CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the research problem, the purpose of the study, scope and limitation of the study, significance of the study, definition of key terms and organization of the study.

A. **Background of the Research**

English as an international language is considered important in order to absorb and develop science, technology, art and culture. In Indonesia, English is as a foreign language. Here English is used as subject matter in education and has been taught at the elementary school level until university, as the highest education level. They learn English to get more knowledge and information written in English, in the highest education, learning English means not more than knowing the language so the learner can boarder their knowledge on the real study.

Learning English can not be separated from learning grammar and structure because it is one way how to master English and comprehending language. Otherwise, as we know that there is two English grammar. There are Functional grammar and traditional grammar. For the first is functional grammar. Based on Gerot and Wilgnoil (1994 : 6) said that functional

grammar view language as a resource for making meaning. These grammar attempt to describe language in actual use and so focus on text and their contexts, they are concerned not only with structure but also with how structure construct meaning. The second is traditional grammar. Traditional grammar aims to describe the grammar of Standard English by comparing it with Latin. The students learn the name of parts of speech (nouns, verbs, prepositions, adverbs, adjectives, etc). Beside that, traditional grammar focuses on rule of producing correct sentences. So, The English grammar is considered as the important aspect in mastering English, as Fromkin (1989:12) said that the form of new sentence constitutes grammar and it represents linguistic competences.

It can be concluded that mastering on English grammar has important roles in the comprehending language because it represents our linguistic competences and concerned in the structure construct meaning, in order word learners of foreign language have to master grammar in order to be able to construct good sentence in the target language correctly. Otherwise it will be difficult for them to produce sentences in the target language or utterances in speaking or writing without knowing the grammar of language it self. The grammar is used to combine some words or some elements to make good sentences, without mastering word structure we can not write sentences well in this case without grammar the writing can not be done accurately.

Some learners often think that studying English grammar is too difficult and complicated because they have to master the basic of grammar rules in

2

detail, especially about the smallest part of grammar like part of speech. Part of speech is the classification of words according to the function each word. It will continue to be phrase – clause – sentences - paragraph and essay. Grammar mastery has complete control or knowledge in the study of science of rules for forming word and combining then into sentences. In almost every language we always find what is called sentences, whether in spoken or written when we speak, we mostly express our thought in the form of sentences and we do it in writing well. Then we combine the sentences into larger units that may be in the form of paragraph, essays, article or even book.

In linguistics, a sentence is a grammatical unit of words, bearing minimal syntactic relation to the word that precede or follow it, often preceded and followed in speech by pause, having one of a small number of characteristic intonation patterns. According to Hogue (1995 : 8) a sentences is a group of word that contains a subject and a verb and expresses a complete thought.

Beside that according to Frank (1972: 220) a sentence generally classified in two types, they are based on the function and number of predication. Types of sentences based on the functions are declarative, interrogative, imperative, and exclamatory sentences. Types of sentences based on number of predication are simple, compound, complex and compound – complex sentences.

A sentence is a group of words that you use to express your idea in writing. It is a complete, independent unit of thought and consist of two main parts a subject and a predicate, it has the meaning and can be understood.

Based on the statement above it can be included that the sentence is important to create in the writing, so we need to know the rules of making good and understand expression. By using good sentences, it can be easier to express our idea or arguments to others by using a variety of sentences to make our writing interesting.

Writing at university offers guidance on how to develop the writing that the students have to do at university along with a greater understanding of what is involved in the complex activity. Writing is seen as a tool for learning as well as a product to be assessed.

In this thesis, the researcher also presents previous study which relevant finding of the journal entitled " Sentence Types : Students' Perception and Productions in Sultan Qaboos University (Muscat, Omm) written by Alaa Al – Musallin and Ibtihaj Al – Harthi (2011) said that the result of sentence types that are used by the students in their writing is simple sentence and complex because they are easier than compound – complex sentences. Here simple sentence as the easier sentence type to produce followed by compound sentence as being less easy, and also the entire sample agreed that complex sentence are less difficult to produce that compound – complex sentences.

Based on the background above, the writer is interested in analyzing type of sentences used by students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years, because to know students 'ability in using types of sentences in their writing.

B. **Statement of the Research Problems**

1. What types of sentences are used by students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years?

2. What types of sentences are most commonly used by students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years?

3. Why are those certain types of sentences used by students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years?

C. **Objectives of the Research**

1. To describe the types of sentences used by students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years.

2. To identity the most commonly types of sentences used by students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years.

3. To know certain types of sentence used by students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years.

D. **Scope and Limitation of the Research**

The researcher focuses this research on analyzing types of sentences used by students' essay writing at the third semester of IAIN Tulungagung. Espesially in A class. The researcher only takes document of the students'essay writing in the class then, focus an analyzing in type of sentences are used by the students and give quisionaire to the students.

E. **Significance of the Research**

1. For the writer

   This study is useful for the writer to help convey her ideas precisely, to identify basic sentences including identification of sentences in the students' essay writing, to improve grammatical knowledge in order to to be better in mastering English.

2. For English learners

   This study is useful for the 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 sentences including identification of sentences.

3. For the English teachers

   This study is useful for the teacher, to know about the types of sentences, to help them to find references. It can be used by the teacher as a handbook to teach their students in making sentences well.

F. **Definitions of Key Terms**

1. Types of Sentences

  A sentence is a group of words that you use to communicate your idea in writing or in speech. It is a complete, independent unit of thought and consist of two main parts a subject and a predicate, it has the meaning and can be understood. Based on the number of predication the sentences are decided into four types :

  a. Simple sentence

   Simple sentence is a sentence that has one subject and verb.

  b. Compound sentence

   A compund sentence is two simple sentences connected by a comma and a coordinatiing conjunction.

  c. Complex sentence

   A complex sentence has an independent clause joined by one or more dependent clauses.

  d. Compound – complex sentences

   A compund – complex sentenc is a compund sentence combined with a complex sentence into one form of sentence.

  In this thesis the researcher focuses to analyze types of sentences used by students' essay writing based on the four types above.

2. Essay Writing

An essay is a group of paragraphs about a specific subject. Like a paragraph, an essay makes and supports one main point. However, the subject of an essay is too complex to be developed in a few sentences. Several paragraphs are needed to support fully the main point of an essay. A typical essay contains five paragraphs, but many other types of essay are longer or shorter, depending on their purpose. Here, in this thesis the researcher uses classification essay to analyze types of sentences used in University students' essay writing.

G. Organization of the Research

- Chapter 1 : Introduction, it presents background of the study, statement of the research problems, the objective of the study, scope and limitation of the study, significance of the study, definitions of key terms and organization of the study.

- Chapter 2 : Review of related the literature. It presents some theories about the sentences and to make them clear the researcher would like to explain the definition of sentences, sentence pattern, clause, types of sentences and essay writing.

- Chapter 3 : Research Method. It presents the research design, subject of the study, place and time of research, variable of the sudy, data and data sources, data collection method and the instrument, data analysis and trustworthiness of the data.

- Chapter 4 : Research Finding. It elaborates and explains the result of research by presenting description of the data and analyzing them to present as the researcher findings.

- Chapter 5 : Discussion. It presents the researcher in interpreting the research finding.

- Chapter 6 : The Conclusion and the suggestion. It resumes the whole priors chapters. And it gives the suggestion based on the findings.

CHAPTER II

REVIEW OF RELATED TO LITERATURE

The chapter presents some theories about the sentences and to make them clear the researcher would like to explain the definition of sentences, sentence pattern, clause, types of sentences and essay writing.

A. Definition of sentences

Traditional grammar defines a sentence in one of two ways based on Frank (1972 : 220) : first by meaning, according to this definition, a sentence is a "complete thought". Such definition is inadequate, however, because of the vagueness of the term " complete thought" and what make it complete. Second by function, According to this definition, a sentence consists of a subject and a predicate. The definition is more satisfactory because it is actually possible to identify the structural function including both function and formal characteristics of sentences. A sentence is a full of predication containing a subject plus a predicate with a finite verb. It is arrangement may be symbolized by used formula as S V O (Subject – Verb – Object), NI V2 N3 (Noun – Verb – Noun), or NP – VP (Noun phrase – verb phrase).

Based on Fuad (1991 : 1) sentences is a group of words that has at least one subject and predicate and contains a complete understanding.

A sentence can make a good communication, and it is very important particularly in writing. It can show our characteristic or our style. By using a good sentence it can be easier for us to express our ideas or arguments to other by using a variety of sentences to make our communication interesting.

B. The Sentence patterns

In a good sentence, we have to use an English sentences pattern. It will help us to identify subject, predicate, object and complement, so we can analyze or write style and improve it by using a variety of sentence patterns. The explanation patterns are as the following :

1. Subject

Based on Hogue (1995: 9) subject tells who or what did something . It is a noun or pronoun.

Example :

- <u>My roommate</u> lost the keys to his car

  S

- <u>The car</u> hit the pedestrian

  S

- <u>The dog</u> is eating the meat.

  S

In the example above, the underline written is as subject and the funtion of those subjects are as noun.

2. Predicate (verb)

Predicate is part of sentences that contains the verb that explains something about the subject. According to Hogue (1996 :9) a verb is often tell the action. However, sometimes a verb doesn't tell an action. Sometimes it just links the subject with the rest of the sentences.

Example :

- My friend <u>lost</u> his car keys.

              V

- Anis <u>eats</u> a banana.

         V

- She <u>is </u>beautiful girl in our class.

      L.V

- We are studying together

      L.V

In the example above, the underline is as verb. Here there is linking verb (L.V). Lingking verb is that linking verbs do not express action but connect the subject and verb to more information.

3. Object

According to Watson (1968), "object is noun or substantive that directly or indirectly receives the action of a verb, or one that governed by noun phrase and prepositional phrase". Object is

divided by two kind, they are direct object (DO) and indirect object (IO)

Object is a word or group of words, functioning as a noun or a pronoun, that is influenced by a verb(direct object), a verbal (indirect object), or a preposition (object of a preposition).

Example :

- She reads <u>a English book</u>

                  D O

- I give <u>you</u> <u>a book</u>.

         IO   DO

- They visit <u>the museum</u>

                  DO

- She tells <u>me</u> <u>his secrets</u>

          IO   DO

The example above, the underline written is as object. There are two kinds of object. Direct object is when the complement of a transitive verb consist of a single object, and indirect object is when the complement of a structure of complement who verbal element is transitive consist of two objects, one of them is always a direct object and the other is as indirect object

4. Subjective Complement

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

Example :

- He is <u>a teacher</u>.

               Sub. Comp

- She is <u>beautiful.</u>

               Sub. Comp

- We are <u>a good student</u>

               Sub. Comp

- My father is <u>in the house</u>

               Sub. Comp

If we want to convey much more information, we can modify the main subject and predicate with other words, phrase or clause. These three terms are discussed as follows :

a. Phrase

Phrase is combination of two words or more that have characteristic non predicative and it can be understood. Or combination of word that means. It doesn't consist of S +V, but consist of Head followed by modifiers (M +H).
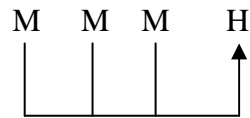
Examples :

- <u>Beautiful</u> <u>girl</u>

        M   H

- <u>A</u> <u>cute</u> <u>boy</u>

      M M H

14

- <u>My</u> <u>new</u> <u>good</u> <u>friend</u>

  M   M   M   H

Kind of phases based on Gelderen (1984 : 31 -37) are as follows

a. Noun Phrase (NP)

Noun phrase consists of a noun and all of its modifiers, which may include other phrases. According to Gelderen (1984:31) "an NP is built around a noun. Noun is called the head of the NP. In addition to the head, NPs can contain determiners and adjective as well as other elements.

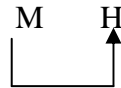Example : <u>A</u> <u>cruel</u> <u>girl</u>

M   M   H

An NP *a cruel girl* is built around a noun, namely, *girl*. This noun is called the head of the NP. In addition to the head, NPs can contain determiners (eg. a) and adjective (cruel) as well as other elements.

b. Adjective Phrase (AdjP)

Adjective phrase can either refer to a group of adjectives or any phrase that acts as an adjective. According to Gelderen (1984:35) adjective phrase are built around adjective, which

15

indicate properties of noun, adjective phrase are built around adverb which indicate qualities of verb, adverb and adjective.
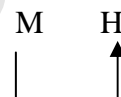
Example : Very beautiful

M   H

An AdjP *very beautiful* is build around adjective, the head of AdjP is the adjective *beautiful*, but this head is modified by adverb *very*.

c. Adverbial Phrase (AdvP)

Adverbial phrase is a group of adverb or any phrase that acts as an adverb.

Example : Very quickly

M   H
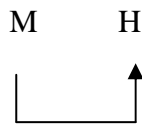
An AdvP very quickly is built around adverbial. The adverb quickly expands into a phrase and is modified by the degree adverb very that does not form a phrase of its own.

d. Verbal phrase (VP)

The verb phrase can refer to the whole predicate of a sentence or just the verb or verb group. According to Gelderen

(1984:35) states "a Verb phrase is built around a verb, which can indicate an action.

Example : He studies English .

M   H

In the example above, a VP is built around a verb, which can indicate an action *studies.* A verb is present

e. Preposition Phrase (PP)

A preposition phrase which has a preposition as its head, can function as an adjective, adverb, or even as a noun. According to Gelderen (1984:36) states "a preposition phrase is built around preposition".

Exmaple : The study in the room

Pre. Phrase

In the example above, a PP in the room built around a preposition. PPs include a P (in) and NP (the room).

b. Clause

A clause is a group of word containing a subject and verb, but it hasn't been understood the meaning yet. Or combination of word that has meaning and consist of S+V but it can not stand alone.

According to Azzar (1999: 239) " a clause is a group of word containing a subject and Verb". A clause may be defined in the same way as a sentence. Based on Frank (1972 : 222) a clause is full predication that contents a subject and a predicate with a finite verb.

Examples :

- *Because* <u>she</u> <u>is</u> hungry.

            S   V
- *After* <u>he</u> <u>went</u> to school.

          S   V
- *When* <u>he</u> <u>came</u> to my house.

           S   V
- *Since* <u>she</u> <u>arrived</u> in the class.

           S   V

Based on the definition above, we know that there is similarity between a clause and a sentence in term of element which are included in both. There are a subject and a predicate to make the idea of clause is clearer it is necessary to be explained the meaning and the uses of English clause. But the clauses above are dependent.

