that discussed here; they are geography bilingual text book, economics bilingual text book, physics bilingual text book, and chemistry bilingual text book.

1. Frequency of occurrence of sentence types used in bilingual text books:

The analysis and conclusion on the data of the bilingual text books is taken from 4 text books. Each text books is taken of 1 chapter. The finding show that the frequency of simple sentence is 52.06%, compound sentence is 8.83%, complex sentence is 32.89%, and the leas compound-complex sentence is 6.20%.

In simple sentence, active sentence is more often occurred. It is 38.15%, and passive sentence is 13.90%. In the compound sentence, active sentence is 2.81% and passive sentence is 6.01%. In compound sentence, each clauses are combined by using three ways, coordinating conjunction 76.92%, sentence connector 5.8%, and punctuation alone 17.30%.

While in the complex sentence, Active sentence is 16.16% and passive sentence is 16.72%. In this type of sentence also found dependent clause; they are adjective clause 41.90%, noun clause 6.19%, and adverbial clause 51.90.7%. In compound-complex sentence occurred; active sentence 2.25%, passive sentences are 3.94%.

**B. SUGGESTION**

Based on the conclusion above, it shows that there are many simple sentences used in bilingual text books. It tells us that the writers more often use simple sentence than other types of sentence. It is undeniable since simple sentence, as the name, gives the simple understanding of information. So, the writer will give some suggestions. The section presents some suggestions for:

1. For the learners

The sentence is important to create the communication either oral or written, so that, the English learners need to know the rules of making a good sentence and understand types of sentence. By using a good sentence they can be easier to express their idea. So, the students who are interested in writing are expected to be able to create and use the varieties of sentences as well as possible. Mastering other types of sentence or more complex sentence is very important for the learners who use English as the media for learning. When they read a text, they must have a wide range of capabilities and abilities in order they understand.

1. For the English Teachers

Seeing the using of sentence type s in bilingual text books are mostly simple sentence, and considering of this study. The teachers should give more explanations about the basic items of English, especially about sentences theoretically and practically. But, in this globalization era we may not satisfied in studying sentence only in the type of simple sentence. The teachers must introduce them other types of sentence, the students must know the more complex structure of sentence in order they can understanding in reading any English books. She also suggests to the English teacher to find out the good method and appropriate technique in increasing the quality of teaching and learning process. So, students can grasp the knowledge maximally and easily from every kind of books which are they studied, especially as bilingual students.

In order to make easier in their teaching learning process, the researcher hopes that the writer or the teacher of bilingual text books will specify the level of types of sentences in bilingual text books well in their writing or explanation.

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