There are two kind of clauses :

1. Independent clause (main clause / MC)

According to Olson (2000:11) independent clause is a clause that can stand alone and express a complete thought. According to Olson (2000 :11) independent clause is a clause that can stand alone and express a complete thought. Based on Hogue (1996 : 148) independent clause has one S and V combination and express a complete thought. It can be a sentence by itself. A simple sentence is an independent clause.

Examples :

- We finished our homework.
    S   V   O
- Anis is a beautiful girl
    S V   O

- They read holy Qur'an everyday.
    S   V   O   Adv
- She is a smart student in our class.
    S V   O   Adv

2. Dependent clause (subordinate / sub clause/ SC)

According to Olson (2000 :11) dependent clause is a clause that needs an independent clause to complete its meaning. Based on Hogue (1996 : 148) dependent clause is an independent clause with a subordinating conjunction added to the beginning of it.

Examples:

- ………..*because* she is a diligent student

- ……………*when* I saw the snow ………

- ………….*and* I go to school

- …..*where* they stay…………..

Based on the function, the dependent clause is clarified to be three kinds :

1. Noun clause

According to Frank (1972 : 283) noun clause is a subordinate clause as a noun. In noun clause, the full subject and predicate are retained. But the structure is changed by the edition of a special word order, or by both. These changes permit the noun clause to fill the same position and to serve the same function as noun.

A noun clause is used as a subject or an object, in other word it is used in the same way as a noun clause.

Example :

- <u>What he said</u> is interesting
  NC as S

- I don't know <u>where she lives.</u>
  NC as Object of verb

- She think <u>that he is good actor</u>

     NC as Object of verb

- The question is <u>how we will get the money</u>

     NC as subjective complement

According to Frank (1972 : 283) in noun clause there are some

functions of noun clause will be presented in the following table:

Table 2.1 Function of Noun Clause

Noun clause Derived from :	Introductory of clause	Function of clause	Examples
1. a statement	That	Subject Subject after subjective complement Object of verb Appositive	**That coffee grows in Brazil** is well known to all. My understanding is **that coffee grows is Brazil**. I know **that coffee grows in Bra**zil. His belief **that coffee grows in Brazil is correct.**
2.a question a. expecting yes or no answer	Whether	Subject Subjective complement of verb Objective of verb Objective of preposition	Whether **he gets the money** doesn't concern me. The question is **whether he will get the money?** Do you know **whether he will get the money?** We were concerned about **whether he would get the money.** **How he get the money** is his own affair**.** The question is **how he will get the money.**
b.interrogative word question	Who What Which When Where Why how	Subject Subjective complement Objective of verb Object of preposition	 I don't know **how he will get the money.** We were concerned about **how he will get the money.**
3.a request	That	Object of	He suggested **that I write the letter soon.**

		verb	
4.an exclamatory	What how	Object of verb Object of preposition	I hadn't realized **what a pretty girl she was.** We talked about **what a pretty girl she was.**

2. Adjective Clause

According to Azzar (1999: 267) an adjective clause is a dependent clause that modifies a noun. It describes, identifies, or gives further information about noun. Beside it also begins with a relative pronoun: that, which, who, whom, whose and where. An adjective clause is also called "a relative clause".

Frank (1972: 280) states a relative clause can be restrictive (defining) and non – restrictive (non – defining)

Restrictive means that the clause gives definition about the noun phrase and it is considered important to avoid misunderstanding among the leader or the listener

Example : The girl who is from pare is beautiful

In this example, the adjective clause is necessary to identify which the girl is meant by the speaker.

Non – restrictive clause only gives additional information about antecedent and this element is separated from the rest of the sentence by a break in intonation and by comma in writing.

Example : The girl, who is from pare , is beautiful.

Here, we already know well who is the girl is, the adjective is only as additional information about the girl.

In the adjective clause there are some functions of adjective clause according to Frank (1972:277) will be presented in the following table

Table 2.2 The Functions of Adjective Clause

Noun Antecedent Meaning	Introductory word	Illustrative sentences
A person	Relative pronoun Who (whom or whose) Or that	- Subject : I thanked the woman **who** helped me. - Object of verb He paid the man **whom** he hired. - Object of preposition He paid the man from **whom** he had borrowed the money. - Possessive adjective This is girl **whose** picture you saw
A thing	Which or that	- Subject Here is a book **which** describes animal - Object of verb The chair **which** he broke is being repaired. - Object of preposition She was wearing the coat for which she had paid 50.000
A time	When	This is the year **when** the Olympic Games are held.
A place	Where	Here is the house **where** I live.
A reason	Why	Give me one good reason **why** you did that.

3. Adverbial Clauses (AVC)

An adverbial clause is another type of the dependent clause introduced by a subordinate. It is used to modify the verb of the

23

noun clause. It can not stand alone as a sentence in written English.

It must be connected to in an independent clause.

Examples :

- We saw several plays <u>when we were in Bali</u>
                        AVC of time

- <u>Since Monday is a holiday</u>, we don't go to Pare.
  AVC of time

- <u>If it rains tomorrow</u>, I will take my umbrella.

  AVC of condition

- <u>While I was studying</u>, the phone rang.

  AVC of time

In the adverbial clause there are some functions of adverbial clause according to Frank (1972:236) will be presented in the following table :

Table 2.3 The Function of Adverbial Clause.

Classification	Subordinating conjunction	Examples
Time	Since, after, before, when, while, as, until, as soon as, once, whenever.	- Since that man came, I have been here. - Before she has the exam, she will have been studying for 10 hours. - Ms. Anis calls Nuna when Nuna is studying English. - While Putri was studying, her mother came her.
Comparison	As (like), as if, as, thought, the same noun as, the same as	- Ms Yunia is as beautiful as her mom is. - Aam isn't the same character as I am. - Icha is diligent. Dian is the same as Icha is. - Your face is as like your mother.
Place	Where, wherever	- Where there is a will there is a way - Wherever Rois goes, Rois always

24

		remembers his debt
Reason	Because, since, now that, in order that, so, as long as, because of, due to, so that	• I come to pare because she is in pare. • I come to Campus due to her • As long as you are not busy, could you help me with this work?
Purpose	So that, in order that (in order to + verb 1), in the hope that	• Agus studied hard so that he can get the best score. • Rona hid behind the door in the hope that he can not be met. • I turn off the Radio in order to enable my roommate to study in the peace and quiet
Contrast	Although, even though, while, whereas, (despite, in spite of)	• Bastomi is still confused although he has been studying for 20 hours. • Even though I wasn't tired, I went to bed. • Ahmad is rich, whereas she is poor
Condition	If, only if, unless, even if, in the event (that)	• If today I have the exam, I will study hard. • Only if it rains will the picnic be canceled. • I will go swimming tomorrow unless it's cold.

C. Type of Sentences

Sentences are generally classified into two types, they are based on the function and the number of full predication. In this study the writer will focus on types of sentences used by the student's writing and kind of clause within a sentence. A clause may be defined in the same way as a sentence. It is full predication that contains a subject and a predicate with finite verb. Based on this study, there are four types of sentences, namely simple sentence, compound sentence, complex sentence and compound – complex sentences.

1. Simple sentence

According to Hogue (1996: 18) simple sentence is a sentences that has one subject and verb combination. Beside that, Frank (1972 : 223)

states that simple sentence is sentences that have only one full predication in the form of an independent clause".

A simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought. In the following simple sentences, subjects are in bold written, and verbs are in italic written.

Examples :

   A. **Some students** *like* to study in the morning.

   B. **They** *play* football every afternoon.

   C. **Farhan** *goes* to the library.

The three examples above are all simple sentences. Therefore, those contain a subject and verb and express a complete thought.

Simple sentence is devided to four classes of sentences. It may take form of a statement, question, request, and exlamation.

a. Statement

In this sentence, the subject and predicate have normal word order. The sentence ends with a period in writing and a drop in pitch in speech. In the following example, subject is bold words and verb is italic words.

Example :

   - **She** *is* cruel.

- **She** *loves* him.

b. Question

In this sentence, the subject and auxiliary are often reserved. The sentence ends with a question mark or interrogative in writing. In the following example, subject is bold words and verb is italic words.

Example :

- *Are* **you** angry?

- *Did* **you** go to school yesterday?

- *Where do* **you** live?

c. Imperative

In ths sentence, only the predicate is expressed. The simple form of the verb used, regardless of person or tense. It ends with a period in writing and a drop in pitch in speech. In imperative is divide into two; request and prohibition. In the following example the subject is bold words.

Example :

- Request

    - **Open** the door!

    - **Close** the window, please!

- Prohibition

    - Don't **forget** me , please!

    - Don't **sleep** here!

d. Exlamation

The sentence begin with an exclamatory phrase consisting of what or how plus a part of the predicate. The exclamatory phrase is followed by the subject and balance of the predicate. In the following example, the bold words are as exclamatory phrase.

- **How** beautiful you are!

- **What** a pity you are!

- **How** wonderfull this place is!

2. Compound Sentence

Frank (1972 : 223) argues that compound sentence is sentence which has two or more full predications in the form of independent clause. A compund sentence is two simple sentences connected by a comma and a coordinatiing conjunction. The coordinating conjuction are such as : for, and, nor, but, or , yet and so. The following example, the bold words are as subject, italic words are as verb and underlined is as conjunction.

Example :

A. **I** *tried* to speak Spanish, and **she** *tried* to speak English.

B. **Asryil** *played* football, so **Maria** *went* shopping.

C. **Robi** *played* football, for **Maria** *went* shopping.

3. Complex sentence

    According to Frank (1972 : 223) complex sentence is a sentence which also has two or more full 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 clause (or subordinate clause). It means that a complex sentence has an independent clause joined by one or more dependent clauses. A complex sentence always has a subordinator such as *because, since, after, although,* or *when* or a relative pronoun such as *that, who,* or *which*. The following example, the bold written is as subject, italic words are as verb and underlined is as subordinate conjunction.

    Example :

    A. <u>When</u> **he** *handed* in his homework, **he** *forgot* to give the teacher the last page.
    B. The **teacher** *returned* the homework, <u>after</u> **she** *noticed* the error.
    C. **The students** *are studying*, <u>because</u> **they** *have* a test tomorrow.
    D. <u>After</u> **they** *finished* studying, **Junda** *went* to the Movies.
    E. **Risky** *went* to the movies <u>after</u> **they** *finished* studying.

4. Compound – Complex Sentence

    Frank (1972 : 223) states that compound –complex sentence contain two or more independent clause and one or more dependent clauses. It means that a compound – complex sentence is a compound

sentence combined with a complex sentence into one form of sentence. This kind of sentence contains two or more independent clauses or more dependent clauses. The following example, the bold words are as subject, italic words are as verb and underlined is as subordinate conjunction.

Example :

A. **Many students** *drive* their cars to the collage, <u>but</u> others *prefer* to take public transportation <u>because</u> **free parking a car in the campus** *is* unavailable.

B. <u>If</u> **students** *wish* to park in the campus parking lots, **they** *must pay* for permit, <u>or</u> **the campus police** *will tag* their cars.

D. Essay Writing

An essay is a piece of writing which is often written from an author's personal point of view. Essay can consist of a number of elements, including: literary criticism, political manifestos, learned arguments, observations of daily life, recollections, and reflections of the author. The definition of an essay is vague, overlapping with those of an article and a short story. Almost all modern essays are written in prose, but works in verse have named essay.

Fawcett (2007: 113) defines that an essay is a group of paragraphs about one subject. In many ways, an essay is like a paragraph in longer,

fuller form. Both have an introduction, a body, and a conclusion. Both explain one main, or controlling, idea with details, fact, and examples. An essay is not just a padded paragraph, however an essay is longer because it contains more ideas. From definition above, it can be concluded that an essay is a group of paragraph makes and supports one main point. However, the subject of an essay is too complex to be developed in a few sentences. Several paragraphs are needed to support fully the main point of an essay. A typical essay contains five paragraphs, but many other types of essay are longer or shorter, depending on their purpose.

1. **Part of An Essay Paragraph**

   The paragraphs in an essay are part of a larger whole, so each one has a special purpose. The paragraph in an essay are follows :

   a. The introduction paragraph

   The introduction is the first paragraph of essay. It opens the essay and tries to catch the reader's interest. It usually contains a thesis statement, one sentence that states the main idea of the entire essay.

   The format of an introductory paragraph is different from the format of other kinds of paragraph. In introductory paragraph, the main idea is usually stated in the last sentence. The sentence is called the thesis statement.

The function of the introduction is to capture the reader's interest, to provide background information and to state the main idea of the essay in a thesis statement.

Here, the thesis statement tells the reader what the essay will be about and what points you will be making in your essay. Beside that, thesis statement should state the subject of the essay, explain the point of view the essay will take, or describe the ideas about your topic that you determined in your outline.

b. The body or supporting paragraph

The body of an essay consists of several supporting paragraph that support the thesis. Each supporting paragraph develops one point about the subject. Each paragraph begins with a topic sentence that is supported with specific detail, facts, and examples.

c. The conclusion

The final paragraph of an essay is the conclusion. It brings the essay to a close. It might be a sentence or long paragraph.

The purpose of this last paragraph is to summarize, without using the same words, the main points you have made in your essay. In the concluding paragraph should also leave the reader agreeing, disagreeing, or at the least thinking about the thesis.

2. Steps of Essay Writing

a. Prewriting

In this case the writer can draw on their own experiences, generating ideas, organizing thinking and read or listen to stories read aloud. Brainstorming ideas is one of strategies is prewriting. Langan (1942: 23) says that prewriting means jotting down in rough sentences or phrase everything that comes to mind about a possible topic.

In others words, according to Cox (1999: 308), there are three techniques in brainstorming ideas: make a list, cluster and quick writing. In making a list, the writer thinks about a topic and makes a list quickly of whatever words or phrases coming into their mind. In drawing cluster, the writer draws the visual map of ideas. The writers can begin with topic circled in the middle of a sheet of paper. Then, they draw a line out from the circled and write ideas associated with the topic. So, they map until they can not think of ideas. In quick writing, the writer writes as fast as they can in about few minutes or ten minutes without worrying about their mistakes in their writing.

b. Writing

After thinking the topic and doing the necessary prewriting, the next step in the writing process is writing in the essay based on Fawcett (2007 : 114) as follows :

- Write an introduction

    In introduction paragraph opens the essay and tries to catch the reader's interest. It usually contains a thesis statement, one sentence that states the main idea of the entire essay.

- Write the body paragraph

    The body of an essay consists of one , two, three or more paragraph, each one making a different point about main idea.

- Write a conclusion

    It brings the essay to a close. It might be a sentence or a long paragraph.

c. Drafting

    Drafting is considered as an important strategy in the process writing. The writers can put their ideas down on paper, focus on meaning, rather than conventions, feel free to experiment in writing

d. Revising

    According to Langan (1942: 33) revising means rewriting a paper, building on what has already been done, in order to make it stronger. It means that it make well organized.

    In this stage, the writers reread during and after writing the draft and they rethinking what they have written. The writers

can share with their friends or partners in the reader's cycle. They also can change, add, delete, or modify their draft and clarify the meaning.

e. Editing

Editing is the main problems in writing usually in grammar, syntax, and mechanics. The students as writers can do proofread their revised piece in individually or pairs using editing conference. The teacher can help the writers to edit their writing.

3. **Types of essays writing**

According to Fawcett (2007 :147-167) there are some types of essays writing such as :

a. Narrative essay

Narrative essay tells a story in a sequence of even. This type of essay is told from a defined point of view, often the author's. it offers specific and often sensory detail to get the reader involved in the elements and sequence of the story. A narrative essay uses all the story element –a beginning and ending, plot, characters, setting and climax – all coming together to complete the story.

b. Descriptive essay

Descriptive essay aims to provide a vivid picture of a certain person, place, object, or event. It offers concise details

that enable the readers to imagine the subject described. Generally, descriptive essay explains the "what, when, where, and how" of topic.

c. Comparison and contrast essay

This type of essay writing takes two subjects and identifies their similarities and differences. A good comparison and contras paper possesses a valid basis for comparison – a limited focus and catchy information. In writing essay using compare and contrast, it is vital that the purpose for comparing and contrasting the two subjects are made clear. This purpose is crucial because it provides focus to the paper.

d. Classification essay

Classification is another way to organize a topic for an essay. A broad topic is often easier to write about when dividing it into individual part and then classify the part into groups that have something in common. In other words, it divides a topic into groups of thing that share similar characteristics.

Here, the researcher uses classification essay to analyze types of sentences used in university students 'essay writing.

E. Previous Study

There is previous study in this reseach. The previous study is written by Alaa Al Musalli and Ibtihaj Al – Harthi (Omani student in TEFL) entitles "Sentence Types :Students' Perception and Productions. This research is conducted toward in Sultan Qaboons University (Muscat, Oman). The participant involved in this study were six Omani EFL learners, all English majors, taking advance speaking skill at the English Departement at Sultan Qaboos University (SUQ). This is a qualitative research with qualitative inverstigation to invertigaze sentence type in the students' perception. The result of the study showed that simple sentence as the easier sentence type to produce followed by compound sentence as being less easy, and also the entire sample agreed that complex sentence are less difficult to produce that compound – complex sentences.

Based on the previous studies above on the use of types of sentences, the researcher is motivated to conduct a research on type of sentences used by the students essay writing. The researcher uses qualitative reseach with describtive study. To support the qualitative approach the writer uses quantitative approach to know the result of the data because it needs the statistical data of the result which data is the domaint one.

CHAPTER III

RESEARCH METHOD

This chapter discussed about the method used by the researcher in conducting this study. This discussion covers the research design, subject of the study, place and time of research, variable of the study, data and data sources, data collection method and the instrument, and data analysis.

A. Research Design

Ary, at all (1985:426) states that research design is the researcher's plan of how to proceed to gain an understanding of some groups or some phenomenons in its natural setting.

The design of this research is descriptive study with qualitative approach and the point of descriptive qualitative research is to accumulate the basic data in descriptively and qualitatively. The data collected is in the form of word of picture rather than number. It has the nature setting as the direct source of data and reseacher is the key instrument.

In this research, the writer used qualitative approach, because it describes the data about types of sentences used by the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic year.

B. Subject of the Study

In this reseach, The subject of this study are the third semester students of A class at IAIN Tulungagung, because it is favorite class at the third semester and usually most of them are be famous as smart students.

This study takes just one class in the class A which consists of 27 students. All of them are females. This class was chosen as the subject of the study because it is the best class of in the third semester of others class of IAIN Tulungagung, the other reason is that most of students can be considered to have similar English proficiency especially in the writing.

C. Place and Time of the Research

This research is in the IAIN Tulungagung. This research is done from 01 January up to 25 January 2014. The researcher takes documentation the students' essay writing from their lecturer of writing. After getting the data, the researcher did analyzes the data to know the students 'ability in their writing, then did the meeting to give questionaire to the students and the last is doing interview to some students.

D. Variable of the Study

Variable is all the object of the research (Tanzeh, 2004). In other words, Variable is object of the research or center af attention of the

research (Arikunto: 2002). This study includes single variable. The variable is types of sentences .

E.   Data and Data Sources

Data is information unit that can be analyzed and relevant with appropriate problem (Tanzeh, 2004). So, in this case the data is types of sentences used by the students' writing collected in the form of documentation and questionnaire.

According to Arikunto (2002), the data sources are subjects who given the data or information or where the data getting. The data source of this research is taken from 27 students of the third semester of A class in IAIN Tulungagung.

F.   Technique of Data Collection

Data collection method is the way to collect the data. In this study the research uses some method to collect the data, there are doing documentation and questionnaire and interview.

1.   Documentation

According to Arikunto (2002 :158) documentation is something that is written. In other words, documentation is from the word documentation, it means that the written letter. In doing research, the

researcher investigates written letter such as books, documentation, daily notes etc. In this study the researcher did documentation to the students in which the researcher asked their duty of student's essay writing to their lecturer of writing in the third semester of A class in IAIN Tulungagung.

2. Questionnaire

Questionnaires are any written questions which have purposes to get information from respondent in order for privacy information or something who they know. The researcher used questionnaire in order to know the students' opinion related to the certain types of sentences are used by students' essay writing . Here, there are 27 questionnaires that are given to the students by the researcher.

3. Interview

According to Sugiono (2012 :72) states that interview is a meeting of two persons to exchange information and idea through questions of meaning about a particular topic.

Interviews are used to gather data on subjects' opinions, beliefs, and feeling about the situation in their own words (Ary, at all 2002: 434). Interview is a conversation between two or more people (the interviewer and her interviewee) where questions are asked by the interviewer to obtain information from the interviewee. Interviewee needs direct communication between interviewer and interviewee. Indeed, in interview guide, the researcher makes a role of questions as a guide. And she asks based on the role.

In this research, the researcher interviewed 3 students. Before conducted the interview, the researcher analyzed the data. From the data, the researcher found 3 best writing of the students. So the researcher believed that those were the good students in writing by knowing the result of students' essay writing, in other hand they made variety sentences in their writing.

G. Technique of data Verification

To get the valid data in this research, the researcher did triangulation. Sugiono (2012: 125) state that "Triangulation is qualitative cross-validation. It assesses the sufficiency of the data according to convergence of multiple data sources of multiple data collection procedures". It means that triangulation is conducted to minimize the subjectivity of the research data, the researcher conduct the triangulation by taking the collaborator's perspective and peer discussions with the other researcher. Beside that the researcher also brings out the triangulation of technique by collecting the same type of data using different instruments of data collection and compares them to get more valid data of the research.

By looking definition above, the researcher did triangulation by doing interview to the some students after getting documentation and

giving quissionair to the students. So the researcher can check the data to the same source and get the valid data.

F. Data Analysis

Qualitative research tents to analyze data inductively. The data analysis of this study is carried out through two stages, in which two techniques of analysis namely inductive by taxonomic and percentage analysis. In the first stage, the inductive by taxonomic analysis is conducted to get general types of sentences. The taxonomic analysis in this case means classifying the data based on sentence connectors and dependent clause.

To determine the types of sentence used by students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years, the writer described as follow:

1. Simple sentence

Simple sentence is analyzed based on independent clause that consists of minimally one subject and one verb, and it expresses a complete thought. Subject and verb can be formed to be single or compound subject and single or compound verb. In simple sentence, there are four kinds they are statement, request, question, and exclamation.

To know whether it is a simple sentence we can see the form or the structure of sentence. First, the sentence ends with a period in writing

means it is a statement. Second, the sentence ends with question mark in writing. The last, exclamation, if in writing it ends with exclamation mark. Sometimes period is used to lessen the force of the exclamation. A simple sentence is formed with :

Subject + verb + object

2. Compound sentence

Compound sentence is analyzed based on two or more independent clauses connected by a coordinating conjunction, punctuation alone and sentence connector. To know whether it is a compound sentence we can see the form of the structure it is :

Independent clause + Sentence connector + Independent clause

3. Complex sentence

Complex sentence is analyzed based on an independent clause and one or more independent clause namely adjective clause, noun clause, and adverbial clause. The independent clause is connected the main clause by a subordination conjunction. Subordination involves two ides, one of which is more important than the other. The more important idea is placed in the independent or main clause. A complex sentence is formed:

Independent Clause + dependent Clause or Dependent clause + independent Clause.

4. Compound – complex sentence

   Compound – complex sentence is analyzed on a combination of two or more independent clause and one or more independent clause. We can also see the sentence connector that is used, weather they belong to compound – complex sentence or not.

   In the subsequent stage, counting analysis is conducted to get the number of the types of sentences. It means counting or analyzing data used percentage formula to know the result of the data. The data of this study analyzed is the most commonly the sentence types used by the students' writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years

   To know the most commonly sentences types used by students' writing at the third semester IAIN Tulungagung in the 2012/2013 academic years, the procedure below:

   1. Note and count the most commonly of each sentence types used by students' writing.

   2. Count the number of occurrence of each sentence types found in the students' writing.

   3. Count the whole number of all sentence types occurs.

   The above procedures are used in detail analysis on simple, compound, complex, compound –complex sentence. To count the most commonly of their occurrences, the following table is used.

No	Student's name	Types of sentences				Total
		SS	CM	CP	CC	
	Total					

Note : SS = simple sentence   CP = complex sentence

CM = compound sentence   CC = compound – complex sentence

In the sentences are also found dependent clause, namely :

adjective clause (AC), noun clause (NC), and adverbial claue (AVC).

To know it the most commonly clauses, the following table is used :

No	Student's name	Kind of Clause			
		AC	NC	AVC	Total
	Total				

Note : AC   = adjective clause   AVC   = adverbial clause

NC   = noun clause

After finding out, the data are analyzed in term of the most commonly types of sentences. The formula as follow

$P = \underline{F} \times 100\%$

    N

Note :

P : the symbol of presentation

F : the frequency of occurrence of sentence types

N : the number of sentences

CHAPTER IV

RESEARCH FINDING

This chapter is devoted to the presentation of the finding of the study . The researcher exposes data deals with an analysis on the sentences types used by the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years.

A. Data Presentation

This section mentions twenty eight students' essay writing used the units of analysis. The data are taken at the A class in their writing assessment under title about "Type of Off Campus Housing" at the third semester of IAIN Tulungagung in the 2012/2013 academic years and each students' essay writing concerns sentences as show in the table below.

Table 4.1 Number of sentences at each student's essay writing.

No	The students' name	The number of sentence
1	AW	18 Sentences
2	APS	36 Sentences
3	AHL	20 Sentences
4	AH	37 Sentences
5	AT	25 Sentences
6	AA	30 Sentences
7	DS	24 Sentences
8	DW	28 Sentences
9	DWS	33 Sentences
10	DRLS	20 Sentences

11	ES	20 Sentences
12	FA	23 Sentences
13	KMS	24 Sentences
14	LA	32 Sentences
15	LM	17 Sentences
16	MS	36 Sentences
17	MR	31 Sentences
18	MC	25 Sentences
19	NSH	20 Sentences
20	NAL	26 Sentences
21	NL	17 Sentences
22	RII	23 Sentences
23	RNC	22 Sentences
24	SH	21 Sentences
25	SW	25 Sentences
26	TO	23 Sentences
27	ZIB	28 Sentences

B. Findings

1. Types of Sentences used by by the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years.

The data found on the sentences types used by the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years could be described below :

a. Simple sentence

The simple sentences used by the students' essay writing could be presented in the table below based on each student. Here, the bold words are as verb.

49

Tables 4.2 The Simple Sentences Used by Each Student

No	Name	Simple sentences used by the students
1.	AW	- The first category of off – campus housing **is** boarding house. - The students **get** some facilities there. - Many lectures always **look** at the activities of every student.
2	APS	- The usually **continuous** their education in campus. - It **is** in the middle of Tulungagung. - The first type **is** boarding house. - The owner of boarding house **is** not always the citizen. - They just **study** about the material of campus. - They **can go** to anywhere without asking permission from the owner. - They **can** not **increase** their knowledge in the boarding house. - They **are not** addition lesson in campus. - The second type **is** dormitory. - The place **is** near from campus. - The dormitory **is** also the big building especially the dormitory of this campus. - They **can** also **increase** their knowledge. - They **get** addition lesson everyday by their senior.
3.	AHL	- Some students **look** busy with their activity in campus. - Sometime they **must spend** their time in campus. - They ever **think** about the place to stay. - What about you? Ever you **think** about it?. - Based on the student of campus you **can be** divided into two types of housing outside the campus. - The first type **is** boarding house. - The last **is** dormitory. - They **can stay** in dormitory only in the first year. - In the dormitory students **must obedient** the dormitory rules. - There **are** two types of off – campus housing
4	AH	- Some students **feel** so confused to choose some places to stay to study. - How about you? **Are** you confused to choose it? Don't **worry** guys! - The first kind **is** live in dormitory. - Do you **agree** with dormitory? - STAIN Tulungagung **has** a dormitory. - It **is called** Ma'had Al – Jami'ah Tulungagung. - In dormitory **have** some advantages for you. - It **is** near campus. - We **can go** to campus without any vehicles. - We **are** just on foot to go there. - It **is** support our faith. - Getting complete facilities **is** comfortable. - We **must manage** out time regularly. - The time **can be managed** every time. - The last kind **is** boarding house. - Do many students more **choose** boarding house to stay? - Living in boarding house **is** more interesting. - Boarding house also **has** some advantages to you. - Both of them **are** many advantages to you. - Let's **enjoy** your life!

5	AT	- Most of the students **follow** the test to join in university
		- How about you?.
		- The fisrt category **is** dormitory.
		- Dormitory **is** home for student of university.
		- The location always **close** from university.
		- In dormitory **has** rules.
		- The second category **is** boarding house.
		- Boarding house **is** the place for rent.
		- Some people **stay** near university of new build house for rent.
		- The house **is called** boarding house.
		- The student of univerrsity **can rent** the boarding house from the owner.
		- The location of boarding house **is** near from universty.
		- you **can take** a walk to go to there.
6	AA	- **Are** your house **so far** from your campus?
		- A far distance from house to the campus ussulay **makes** a problem for the student.
		- Many of us **choose** off campus housing than stay in their home.
		- **Do** you **think** like this?
		- Today in surrounding of campus **have** many rent housing.
		- Those **can help** the students foccus in their study.
		- The first **is** dormitory
		- Some campus **have built** dormitory for their students.
		- Ussualy it **is used** for new students to introduce them about new enviroment surrounding the campus.
		- The new students **need** guiding for it.
		- The activity **is** more guarded
		- The schedules **depend** on from the dormitory.
		- The second **is** boarding house,
		- it **is built** by private surrounding the campus.
		- Those about off campus housing **are** available for students in campus.
7	DS	- Everybody certainly **needs** a place for residence.
		- Basically, based on place, the off – campus housing **can be classified** into two types.
		- The first type **is** dormitory.
		- The place **has included** one part of campus institute.
		- There, we **can use** facilities freely.
		- It **uses** to create discipline person.
		- In dormitory **has** many arrangement activity
		- The second **is** boarding house.
		- The boarding house **is** not part of campus institute.
8	DSW	- How **can** we **ride** everyday from our house to the campus?
		- The first facility of campus **is** dormitory.
		- The dormitory **is** also **given** the students education.
		- Usually it **is** the most religion education.
		- We **should obedient** to the owner of houses' rules
		- Don't **forget** to choose the right boarding house.
		- In conclusion, there **are** two types of off campus housing.
		- What do you **think** about?
		- You just **need** to choose one of the off- campus housing.
		- We **are** in togetherness
		- Let's **make** a choice!

9	DW	- They **do not want** to spend their time in the way.
		- It **can be called** off campus housing.
		- In the off campus housing we **can get** many friend.
		- The first type **is** dormitory.
		- We **can live** in dormitory.
		- In generally, dormitory **is** campus' owner.
		- In dormitory, the rooms **are** large.
		- In the room **has facilitated** with bedroom, small cupboard, chairs, blanket, some pillow, etc.
		- The second type **is** living in boarding house.
		- Boarding house **is** usually being owner by the personal.
		- Boarding house **is** usually in house owner.
		- The students **must bring** pillows, mattress, blanket, etc. from home.
		- The bathroom in boarding house **is** just one.
10	DRLS	- Campus housing **is** the place to live every student.
		- Now campus housing **has known** by the students.
		- The first type of off- campus housing **is** dormitory.
		- Dormitory **is** a place to live with many activities.
		- We **can say** it.
		- These **are** the activity in dormitory.
		- The second type of off –campus housing **is** boarding house.
		- In conclusion, there **are** many types of off campus housing with their activity.
11	ES	- The first type of off – campus housing **is** living in dormitory.
		- The final type of off campus housing **is** living boarding house.
		- Living in the boarding house **can make** togetherness for the students
		- They **are** always **doing** something together.
		- Beside living in boarding house **can add** our new friends.
12	FA	- Here, the housing outside campus **can be categorazed** in to two types.
		- The first type **is** dormitory.
		- Campus **has provided** dormitory
		- usually dormitory **provided** for Islamic state college
		- In the dormitory we **can get** more about Islamic education.
		- We **study** about classic book everyday.
		- You **will get** many vocabularies everyday.
		- In the dormitory all of activities **will be organized** well.
		- The second type **is** boarding house.
		- The boarding house **has built** by people of outside campus.
		- Usually in the boarding house **has old** occupant.
		- It has many facilities there are bathroom, bad room, etc.
		- In boarding house all of our activities **are not** scheduled.
		- We **can organize** our time as good as possible.
13	KMS	- Campus **is** place to increase our knowledge.
		- For it we **must go** to "rest- place"
		- I **will explain** to you about types of off- campus housing.
		- The first kind **is** boarding house.
		- You **must ma**nage your time by yourselves.
		- The second **is** dormitory.
		- It **is** very religious
		- For meal, there **are** two kinds in dormitory.
		- I **can divide** off – campus housing into two kinds.

14.	LA	- Knowledge **is** the most important thing in our life. - Looking for knowledge **is** a must for the all people in the word. - Some students **are looking for** the knowledge in the campus. - They **came** from many different place. - They **must choose** alternative to have off – campus housing. - What about you? - The first type of off campus housing **is** dormitory. - They **may not wear** pencil' pants. - In the safety living, there **is guaranteed** for some security guards. - The students **can** also **practice** socialization with their friend. - The second **is** boarding house. - Some students **can live** in boarding house to live near campus. - They also **get** knowledge how to have a good behavior. - In boarding house they **must obey** the owner - In conclusion, I can divide living outside campus into two categories. - Don't **be** confused to choose one of them!
15	LM	- How about you? As university students - Don't you really **need** it? - It **is given** many good facilities for the occupants. - It **is** especially for the university students only, for example Ma'had Al Jami'ah of STAIN Tulungagung. - Another one **is** boarding house.
16.	MS	- **Are** you from out Tulungagung too? - Usually we **are called** it off – campus housing. - The first kind **is** live in dormitory. - Do you **know** actually have many advantages for your self improvement about knowlegde.? - Well, live in dormitory **have** many advantages for you. - You **can live** together with our friends communication each other. - The dormitory **is** near from campus. - The dormitory **is** a comfortable place - You **can not co**ok own meal mostly. - The second kind **is** live in boarding house. - Living in boarding house **is** interesting. - You **can cook** your own meal. - You **must be** able to a good boarding house. - You **must ch**eck it all of them. - You **must choose** it. - The important one **is** you must choose good boarding house. - Don't **be** confused which one you must do choose. - **Enjoy** your life!
17	MR	- **Is** your house far from campus? - **D**o you **think** to stay near campus? - They **would not spend** their time on the road. - There are types of off – campus housing. - It **is divided** by two categories. - The first type **is** dormitory. - Basically, dormitory **has built** by campus as facility in campus. - Usually, one cupboard **is used** by one person. - In dormitory **has** many schedules for example Islamic schedule.

		- It **is** like a house. - In boarding house **ha**s many activities - Usually boarding house **has** a few rooms. - The students **clean** their room everyday. - They **can ma**ke their schedule by their self. - They **are not** special activities over there. - They **do** their activities likes their house.
18	MC	- Many students of university **prefer** like in off – campus housing. - Long distance of the campus from their home **makes** them to choose liuving outside the campus. - Unfixed schedule activity **is** also as the reason whey they prefer to living outside campus. - The first type **is** living in dormitory. - It **is** also **managed** by the chief of dormitory. - They **must buy** their meal outside the dormitory. - The second **i**s living in boarding house. - It **is not** like building of dormitory. - It **i**s like a house. - There **is not** regulation living there. - The student **can make** deal with other to make the regulation. - They also **bring** their own electronic in the boarding house. - They **can choose** room based on they want. - Living outside the campus **spends** any time to go to campus. - Spend anytime just for back to home **is not** effective for the students.
19	NSH	- The university always **gives** the best facility for their students. - One of them is dormitory. - Living in dormitory **teaches** the students to be discipline live. - Living in dormitory can help the student of campus gets many friends - Living in dormitory **can teach** the student how to live far from their parents - The students of campus **can choose** boarding house for live of campus housing. - In boarding house the student **can teach** to be independent live. - They **must choose** the best place to stay.
20	NAL	- In modern era education **is** very important for people. - Most of them c**hoose** to go to university. - It **is located** very far from house. - It **is** so difficult. - The first type **is** dormitory. - In each university, usually the students **get** many facilities. - Living in dormitory **has** many advantages for the students. - The location **is** near fro campus. - The cost **is** also cheaper. - It **is called** dormitory. - The second type **is** boarding house. - This **has** many advantages living in boarding house. - They **can get** a new friend - We **can do** many activities likes non - extracurricular of campus. - In conclusion there **are** two type of off campus housing with their activity. - How many their activities there?
21	NL	- One of them **continues** our study in university. - Dormitory **is** one of facility of campus.

		-	We **will teach** to distinguish our new environment in campus.
		-	We **will manage** our life by ourselves.
		-	We **will learn** how to be independent
		-	We **will cook** by ourselves
22	RII	-	Their house **is** usually far from campus.
		-	To choose some problem the student **chooses** to live in off- campus housing.
		-	The first type of off campus housing the students **can choose** dormitory.
		-	The dormitory **is managed** by committee of campus.
		-	They **control** it everyday.
		-	The member in a room **consists** of 4 up to 10 people.
		-	We **can find** many university from various department
		-	There **are** many rooms for university student to live.
		-	The second of off campus housing **is** boarding house.
		-	Boarding house **is located** in surrounding of campus.
		-	In boarding house the dweller **live** with the owner.
		-	The facility **has** little than dormitory.
		-	In conclusion the university students **can choose** the best place to live.
23	RNC	-	What about you?
		-	**Are** you confused ?
		-	The fisrt type **is** dormitory.
		-	Sometime every boady **is called** it wit Ma'had.
		-	The second **is** boarding house.
24	SH	-	They **have to be** independent stay in IAIN Tulungagung.
		-	Each of the type **has** own facilities used for them
		-	The first type **is** dormitory.
		-	Dormitory **is** one of a comfortable place to stay staying in IAIN Tulunagung.
		-	In the dormitory also **has** for the students.
		-	We **must know** the benefits to stay in dormitory.
		-	The second type **is** boarding house.
		-	There **is not** problem to study more about religion there.
		-	The cost of live in boarding house **is** more expensive rather than in dormitory.
		-	In conclusion there **are** two types of off campus housing with their facility.
25	SW	-	STAIN Tulungagung **has** many students.
		-	The long distance **make** them impossible to go to home quickly.
		-	They **need** many hours to arrive at home.
		-	They **can not go** home everyday directly
		-	They **can not stay** at their own home.
		-	The first type of off campus housing **is** dormitory.
		-	In the dormitory the student **is given** the facilities.
		-	The dormitory **is** one area with campus.
		-	The cost for living in dormitory **is** cheap.
		-	The second type **is** boarding house.
		-	Some of students **stay** at boarding house.
		-	They **get** facilities likes at their own home.
		-	They **can study** with their roommate.
		-	The cost for living at boarding house **is** rather expensive.
		-	Usually they **do not do** other activities expert study.
		-	They **have** a reason for their option
		-	We **must know** the best place to stay.
26	TO	-	Based on the type, the house **can be classified** into two categories.

		- The first category **is** dormitory.	
		- Dormitory usually **provides** several rooms.	
		- The second category **is** boarding house.	
		- Usually in one room **consists** of six people.	
		- There **are** kind of characteristics in boarding house.	
		- In conclusion there **are** two type of campus housing.	
		- Based on the information, both of them **will steady** to support our activities.	
27	ZIB	- Campus **is** one of the places to cook for science.	
		- They **come** to campus everyday.	
		- The lecture **comes** to campus to teach the students.	
		- The students **come** to campus to study with lecturer everyday.	
		- There **are** many students to stay near campus in order to be easy to come to campus.	
		- This campus **provides** dormitory for new students of IAIN Tulungagung.	
		- Type of off campus housing **can be categorized** into two types.	
		- The first category of off campus housing **is** boarding house.	
		- My room **consists** of two peoples	
		- She brings her friend into my room.	
		- We introduce another.	
		- We **are** friends.	
		- Dormitory **uses** the rules for the student in order to make discipline.	

From the data above, the students used 310 simple sentence in their essay writing.

    b. Compound sentences

The compound sentences used by the students' essay writing could

be presented in he table below based on each student. Here, the bold

words are as verbt and italic words are as sentence connectors.

Table. 4.3 Compound Sentences Used by Each Student

No	Name	Compound Sentences Used by the Students
1.	AW	- Campus **is** one of the places to look for education *and* knowledge. - They **stay** in boarding house *and* **stay** in dormitory. - All of the activities in dormitory **have** schedule *and* **must be** on time togetherness. - In conclusion, the students *or* the tenant of off – campus housing **can choose** which one the best place to stay **and** which one the place appropriate with their feeling. - Don't **forget** to the students **must appropriate** which one the place comfortable *and* **must pay** attention about the rule, facilities, and payment.
2	APS	- There **are** two types of off – campus, boarding house *and* dormitory. - Actually the place **is** near from campus, *but* some boarding house **is** far from campus. - They **can stay** with their friend in a room *or* they **stay** by themselves.

		- They just **do** to campus in the morning *and* **back** to boarding house in the evening. - The fee **is** cheaper than stay in the boarding house *or* hotel. - It **makes** them easy to go to campus *and* **stay** there. - There **are** vocabulary of English, vocabulary of Arabic, *and* practice conversation each other. - They *not only* **go** to campus in the morning *but also* they **must manage** their time well to do all activities.
3	AHL	- In addition, the students **have to join** with the extracurricular, *so* they **must give** more time for that. - It **is** near from campus, comfort, *and* cheap. - Dormitory **is** a build with many rooms *and* it **has** many floors. - Sometime in one bad room, there **are** more then six students *and* sometime dormitory **has** a canteen. - You **choose** boarding house *or* dormitory.
4.	AH	- They **come** starting from near campus *or* **come** far away campus such as Surabaya, Sumatra, Palembang, Kalimantan and Thailand. - They impossible **go** to campus by car *or* motorcycle everyday. - I **can classify** type of off – campus housing into two kinds, live in dormitory *and* live in boarding house. - In dormitory **has** large room, clean *and* safe. - We **can make** a good relationship to owner boarding house *and* other friends.
5	AT	- You **want** to stay at home *but* it **is** so far from campus *or* you **will stay** near university. - I **can clasify** in two categoris, there **are** dormitory *and* boarding house. - All of the students **stay** there must dicipline, honest *and* keep image for university.
6	AA	- Off campus housing **can be divided** into two types, there **are** dormitory *and* boarding house. - In dormitory the they **will get** good facilities such as ; bedroom, cupboard, electric van, chair, desk *and* kitchen. - The facilities **are** ready to make new students feel comfort *and* focus in their study. - They **will get** addition education like pray together, study about Islamic knowledge *and* extracurricular. - The students **must follow** all activities in dormitory *and* **obey** the rules. - Boarding house also **prepares** some facilities for the student like in dormitory *but* it **depends** on the owner of boarding house. - The facilities commonly **prepare** as bedroom, bathroom, kitchen, *and* for the private necessity likes pillow, blanket *but* some boarding house also **prepare** complete necessity likes television and electric van. - The activity in boarding house **is** not guarded *and* the student **makes** their own schedule to spend their time so it is more relax. - There **has** a rule *but* it usually **comes** by the owner of boarding house. - Dormitory *and* boarding house **can help** students to stay *and* **focus** in their study.
7	DS	- One function of residence **is** to protect our body from sun *and* rain. - In dormitory **have** bedroom, bathroom, auditorium, kitchen *and* mosque. - In boarding houses **have** bedroom, bathroom *and* kitchen. - We **can leave** the place freely *and* in this place **has** not schedule doing our

			activity.
8	DSW	-	It **is** impossible we **will get** tired *and* **do** not focus on our lesson.
		-	Actually, we **can solve** this problem *but* don't **worry**.
		-	They **are studying** to read Holy Qur'an, English Language *and* Arabic language.
		-	We **can pay** for one month *or* we **can contract** their house for one year *and* we **should pay** cash.
		-	We **can contract** the house with the contribution from our friend *and* it **can be** three *or* more peoples.
		-	Both of them **give** us good education *and* good behavior.
		-	In the dormitory **give** us more knowledge, religion education *and* **make** us be good attitude.
		-	In boarding house **make** us more comfort to study with our partner in the rooms *and* they **help** us to pay the contribution.
9	DW	-	Off – campus housing **make** their easy to go to campus quickly *and* the location **is** near from campus.
		-	Based on the necessary of the students **live** around campus, it **can be classified** into two types, you **can live** in dormitory *or* you **can live** in boarding house.
		-	The room **is** always clean *and* the condition **is** enjoyed.
		-	The room in the boarding house **is not** large *and* it **is** just several rooms.
		-	The facility in room **is** just table *or* one small cupboard.
		-	They **can stay** there with enjoy condition *and* they **can go** to campus quickly without tired.
10	DRLS	-	It **is** a house to take a rest; it **can spend** their time *and* **do** their homework together from their lecture.
		-	They **have to follow** reciting Holy Qur'an, classic book, clean the area of dormitory *and* clean the bathroom to keep the facility of dormitory.
		-	There **are** many activities in boarding house *but* it **is** different with dormitory.
11	ES	-	The students of IAIN Tulungagung mostly **are** from outside of Tulungagung such as Blitar, Trenggalek, Kediri *so* the easy way for them to study **is** housing outside the campus.
		-	Living in dormitory *or* living in boarding house **is** ok.
12	FA	-	Automatically, we **need** place to stay like our house *and* you **will choose** comfort place and safe.
		-	In the dormitory **have** many facilities as rooms, bathrooms, kitchens *and* the clean place, *so* we **are** comfort.
13	KMS	-	Sometime, it **makes** our body *and* our mind feel exhausted.
		-	There **are** two kind of off campus housing; it **is** boarding house *and* dormitory.
		-	You **must cook** *and* **seek** for meal by your self.
		-	You **must try** to be must responsible by your self *and* all of your activities there.
		-	The first you **do** not **need** to cook *or* **seek** for your meal
		-	The second, you **must cook** *or* **seek** for it.
		-	In a dormitory you **must be** a good people *and* **obey** all of the rules.
		-	The first **is** boarding house *and* the second **is** dormitory.
14	LA	-	Would you **like** to stay at home? *Or* would you **like** to choose one of off-campus housing?
		-	There **are** two types of off campus housing living in dormitory *and* living in boarding house.
		-	Living off campus housing **is** as in dormitory it **can improve** them independently *and* responsible people.

		-	For their environment **is** the large society *and* dwelling.
		-	They **can live** in dormitory *or* boarding house.
		-	You *not only* **will get** the school nearer *but also* you **will get** some benefits.
15	LM	-	It **is** really important for most of the people *and* for me as the university students well.
		-	There *are* two types of off campus housing in my campus; dormitory *and* boarding house.
		-	Boarding house **is** building made by villager non – campus *so* there **is not** connection between campus *and* boarding house.
		-	It **is** a unit *or* oneness.
		-	It **is** free for the other university students, workers *or* the citizen as long as permitted by the owner.
16.	MS	-	I **can classify** type of off- campus housing into two kinds; it **is** living in dormitory *and* living in boarding house.
		-	You **can share** your knowledge *and* you **can ge**t many friends.
		-	You **can go** to campus quickly without any vehicle *and* just **take** a walk *so* you **can save** your money.
		-	The dormitory **has** complete facilities *and* you **do** not **need** to bring anything include pillow, Dutch wife, mattress etc.
		-	It **has** many large rooms, clean, kitchen *and* many clean bathrooms.
		-	You **can use** your spare time to take a rest, listen music *or* other activity do you want.
		-	There **are** two kind of off campus housing, there **are** living in dormitory *and* living in boarding house.
17	MR	-	There **are** dormitory *and* boarding house.
		-	In dormitory **provide** many facilities of bathroom, kitchen, mosque *and* auditorium.
		-	In every room **has** cupboard, mattress, bookshelf *and* table.
		-	In boarding house **have** bathroom, kitchen, place for wash *and* place for dying dress.
		-	In the room **contains** two peoples *or* four people.
18	MC	-	There **is not** kitchen so they can not cook there.
19	NSH	-	The student of IAIN Tulungagung **can live** in dormitory *or* they **can live** boarding house.
		-	The second selection *and* one of choice for the students of campus **are** boarding house.
		-	They **can teach** discipline live *not only* in dormitory *but also* in boarding house **can help** the student to get many friends.
		-	In the boarding house **can help** the students to understand how live without family *and* live far from their parents.
20	NAL	-	Basically off – campus housing **can be categorized** into two type; boarding house *and* dormitory.
		-	They **can get** a new friend *and* new knowledge
21	NL	-	Off campus housing **can be classified** into two types, living dormitory *or* living in boarding house.
		-	This schedule **will help** us to manage to study *and* **can help** us to be easier to recognize our new friend.
22	RII	-	There **are** two type of off campus housing; dormitory *and* boarding house
		-	The committee usually **checks** the situation *and* condition.
		-	There **are** fan, pillow, cupboard, table *and* chair.

23	RNC	- They ever **think** about fee, the main point **is** their children feel enjoyed *bu*t many students **are** confused for choose place to stay.
		- I **can divide** off campus housing into two types; it **is** dormitory *and* boarding house.
		- In boarding house they **have** individualism *because* they **do not have** some programs to gather them.
		- There **is** security *and* **has** many clean rooms
		- In boarding house, we **will feel** comfortable *and* enjoyed.
24	SH	- Most of the student in IAIN Tulungagung *not only* **comes** from Tulungagung *but also* there **is** the student comes from other town.
		- Based on the place, there **are** two types of off campus housing: they **are** dormitory *and* boarding house.
		- The facilities **are** clean bathroom, large area, *and* new good friends.
		- The cost of live **is not** expensive *so* we **can prefer** to stay there.
		- Actually the facility in boarding house *and* dormitory are same *but* there **are** little differences between them.
		- In boarding house **have** clean room, comfort bathroom *and* large.
		- there **is not** rule to recite holy qur'an *or* classic Islamic book.
25	SW	- Usually the student **feels** tired with their task *and* at the journey to go to home **must use** more energy.
		- As we know, off campus housing **can be categorized** into two types, they **are** dormitory *and* boarding house.
		- They also **get** some courses to enrich their knowledge *and* *improve* their skills.
		- Some of them **choos**e to stay in dormitory *and* the others **prefer** to stay in boarding house.
26	TO	- It **can give** pleasant *and* **make** us comfortable.
		- In one room **consists** of six people *or* several people.
		- Boarding house **is** common *or* general in their life.
		- Their friends **come** from Tulungagung, Treanggalek, Kediri, **and** Blitar.
		- They **are** boarding house *and* dormitory.
		- Both of them **have** the strangest *and* weakness
		- In boarding house there **are** several rooms *and* one room consists of six people.
27	ZIB	- There **are** many lecturers *and* the students to study together.
		- They **are** free to choose in dormitory *and* boarding house.
		- The room **consists** of one *or* two people *and* they **have** mother of boarding house.

From the data above, the researcher found 129 compound sentences

used by the student's essay writing.

c. Complex sentences

The complex sentences used by the students' essay writing could

be presented in the table below based on each student. Here, the bold

words are verb and italic words as clause connectors.

Table. 4.4 Complex Sentence Used by Each Student

No	Name	Complex sentences used by the students
1.	AW	- Some people *who* **graduated** from senior high school in through registries in their in their favorite university, they **come** from different place. - Some people **are** near from campus look for chance to build boarding house *that* **can increase** their income. - Sometime, the student *who* **stays** in dormitory have the rule of campus *that* **makes** a good relationship.
2	APS	- Every year, there **are** a lot of students *that* **graduated** from senior high school. - The campus **is** usually far from their house *because* the place **is** in the town. - The students *that* **have** house far from campus, they **need** a place to stay *when* they **study** in this campus. - Boarding house **is** the place *that* **is built** by citizen around campus. - The students usually **choose** the boarding house *that* **is** near from campus to make them easy to go to campus everyday. - There **are** some boarding houses *that* **are built** by the lectures *that* **live** around campus. - The students *who* **live** in boarding house can choose the room *that* they **want**. - Boarding house *that* **is** around campus especially around this Islamic State of Tulungagung **is** more expensive then the boarding house *which* **is** far from campus. - In the boarding house they **can enjoy** in free time *when* they **did** not **have** class in campus, *because* **there are not** activity must do in boarding house. - Dormitory **is** one place *that* **provid**ed to stay. - Each floor there **is** about eight students *that* **live** there together. - They **can choose** one of two kinds of off- campus housing *that* **is** comfortable to live. - I **suggest** you to live in dormitory to improve your knowledge *when* **study** in campus.
3	AHL	- Dormitory **is** one of the facilities from campus to the students *when* they **are** in the first year. - They **must follow** the dormitory activity *that* **has been scheduled**. - Dormitory **is** the best choose for the new student *because* it **is** one of facility from campus for them.
4	AH	- It **needs** fee so much *that* **are not** little to life in outside country. - I **can help** you to choose *where* you **stay** for study. - Some students **are** facilitated dormitory to support some students *who* **have** country that is so far for study in the campus. - Getting more knowledge, *because* there **have** some activities *that* **can support** the students added the vocabulary every morning. - In dormitory we **get** information for religion, such as we **can read** holy classic

61

		book *that* **can** not **get** in the other place. - We **do** not **bring** some facilities to live *because* in dormitory **has facilitated** it all for us. - We **can look for** the boarding house *that* **is** near campus, *because* there **are** many boarding houses around campus. - We **can go** to campus *that* **has** library everyday *because* we **have** free time to get more knowledge.
5	AT	- In university **has** many students *because* every year the new students *after* **graduate**d from senior high school **continue** to the high level. - *When* the students **stay** in this place, they **must be** on time to pay the rent. - The student **can bring** motorcycle *if* they **want** to bring it. - You **must be** on time *when* you **pay** the rent for the owner *because if* you **do** not **pay** on time you **can get** bad service from the owner. - *When* you **stay** in boarding house, you **will be controlled** to the owner, *because* the owner **is** the second parent in the boarding house.
6	AA	- *If* they **stay** at home it **will spend** many times by the student *who* the house **is** so far from campus. - You **can choose** one of them *that* **can make** you enjoying your study in campus. - For you *who* **are** be new student, it **will be** better *if* you **stay** in dormitory *before* you **know** well about your campus environment detail.
7	DS	- They **need** a place *during* they **are stud**ying in campus. - Specifically for students *that* **have** long distance to the town. - In the dormitory **have** some facilities for students *that* **are used** to stay there. - Moreover, in the dormitory **has** rule *that* **must be** obedient of each student. - Usually it **is made** a schedule *that* **can do** for the students. - *When* we **are** in dormitory, we **can not leave** the place at anytime. - *If* we **will leave** there, we **ask** permission to manager of dormitory. - This **is** a property of common person *that* **has** residence near with campus. - There **are** two types off campus housing *that* **can be** alternative as residence *during* **are studying** at campus.
8	DSW	- *When* we **are dec**iding to choose the best campus, we **think** *that* it **is** matter *if* the location **is** so far from our house. - Basically, we **have** two choice of off –campus housing *that* we **can c**hoose one of them to stay. - Dormitory **is supplied** by side of campus, for the students *who* **want** to live in the dormitory they **should obe**dient of the dormitory rules. - Usually, the house *that* **is supplied** by the society around the campus **has** some rooms. - We also **should have** a good attitude for them *if* we **want** them to treat us well.
9	DW	- In majority, every student *who* studies in the campus always **wants** to get in the campus quickly. - They also **do** not **want** be tired in the way *when* they **go** to the campus. - The students *that* **have** home far from campus, they **will seek** home living around campus. - Off – campus housing **is** always **needed** by the students *during* they **study** in campus. - The student **can choose** type of off – campus housing *that* they **want** to live. - The students **get** living there *if* they **join** in the test. - In dormitory, there **are** some rules *that* **must be obeyed** by all of the students. - In boarding house usually the students **can** not **cook** *because* there **is not** facility of

		kitchen.
		- *If* the students **want** to buy snack, they **must go** to the shop.
		- In boarding house **is not** rules *that* **have to be obeyed** by the students.
		- It **is** just several students *who* **live** inside.
		- They **are** two types of off- campus housing *that* **lay** around the campus.
		- The students **can choose** one of them with look the facilities *that* **have been** there.
10	DRLS	- Campus housing **becomes** one a way to overcome the students *which* **have** home far from their campus.
		- As we **know** *that* there **are** two types of off campus housing.
		- Boarding house **is** more free then dormitory *because* we **know** the student *who* **lives** in boarding house they **have chance** to choose what activity they will do.
11	ES	- Off – campus housing **means** *that* living in the outside of campus when the condition of someone to go to campus **need** long journey.
		- This condition **has been experienced** by most of students *who* **have studied** in the campus, especially in IAIN Tulungagung.
		- The students *who* **have been living** in dormitory they **get** more knowledge especially in Islamic knowledge.
		- Besides living in dormitory **can make** the students more discipline *because* in dormitory always apply some rules *that* **must be done** by the students.
		- *If* there **are** some students *who* **break** the rules, the **will get** the punishment.
		- Living in dormitory **becomes** the option for most of students *because* they **will get** new friends.
		- This type of off campus housing **is** one a way for the students *who* **are living** far from the campus.
		- The students *who* **are choosing** the boarding house as their living *because* this place also **can make** the students comfortable to stay there.
		- In conclusion *that* to make easier the students to go to campus without **need** long time, you **can choose** for your living.
12	FA	- House **is** the place *where* we **stay**.
		- *If* we **have graduated** from senior high school we **want** to continue to the college.
		- *If* you **choose** far from house, it **is** impossible we **go** to campus from our house.
		- Our parents **will choose** to stay in the dormitory *because* it **is** guaranteed the quality.
13.	KMS	- Boarding house **is** place to stay *that* you **must pay** every month for it.
		- In this place you **must obey** all of the rules *that* **are given** by the boarding house owner.
		- Dormitory **is** the place to stay *that* **has** any rules related with religion.
		- *If* you **break** the rules you **will get** punishment from the dormitory manager.
		- It **is** different with boarding house *that* **makes** you freer than in dormitory.
14	LA	- What **will** you **do** *if* your house **is** so far from campus?
		- Some students *who* **come** from the far region, they **will get** some problems.
		- Living in dormitory **has** many rules *that* **must be obeyed** by some students *who* **live** there.
		- Living in dormitory also **gets** the addition of knowledge *because* in dormitory **is** as like as in IAIN Tulungagung's Dormitory is.
		- Boarding house **is** the building *that* **is built** by the citizen there.
		- The students *who* **live** there, they **can be** more independent by themselves
		- The owner **is** as the third parents *who* **have guarded** their safety.
15	LM	- House which literary **means** *that* **is** building **made** by for people to live *that* **is** mostly **needed** by all of the peoples.

		- Usually it **is** a great building with many rooms *that* **can be placed** by more than 200 – 400 university students. - It **means** *that* the students of campus **can live** there.
16	MS	- You **know** *that* some students in every campus **come** from various countries especially in STAIN Tulungagung. - It **is** impossible for them to go to home everyday *if* they **come** from other country. - *If* you **are** from other country *so* don't **worry**. - You **must say** yes, *because* STAIN Tulungagung **facilitate** you with a dormitory, named Ma'had Al Jami'ah. - Live in dormitory there **are** many cantivities *that* **can make** improving your knowledge *because* you **must use** bilingual language. - You **can** more **be** free than you live in dormitory *because* there **are not** activities beside study in campus. - I **suggest** you to choose living in dormitory *because* it **has** many benefits for you.
17	MR	- Actually studying near campus **help** people *who* **live** far from campus. - In dormitory **have** many rooms *which* usually **contain** five until six people. - They **must read** Yasin together *after* they **have prayed** maghrib. - There **is** rule *that* the students **must study** in the night 09.00 – 10.00 p.m in dormitory. - There **are** some rules *which* **must obedient** it. - The facility **is** a good *because* there **is** security *so* it **makes** us safety. - There **is** boarding house *which* the same **is** dormitory.
18	MC	- They **can use** their time effectively *if* the **will live** outside in the campus. - There **are** two type of off campus housing *that* **can be** the choice for living. - Commonly, university **has** own dormitory *that* **can be used** by the students to live. - There **are** some formal regulations *that* **must be done** by the resident. - The regulation **can be made** by the students *which* **will live** there. - The students *which* living in boarding house **can get** more facilities *that* **consist** of kitchen, TV, fan, etc.
19.	NSH	- The dormitory *that* **is given** facility from campus, it **is located** in campus area. - The boarding house *that* **is located** in campus area too *where* **is** easy to be found for the students - The first selection of the campus students **can choose** living in dormitory *that* **is** usually **given** facility from campus in order to the students of campus **can be controlled** by the committee of campus. - Usually boarding house *that* **is located** in campus area **collaborates** with campus of committee to receive the student of campus. - In conclusion, the student of campus is *who* **is given** facility they **must choose** the best facility likes the facility to their live.
20	NAL	- Many people **prefer** to be continuing their education in big town *that* **has** the best education especially for student of senior high school. - They **need** many hours to arrive at home *if* the weather **is not** good. - Campus housing **becomes** one a way to overcome the student *which* **has** long distance problem *because* their house **is** so far from university. - It **is** place to live the student *during* they **go** into campus. - Beside, the student **has** an activity *that* **manages** time well. - *If* we **know** *that* about the type of off- campus housing both of them with their activities we **can image**.
21	NL	- We **have** many choices *after* we **have graduated** from senior high school. - *If* we **choose** to continue our study we **will need** residence near from campus.

		- You **know** it *because* most of us **will choose** the campus *that* **is** far from our house to increase our responsible of our life. - *If* we **choose** to live in dormitory we **will have** a schedule *that* **have to obey**. - *While* the boarding house **is** the residence we **rent** for it. - Boarding house **is** most free *because* we **are not** relationship of rule. - Dormitory **is** one of facility *that* **is** had by the campus, beside that the boarding house **is** a residence *that* we **rent** for it. - Both of them **are** a choice *that* **is** good for us to live. - *If* we **can manage** ourselves it **will give** us many advantages.
22	RII	- University students *who* **has graduated** from senior high school they **are** confused *where* they **live**. - They *who* **study** in a campus they **came** different place. - Dormitory **is** building small house *which* **is had** by the campus. - Boarding house **is** building big house *which* **is managed** by someone. - It **depends** on their interest *where* they **must live**.
23	RCN	- The student of campus always **need**, especially *if* their house **is** so far from campus. - The parents always **feel** worry *if* their children **is** far from them. - According to several students, they **will enjoy** *if* the **have friend** for stay in the place. - *When* we **stay** in dormitory, we **will get** much knowledge there. - We **will get** many vocabularies *because* in dormitory there **is** a program *that* **adds** us many vocabularies than we **will get** much knowledge about religion from holy classic book. - We **will feel** comfortable *because* in dormitory **has** many large rooms. - *When* we **stay** in boarding house we **will get** much knowledge *because* it **can be shared** to their friends. - Sometime the owner of boarding house **will gather** all of members in boarding house for discuss some problems *that* they **get**.
24	SH	- I **certain** *that* they **will need** a comfortable place to stay for a long time especially outside of Tulungagung people - Beside that, in the dormitory we **can learn** more about religion, *because* every day they **must recite** holy qur'an *after* **pray** Maghrib. - We **can feel** more free in boarding house *because* there **is not** rules.
25	SW	- It **can make** exhausted *because* the students **must stay** at house around the campus. - They also **are given** some rules *that* **can make** them more discipline. - In conclusion, the student *who* their house **is** far from campus they **do not stay** at their own home.
26	TO	- House based on literally **means** *that* building **is made** by for people to live **is** the most important in prior life. - It **is** primarily a mean of contribution **that is used** by everyone to save from disturbance from outside. - Everybody **knows** *that* the house **have** crucial role in their life. - The dormitory **is** large bedroom *where* several people **sleep**. - This type of house **provides** several rooms *that* **are** ready to receive many occupants.
27	ZIB	- The students *who* **stay** in boarding house they **can be** free in their activities. - I **have** new friend in boarding house *who* **studies** in STIKES Tulungagung. - In boarding house there **is** the owner of boarding house to live one house *that* **is rented** by the students.

		- The student **must obey** to rules *that* **have made** by committees. - Dormitory **is** one big house *that* **is left** by the students. - In dormitory **has** committee *that* **can manage** the students in order to make discipline to obey the rules.

From the data above, the researcher found 163 complex sentences

used by the students' essay writing.

d. Compound – complex sentences

The compound – complex sentences used by the students' essay

writing could be presented in the table below based on each student.

Here, the bold words are as verb and italic words are as subordinate

clause and underline words are as sentence connectors.

Table 4.5 Compound – Complex Sentences Used by Each Student

No	Name	Compound – complex sentences used by the students
1.	AW	- Actually, *if* their home **is** so far from campus, they **can not manage** their time well <u>and</u> **can not focus** in their lesson. - They **choose** *and* **look for** off – campus housing *that* **is** near <u>and</u> **reaches** out from campus easily. - Boarding house **is** the building *which* **is built** by someone <u>or</u> some people *that* **is** for rent <u>and</u> they **give** some facilities to tenant <u>or</u> some students **appropriate** with their payment. - The owner of boarding house **give** some rules to keep <u>and</u> care their boarding <u>and</u> the students *who* **stay** there, *because* the owner **is given** believable from student's parents as the second parent. - Dormitory **is** the building *which* **is built** by campus *that* **is** near from campus <u>and</u> it **is built** to make some students can get more knowledge, *because* in dormitory like in Muslim boarding school *that* **is** still any lessons in the night. - In boarding house sometime **served** the students' food <u>and</u> the students' necessary <u>but</u> it *must pay* more expensive <u>or</u> *if* the students **want** to pay thrift, they **can cook** by themselves of buy fast – food to help them manage their time. - Every lecture **can memories** well to the students *who* **stay** in dormitory <u>and</u> it **make** to control every student easily.
2		- There **are** a lot of activities *that* **is given** them new knowledge about formal education <u>and</u> Islamic education. - In conclusion, *although* the campus **is** far from house <u>and</u> **need** place to stay *when* they **study** in campus.
3.	AHL	- *When* they **stay** in boarding house, they **will stay** in one house with many rooms *that* **consists** of bedroom, kitchen, living room <u>and</u> bathroom.

		-	*If* you **have** extracurricular, you **can choose** in the boarding house *because* there **is not** activity *that* **must be followed** <u>and</u> it **is not** many rules.
4	AH	-	Everybody **knows** *that* the students of university **come** from variety of cities <u>or</u> they **come** countries.
		-	We **can manage** time regularly *because* we **get** more activities in dormitory <u>so</u> we **must manage** our time well.
		-	We **can go** to campus without motorcycle <u>or</u> car *because* we **can be** on foot to go there.
		-	I **suggest** you to choose one of them to be chosen one *that* you **want** <u>and</u> you **feel** comfort to live.
5	AT	-	*After* they **do** the test <u>and</u> **know** the announcement from university *that* **allow** to the study in the university, they **will move** from their house to the place near university *because* most of students **come** from different place.
		-	There **have** many activities from morning **until** in the night <u>so</u> all of the students **must follow** it, because this activity **is** important to the students.
		-	*When* you **stay** in boarding house you **must keep** you image, discipline, honest <u>and</u> obedient with the rule from the owner of boarding house.
		-	In conclusion, *although* most of students **come** from different place, they **can choose** one of them types of off – campus housing <u>or</u> you **can choose** what you want <u>and</u> the money you have, <u>so</u> you **must choose** the best choice.
6	AA	-	Majority, old student **chooses** boarding house to stay *because* they **have known** about campus' environment <u>so</u> they **can** more **stands** alone <u>and</u> **keep** their own self.
7	DS	-	This **can make** the student feel comfort <u>and</u> **is not** confused doing something *that* **is** useful for them.
		-	By knowing type of off campus housing, we **are** a student of university **can know** about residence *that* **can choose** the best for housing <u>or</u> **stay** in one of types as mentioned, in dormitory <u>or</u> boarding house.
8	DSW	-	The students *who* **live** in the dormitory **may live** for one year <u>or</u> two semesters.
		-	It *is* a good choice to live in dormitory *because* our parents **should be** afraid about the safety <u>and</u> their education in dormitory.
		-	The second **is** from the society around campus *that* **supplies** their house for us <u>or</u> boarding house.
		-	I **think** *that* it could **make** us fun *because* we **can join** with our friends <u>and</u> we **can study** together.
9	DW	-	There **are** some bathroom, kitchen, <u>and</u> there **is** a students *who* **sale** some snack in the dormitory.
10	DRLS	-	Most of them **choose** it *because* they **can spend** their time, study with their friend <u>and</u> **can make** independent with their activities.
		-	Campus housing **is need** by the students *when* they **look for** knowledge <u>and</u> their home **is** far from campus.
		-	We **know** *that* the students *who* **live** in dormitory they **will do** activity it, <u>and</u> they **have to follow** *or* **obey** the rules there.
		-	*While* living in dormitory the students **should obey** the rules *that* **must do** it <u>so</u> the most of students **choose** to live in boarding house than dormitory *because* they **hang** out with their friend wherever <u>and</u> whenever they **want** without permission
		-	They **can invite** their friends come to her/his boarding house to do homework together <u>and</u> **spend** their time to play game without any rules especially they **can spend** their time in a holiday freely, <u>so</u> most of the students **choose** to live in boarding house than dormitory.

		-	*If* we **know** about type of off campus housing as dormitory <u>and</u> boarding house with their activity we **can image** how many their activities there.
11	ES	-	Off – campus housing **is** very useful for the students *who* **are** far from town such as they **can economize** their money, they **are not** tired <u>and</u> they **can manage** their time to go to campus.
		-	Based on these conditions, there **are** two types of off campus housing *that* **can make** the students easy to go to campus; living in dormitory <u>and</u> living in boarding house.
		-	Living in dormitory **make** the students comfortable *because* there **have prepared** the complete facilities for the students, like comfort bed room, clean bathroom, clean kitchen <u>and</u> so forth.
		-	*Although* the students **can interest** the facilities there based on their pay fee, <u>but</u> that **can make** them comfortable <u>and</u> the students **can do** all of they want *because* most of the boarding house **is** without the hostess.
12	FA	-	I **think** *that* we **will choose** the college *that* **is** far away from campus *because if* it **is** near our home, it **will be** bored <u>and</u> **don't get** new experience.
		-	We **will get** new friends *or* we **will be** good friendship *because* we **will stay** in boarding house for two until three years.
		-	In the conclusion, there **are** two types of off campus housing outside campus, there **are** dormitory *that* **has** many activities <u>and</u> you **can get** more for Islamic education <u>and</u> in the boarding house you **can get** the friendship *because* you **will stay** for two until three years *where* two places **have** good quality.
13.	KMS	-	*After* campus activity we always **want** to give rest our body <u>and</u> our mind.
		-	It **will be** better *if* you **choose** the one *that* **can make** you feel safe, comfortable <u>and</u> peace.
14	LA	-	Dormitory **is** a building *that* **is organized** by the campus' official, lecture <u>and</u> the students.
		-	The students *who* **live** there, they **get** more vocabularies everyday, English <u>and</u> Arabic.
		-	Living in dormitory **can add** their religious habitual as like reciting holy Qur'an *after* praying Mahgrib <u>and</u> also **study** the classical book.
15	LM	-	It **is** primarily a means of building *that* **is used** to get protection from rain <u>and</u> the extreme shine of sun, to sleep and so on.
		-	Dormitory **is** building **made** by a campus as one organization with the campus itself <u>so</u> everything *that* **is involved** with the dormitory will be organized *or* **handled** by the campus including finances.
		-	*Although* it **is built** around *or* **is** near campus, usually it **is placed** by 20 – 70 persons include certain university students *or* other citizen.
		-	In a nutshell, various type of off- campus housing **are placed** by both of certain university students <u>or</u> non – university students *which* dormitory *is* especially for the university *that* **is** one unit with it <u>or</u> boarding house *that* **is** free for the university students, workers, <u>or</u> other people with other propose to live *so* which one do you choose?
16	MS	-	I **can help** you to choose *where* you **must stay** <u>or</u> live while you study.
		-	It **means** *that* you **must be able to choose** near campus *that* **has** kinds of owners, Islamic owner **and** comfortable place.
		-	*If* the fee **is** higher than other <u>but</u> it **is** suitable for you, you **must choose** it.
		-	It **can be seen** from their respond *when* they **meet** you at the first time <u>and</u> **is** from their behavior.
17.	MR	-	There **is** activity cleaning every room *which* **is done** by the member of rooms every

		day and all of students twice a week they **must clean** environment *which* **is done** by them twice a week. - Some of students usually **choose** to live in boarding house *which* **is** the same dormitory is, *because* there **are** some facilities and comfort. - In conclusion, *although* living in house **is** more comfortable but it **is** likes above *that* **is living** near campus most effective for students, so you **have to choose** one of type of off campus housing and you **would not feel** tired or **spend** your time on the road.
18	MC	- It **must do** *if* they **will go** and **back** to their home *because* their house **is** so far from campus. - It **is** like building *which* **has** many rooms *and* many toilets - They **may not need** to spend anytime to go to campus *and* **back** to their home, so off campus housing **is** the best choice for the students *who* **need** effective time to study in university *although* they **have** many activities.
19	NSH	- There **are** two selections for live the student of university that **must be** choose *where* they **live** between they **live** in dormitory or they **live** in boarding house *that* **is given** facility. - The choice *that* **can be chosen** by the students **is** dormitory or boarding house. - Usually in dormitory there **is** a rule *that* **must been followed** by the student and the rule **can make** the students to be a good discipline students.
20	NAL	- Sometime the facility *that* **has prepared** from campus, it **is not** to support and part of them **prefers** to live in boarding house. - I **sure** *that* living in dormitory or living in boarding house **is** very fun and it **is** very benefits for us.
21	NL	-
22	RII	- The university students **must do** activities *which* **have planed** or they **must clean** or **cook** based on the schedule. - It **makes** someone *who* **live** in dormitory **can share** and **exchange** information about lesson or something with discussion
23	RNC	- *Although* it **has** narrow room but it **cleans** with more than 3 roommates. - *When* we **go** out from boarding house we **must ask** permission but you **must come** back in boarding at 10.00 p.m. - *Although* dormitory and boarding house **have** some different but they also **have** some other programs, - Every off campus housing **have** benefits each place *so* which one do you **choose**? *Because* they **have** good and bad in each place. - Some parents **will choose** dormitory *because* it **is** safety place, but for children they **will choose** boarding house *that* **is not** the rules.
24	SH	- *If* we **can know** about the facility in dormitory and boarding house, I **certain** *that* we **can choose** the best place *that* we **need** to stay for a long time.
25	SW	- Some of the students **are** from villages and other cities *that* **are** so far from campus.
26	TO	- It **is** a place to stay for someone *who* **wants** to be autonomous *or* for someone *who* **wants** to be simple for everything and every activity. - They **do not want** to be difficult *because* it **is** long distance their journey between their house and campus. - The occupant between dormitory and boarding house **are** different *because* most of people especially the students **choose** boarding house rather than dormitory.
27	ZIB	- It **can be** easy *if* we **ask** permission to the owner of boarding house and *if* we **want** to live with our friend we only **ask** permission to his/ him.

		- Dormitory **has** the rules for the students *that* **have managed** by the committee <u>and</u> every rooms in dormitory there **is** committee to control the students. - It **make** easier for committee to put the student according to faculty to be leader of every rooms *that* **can be** responsible to do their job <u>and</u> **can** control the students' activity everyday. - *If* there **is not** committee in dormitory it **will be mess** <u>so</u> committee **is** always need job everyday. - In conclusion *although* campus **is** far from house, we **must consider** choosing living in dormitory <u>or</u> boarding house, *so* we **can be** easy to go to campus. - My **suggestion**, we **live** in dormitory *because* there **are** committees *that* **can manage** us <u>and</u> protect us *so* we **can become** a discipline student.

From the data above the researcher found 82 compound – complex sentences used by the students' essay writing.

2. Types of Sentences Are Most Commonly Used by Students' Essay Writing

Sentences are classified in the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years and kind of clauses within sentence. According to types of sentences there are four sentences namely, simple, compound, complex and compound – complex sentences and there are three clauses namely, adjective clause, noun clause and adverbial clause shown by subordinate clauses.

The result of classification of the sentences and clause in the twenty seven students' essay writing, from which 684 sentences have been shown as samples, it is presented in the following tables.

70

Table. 4.6 The most Commonly of Clauses Used in the sentences of students' essay writing.

No.	The Students	Kind of Clause			Total
		AC	NC	AVC	
1	AW	12		4	16
2	APS	14		6	20
3	AHL	1		7	8
4	AH	8	1	8	17
5	AT	8	1	8	17
6	AA	3		6	9
7	DS	8		4	12
8	DSW	5	1	5	11
9	DW	9		6	15
10	DRLS	4	4	9	17
11	ES	7	2	9	18
12	FA	2		7	9
13	KMS	6		3	9
14	LA	8		2	10
15	LM	9	1	2	12
16	MS	5	2	7	14
17	MR	8		6	14
18	MC	6		6	12
19	NSH	9		1	10
20	NAL	4		6	10
21	NL	9		8	17
22	RII	6			6
23	RNC	2		16	18
24	SH	1	2	5	8
25	SW	3		1	4
26	TO	5	1	2	8
27	ZIB	11		8	19
	Total	**173**	**15**	**152**	**340**

Note : AC   = Adjective Clause

      NC   = Noun Clause

      AVC   = Adverbial Clause

In this section presents the result of futher most commonly analysis of the kinds of clauses of the complex sentences and compound – complex sentences in the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years.

In this study, the kinds of clauses are classified into three kinds, namely adjective clause, noun clause, and adverbial clause. From the percentage analysis, the researcher was found that adjective clause is most commonly in this case. It is 173 clauses of the whole number of clause found in this case. The second most clause is adverbial clause, it occurs 152 clauses and the last clause is noun clause, it appears 15 clauses So adjective clauses are often used by the students' essay writing. It is 173 clauses .

Table. 4.7 The most Commonly types of sentences in the sentences of students' essay writing.

No.	Name	Types of Sentences				Total
		SS	CM	CP	CC	
1	AW	3	5	3	7	18
2	APS	13	8	13	2	36
3	AHL	10	5	3	2	20
4	AH	20	5	8	4	37
5	AT	13	3	5	4	25
6	AA	16	10	3	1	30
7	DS	9	4	9	2	24
8	DSW	11	8	5	4	28
9	DW	13	6	13	1	33
10	DRLS	8	3	3	6	20
11	ES	5	2	9	4	20
12	FA	14	2	4	3	23
13	KMS	9	8	5	2	24
14	LA	16	6	7	3	32
15	LM	5	5	3	4	17
16	MS	18	7	7	4	36
17	MR	16	5	7	3	31
18	MC	15	1	6	3	25
19	NSH	8	4	5	3	20
20	NAL	16	2	6	2	26
21	NL	6	2	9		17
22	RII	13	3	5	2	23
23	RNC	5	4	8	5	22
24	SH	10	7	3	1	21
25	SW	17	4	3	1	25
26	TO	8	7	5	3	23
27	ZIB	13	3	6	6	28
Total		**310**	**129**	**163**	**82**	**684**

Note   : SS   = Simple Sentence

CM   = Compound Sentences

CP   = Complex Sentences

CC   = Compound –Complex Sentences

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

$$P = \frac{F}{N} \times 100\%$$

Note :

P = The symbol of percentage

F = the frequency of occurrence of the classification of sentences

N = the number of sentences

The percentage types of sentences in 684 sentences of the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years are as following;

a. Simple sentence is :

$$P = \frac{F}{N} \times 100\% \qquad P = \frac{310}{684} \times 100 = 45{,}32\%$$

b. Compound sentences is :

$$P = \frac{F}{N} \times 100\% \qquad P = \frac{129}{684} \times 100 = 18{,}86\%$$

c. Complex sentences is :

$$P = \frac{F}{N} \times 100\% \qquad\qquad P = \frac{163}{684} \times 100 = 23{,}83\%$$

d. Compound – complex sentences is :

$$P = \frac{F}{N} \times 100\% \qquad\qquad P = \frac{82}{684} \times 100 = 11{,}99\%$$

This section presents the result of father percentage analysis the types of sentences used by the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years is showed in the tables 4.7.

In this case, the types of sentences are classified into four types, namely simple sentence, compound sentences, complex sentences, and compound – complex sentences. From the table above, the researcher was found that simple sentences are mostly are used by the students' essay writing. It is 310 sentences of the whole number of types of sentences found in this case. The second most commonly types of sentences is complex sentences, it is 163 sentences, while the compound sentences occurs 129 sentences, and the last types is compound – complex sentences appears 82 sentences.

3. The students' Questionnaire

The students' questionnaire could be presented in the table below

based on each student.

Table 4.8 The Students Questionnaire

No	Items number	SD	D	N	S	SA	Explanation
1.	1	-	-	2	11	14	From the questionaire, it is found that there are 14 students that have answered strongly agree, 11 students answered agree and 2 students answered netral which in it clarify that they always write essay using simple sentence. It means that most of them using simple sentences in the student's essay writing.
2	2	-	6	6	14	1	From the questionaire, it is found that there are 1 student that has answered strongly agree, 14 students answered agree, 6 students answered netral, and 6 students answered degree which in clarify that they always write essay using compound sentences. It can be concluded some of them using compound sentences in the students' essay writing.
3	3	-	3	3	17	4	From the questionaire, it is found that there are 4 student that has answered strongly agree, 17 students answered agree, 3 students answered netral, and 3 students answered degree which in clarify that they always write essay using complex sentences. It can be concluded most of them using complex sentences in the students' essay writing.
4	4	1	13	5	7	1	From the questionaire, it is found that there are 1 student that has answered strongly agree, 7 students answed agree, 5 students answed netral, 13 students answerd degree and 1 student answer strongly degree which in clarify that they always write essay using compound – complex sentences. It can be concluded just little student that is using compound - complex sentences in the students' essay writing.
5	5	-		2	7	18	From the questionaire, it is found that there are 18 students that have answered strongly agree, 7 students answed agree and 2 students answed netral which in it clarify that writing simple sentence is easy. It means that most of them write simple sentence.
6	6			4	9	11	3	From the questionaire, it is found that there are 3 students that have answered strongly agree, 11

							students answered agree and 9 students answered neutral and 4 students answered disagree which in it clarify that writing compound sentences is easy. It shows that sometime they write compound and it is easy.
7	7			6	5	12	4	From the questionaire, it is found that there are 4 students that have answered strongly agree, 12 students answered agree then 5 students answered neutral and 6 students answered disagree which in it clarify that writing complex sentences is easy. It shows that they often write using complex sentences because it is easy.
8	8	3	18	2	4		From the questionaire, it is found that there are 4 students that have answered agree, 2 students answered neutral then 18 students answered disagree and 3 students answered strongly disagree which in it clarify that writing compound - complex sentences is easy. It means that they rare write compound – complex sentences because it is not easy.
9	9	1	15	3	4	4	From the questionaire, it is found that there are 4 students that have answered strongly agree, 4 students answered degree, 3 students answered neutral, then 15 students answered disagree and 1 student answered strongly disagree which in it clarify that they still get difficulty in grammatical structure. In can be concluded that some of them have comprehended in grammatical structure well.
10		-	-	-	2	25	From the questionaire, it is found that there are 25 students that have answered strongly agree, and 2 students answered which in it clarify that they know the structure of simple sentences well. It shows that they have comprehended in the grammar structure of simple sentence.
11	11	-	3	10	12	2	From the questionaire, it is found that there are 2 students that have answered strongly agree, 12 students answered agree then 10 students answered neutral and 3 students answered disagree which in it clarify that they know the structure of compound sentences well. It shows that they have known in the grammar structure of compound sentence.
12	12	-	1	9	13	4	From the questionaire, it is found that there are 4 students that have answered strongly agree, 13 students answered agree then 9 students answered neutral and 1 students answered disagree which in it clarify that they know the structure of complex sentences well. It shows that they have comprehended in the grammar structure of complex sentence.

13.	13	-	20	1	6		From the questionaire, it is found that there are 6 students answered agree then 1 student answered neutral and 20 students answered disagree which in it clarify that they know the structure of compound – complex sentences well. It means that they belief to get difficulty in the grammatical structure of compound – complex sentences.
14	14	1	11	6	6	3	From the questionaire, it is found that there are 3 students that have answered strongly agree, 6 students answered agree, 6 students answered neutral, then 11 students also answered disagree, and just 1 students answered strongly disagree which in clarify that they perceive the difficulty in compound sentences when they write essay. It shows that in the compound sentences, they haven't got difficult.
15	15	-	15	6	2	4	From the questionaire, it is found that there are 4 students that have answered strongly agree, 2 students answered agree, 6 students answered neutral, and 15 students answered disagree which in clarify that they perceive the difficulty in complex sentences when they write essay. It can be concluded that some of them have comprehended in the complex sentences and often using it in their writing.
16	16	-	5	6	16		From the questionaire, it is found that there are 16 answered agree, 6 students answered neutral, and 5 students answered disagree which in clarify that they perceive the difficulty in compound – complex sentences when they write essay. It shows that they get difficulty in the compound – complex sentences.

Based on the questionnaire above, the researcher can be concluded that the students often use simple sentences and complex sentences more then compound – complex sentences because they are judgment that when they use compound – complex sentences are difficulty. It needs comprehension deeply and must get more good knowledge not only in the grammatical structure but also how to improve their vocabulary to develop in their good writing. Unforgettably, it is influenced by their background

knowledge. Beside the questionnaire above the researcher also used the students' information to know the students' background into the questionnaire. Actually, most of the students have learned simple, compound sentences and complex sentences in the Junior School up to Senior High School, then in the University they have got the compound – complex sentences material. Beside that, they do not taking English Courses, just some students took English course like, Kresna Course at Pare, Alma's Course, English Training Course and EFB' Course.

Knowing certain type of sentences used by the students' essay writing in the result of questionnaire, the researcher can concluded that in the students answer showed many reasons why they used certain type of sentences such as, most of them said that to make more variety sentences, and the other, to make them easy when they write the essay writing, getting difficulty in certain type of sentence how to arrange the structure, limited of vocabulary, and to make more variety sentences so do not monotone then get a good essay writing. It is important to make complete sentences in the writing.

4. The students' Interview

The researcher also had interviewed 3 students after conducted questionnaire. It was done to find out especially the certain type of sentences used students' essay writing. The interview was applied based on the guided interview and question which were made before by the researcher. The questions consist of 4 questions about certain type of

sentences used the students' essay writing and some problem in each type of sentences. Here, the writer would describe the result of interview according to three students.

a. The first student

In her essay writing, she used certain types of sentences because she wanted to make variation of sentences. she thought that it was easy to make and improve her writing to be a good written and how to make big influence toward understanding or comprehending of language to the reader. Her reasons of using four types of sentences such as simple sentence, compound sentences complex sentences and compound-complex sentences. Because she believed that by using those sentences it is easier to improve their idea, to make it more varied sentences in her essay and in order to the vocabularies that produced were many vocabularies. Unforgettable, she felt getting easy especially in simple sentence and compound sentences but in complex sentences is easy to but sometime she get difficult to improve in the structures more varieties . The last was compound – complex sentences, she really got difficulty and did not understand truly the structures. She know the structure in simple sentences, compound sentences and complex sentences but about compound – complex sentences are complicated and make her confused sometimes.

b. The second student

The result of interview of the second students is for the first question about certain types of sentences that are used in her easy writing. Her reasons is made varieties sentences in her written so it did not make monotonous not only just one or two sentences that were used in the writing but how to produce the sentences to be good essay writing, to make the writing can be interesting, effective, understandable. But beside that, those depended on the essay type of text that was used because the arrangement and the explanation were different. The second question was why did you use fourth types of sentences in the essay writing? Her reasons were in simple sentence is easy to make its. And the structure is easy to be memorized. Compound sentences believed that it is easy too and add variation in making essay moreover it is in university. Complex sentences was sometime easy and sometime difficult because to explain discourse need types of sentences that appropriated with the discourse and can explain the purpose of the writer. And in the compound – complex sentences, it was difficult. The third questions were write essay using fourth types of sentences were easy. The reasons were using simple sentence and compound sentences were easy because the structures both them were easy to understand and it was applied. In complex sentences it was easy but sometime she was difficulty to produce varieties sentences connector. And compound – complex sentences

were difficult and have complicated structure so make her confused. The last question was do you know the structure in the fourth types of sentences? she know the structure of simple sentence, compound sentence and complex sentences except in the compound – complex sentences just little so she could not apply it.

c. The third students

Her reason used certain types of sentences her essay writing, because she wanted to make varieties sentences in my writing by using types of sentences so she could write a good essay but she thought, it is based on the types of text. If she just use simple and compound sentences, she could not improve the ideas in my writing, however if she used complex and complex sentences, she would improve her ideas to make varied sentences. But here she did not understand and still got difficulty how to make compound – complex well. Beside that she felt essay to make simple sentence, compound sentence and complex sentences but compound – complex sentences was very difficult because it had complicated sentence connectors. She knew the structure in simple sentence, compound sentences and complex, unchanged in compound – complex sentences she has not known well.

According to the interview above the write could conclude the conclusion that Here, the students had some problem in structure of compound – complex sentences so they could not produce it because it is complicated and have many sentence connector. In addition, the

students used certain type of sentences because they wanted to make more varieties sentences and made good essay writing. But it is based on what types of text used to make in essay writing.

CHAPTER V

DISCUSSION

This chapter is devoted to the presentation of discussion of the result of the analysis of the data. The researcher exposes data deals with an analysis on the sentences types used by the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years.

In this study, there are four sentences found by different forms, types and structure. They are combined by phrases, sentence connector and clauses. After analyzing the types of sentences in the previous, there are many things that will be discussed here about types of sentences as followings:

A. Types of Sentences

From the analysis on the sentences types used by the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years, the writer found many variations of sentences that could be described below :

1. Simple Sentence

In the following simple sentences based on the finding of this sentence in the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years that the writer

were presented classes of sentences according to the form as follow. Here, the bold words are as verb.

a. Statement

- The first category of off – campus housing **is** boarding house.

- The students **get** some facilities there.

- Many lectures always **look** at the activities of every student.

- The owner of boarding house **is** not always the citizen.

- They **can go** to anywhere without asking permission from the owner.

- They **can** also **increase** their knowledge.

- It **is called** Ma'had Al – Jami'ah Tulungagung.

- Most of the students **follow** the test to join in university

- Ussualy it **is used** for new students to introduce them about new enviroment surrounding the campus.

- It **is built** by private surrounding the campus.

- They **do not want** to spend their time in the way.

b. Question

- Do you **agree** with dormitory?

- Do many students more **choose** boarding house to stay?

- **Are** your house **so far** from your campus?

- How about you? As university students

- **Are** you from out Tulungagung too?

- **Is** your house far from campus?

- Do you **thin**k to stay near campus?

- **Are** you confused ?

c. Imperative

1. Request

- Let's **enjoy** your life!

- **Enjoy** your life!

- Let's **make** a choice!

2. Prohibition

- Don't **forget** to choose the right boarding house.

- Don't **be** confused to choose one of them!

- Don't **be** confused which one you must do choose.

The sentences above are simple sentence, each sentence consist of independent clause with subject and verb and express complete thought. In this research, the writer found statement, question, and and imperative of simple sentence in the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years. According to chapter 2, based on the form simple sentences there are four kinds, namely statement, question, imperative, and exclamatory. It is better if the students use kind of simple sentence in their essay writing, so its make variety of simple sentence.

2. Compound Sentence

In the following compound sentence based on the finding of this sentence in the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years were presented as follow.

a. Sentences with coordinative conjunction

- Campus **is** one of the places to look for education *and* knowledge.
- They **stay** in boarding house *and* **stay** in dormitory.
- All of the activities in dormitory **have** schedule *and* **must be** on time togetherness.
- Actually the place **is** near from campus, *but* some boarding house **is** far from campus.
- They **can stay** with their friend in a room *or* they **stay** by themselves.
- They just **do** to campus in the morning *and* **back** to boarding house in the evening.
- It **makes** them easy to go to campus *and* **stay** there.
- In addition, the students **have to join** with the extracurricular, *so* they **must give** more time for that.
- You **choose** boarding house *or* dormitory.
- They impossible **go** to campus by car *or* motorcycle everyday.

- You **want** to stay at home *but* it **is** so far from campus *or* you **will stay** near university.
- There **has** a rule *bu*t it usually **comes** by the owner of boarding house.
- It **is** impossible we **will get** tired *and* **do** not focus on our lesson.
- There **are** many activities in boarding house *but* it **is** different with dormitory.
- In a dormitory you **must be** a good people *and* **obey** all of the rules.

The sentences above are compound sentences. each sentence contains two independent clause. Beside that they can stand alone. They are joined by a coordinator with coordinative conjunction (i.e and, or, so, ect). In each sentence, all of the coordinators are typed italic and verbs are typed bold. The using of compound connector sentences can make sentences simpler and shorter. The conjunction "and" showed addition, "or" expresses choice, so express the result and the conjunction but shows contrast.

b. Sentences with correlative conjunction
- They *not only* **go** to campus in the morning *but also* they **must manage** their time well to do all activities.

- You *not only* **will get** the school nearer *but also* you **will get** some benefits.

- They **can teach** discipline live *not only* in dormitory *but also* in boarding house **can help** the student to get many friends.

- Most of the student in IAIN Tulungagung *not only* **comes** from Tulungagung *but also* there **is** the student comes from other town.

The sentences above are compound sentences. Those sentences contain two independent clauses. They are joined by a coordinator with correlative conjunction (i.e. not only…..but also, both….and, etc). In each sentence, all of the correlative conjunction are typed italic and verbs are typed bold. The conjunction "not only….but also" shows pair expression addition. This conjunction can not be separated each other.

c. Sentences with punctuation alone

- There **are** vocabulary of English, vocabulary of Arabic, *and* practice conversation each other.

- It **is** near from campus, comfort, *and* cheap.

- In dormitory **has** large room, clean *and* safe.

- All of the students **stay** there must dicipline, honest *and* keep image for university.

- They **will get** addition education like pray together, study about Islamic knowledge *and* extracurricular.

- The facilities commonly **prepare** as bedroom, bathroom, kitchen, *and* for the private necessity likes pillow, blanket *but* some boarding house also **prepare** complete necessity likes television and electric van.

- In dormitory **have** bedroom, bathroom, auditorium, kitchen *and* mosque.

- In boarding houses **have** bedroom, bathroom *and* kitchen.

- They **are studying** to read Holy Qur'an, English Language *an*d Arabic language.

- They **have to follow** reciting Holy Qur'an, classic book, clean the area of dormitory *and* clean the bathroom to keep the facility of dormitory.

- It **has** many large rooms, clean, kitchen *and* many clean bathrooms.

- You **can use** your spare time to take a rest, listen music *or* other activity do you want.

- In every room **has** cupboard, mattress, bookshelf *and* table.

- In boarding house **have** clean room, comfort bathroom *and* large.

- Their friends **come** from Tulungagung, Treanggalek, Kediri, **and** Blitar.

The sentences above are compound sentences followed by comma. Here the function of comma is connected two independent clauses in which usually the clauses are parallel. It means that the sentences have connected each other by using coordinative conjunction "and" and "or".

In this research, the writer found sentences with coordinative conjunction, sentences with correlative conjunction, and sentences with punctuation alone in the compound sentences are used by the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years. In each sentence, all of the coordinate conjunctions are typed italic and verbs are typed bold.

3. **Complex Sentence**

The complex sentences is made up of independent clause and one or more dependent clause. In this sentence, there are three clauses will be presented in the following table; they are adjective clause, noun clause, and adverbial clause based on the chapter 2.

Table 5.1 Adjective Clause Used by the Students' Essay Writing

Function of adjective clause	Relative pronoun	Sentences used by student's easy writing
Person	Who Whose That whom	- Some people **who** graduated from Senior High Scholl in through registrate in their favorite university they came from different place. - Sometime, the student *who* **stays** in dormitory have the rule of campus *that*

			- **makes** a good relationship. - Dormitory **is supplied** by side of campus, for the students *who* **want** to live in the dormitory they **should obe**dient of the dormitory rules. - In majority, every student *who* studies in the campus always **wants** to get in the campus quickly. - The students *who* **have** home far from campus, they **will seek** home living around campus. - This condition **has been experienced** by most of students *who* **have studied** in the campus, especially in IAIN Tulungagung. - The students *who* **have been living** in dormitory they **get** more knowledge especially in Islamic knowledge. - This type of off campus housing **is** one a way for the students *who* **are living** far from the campus. - Some students *who* **come** from the far region, they **will get** some problems. - The students *who* **live** there, they **can be** more independent by themselves - The students *who* **stay** in boarding house they **can be** free in their activities.
Things	Which That	- Some people **are** near from campus look for chance to build boarding house *that* **can increase** their income. - Boarding house **is** the place *that* **is built** by citizen around campus. - Boarding house *that* **is** around campus especially around this Islamic State of Tulungagung **is** more expensive then the boarding house *which* **is** far from campus. - Dormitory **i**s one place *tha*t **provid**ed to stay. - They **can choose** one of two kinds of off- campus housing *tha*t **is** comfortable to live. - They **must follow** the dormitory activity *that* **has been scheduled**. - Moreover, in the dormitory **has** rule *that* **must be** obedient of each student. - Usually it **is made** a schedule *that* **can do** for the students. - Basically, we **have** two choice of off – campus housing *that* we **can c**hoose one

		- of them to stay. - In boarding house **is not** rules *that* **have to be obeyed** by the students. - The students **can choose** one of them with look the facilities *that* **have been** there. - Boarding house **is** place to stay *that* you **must pay** every month for it. - In this place you **must obey** all of the rules *that* **are given** by the boarding house owner. - Usually it **is** a great building with many rooms *that* **can be placed** by more than 200 – 400 university students. - The first selection of the campus students **can choose** living in dormitory *that* **is** usually **given** facility from campus in order to the students of campus **can be controlled** by the committee of campus. - Dormitory **is** building small house *which* **is had** by the campus. - The student **must obey** to rules *that* **have made** by committees.
Time	When	-
Place	Where	- I **can help** you to choose *where* you stay for study. - House **is** the place *where* we **stay** - It **depends** on their interest *where* they **must live**. - The dormitory **is** large bedroom *where* several people **sleep**.
Reason	Why	-

The table above shows the function of adjective clause. In each sentence, all of the subordinate clauses are typed italic and verbs are typed bold. The researcher here just found relative pronoun that are used by the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years. They are who, that, which, and where. When we remember that, there are many relative pronoun used in adjective clause, in which

93

each clause has different connectors such as; who, that, which, where, whose and why. The connector of "who" replaces subject that refers to people. "Whom" replaces object of verb from adjective clause. "Whose" replaces a possessive noun or adjective that modifies the subject of clause. "Which and that" are used to modify things. "That" here also replace subject that refer to people as well as as subject that refers to things or idea. Beside, "That" is used instead of who or which. "where and when" introduce adjective clause if they come after noun. "When" modifies as noun that has the meaning of time or time period. "Where" modifies a noun that the meaning of a physical place. The last is "Why" modifies a noun that has the meaning of reason. The adjective are mostly restrictive clause, as like the using of relative pronoun "who, which, whom and where" because they explain about people, place, or thing. the speaker or writer is referring to, no commas are used. Here the students do not used non restrictive clause in their essay writing.

Table 5.2 Noun Clause Used by the Students' Essay Writing

Function of noun clause	Relative pronoun	Sentences used by student's easy writing
Subject		-
Subjective complement		-
Objective of verb	That	- Everybody knows *that* students of university **come** from variety of cities. - We **think** *that* it is no matter if the location is so far from our house - As we **know** *that* there are two types of

94

		off campus housing.
		- You **know** *that* some students in every campus **come** from various countries especially in STAIN Tulungagung
		- I **certain** *that* they **will need** a comfortable place to stay for a long time especially outside of Tulungagung people
		- House based on literally **means** *that* building **is made** by for people to live **is** the most important in prior life.
		- Everybody **knows** *that* the house **have** crucial role in their life.
Objective of preposition		-

The table above shows the function of noun clause. In each sentence, all of the subordinate clauses are typed italic and verbs are typed bold. 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 and serve the same function as noun. Noun clause appears in the same position as nouns. That is subject appears before verb, object after the verb and object after preposition. Actually, there are many different sentence connectors used in noun clause such as; that, which, what, whoever, how etc, but the researcher just found one connector "That" that is used the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years. In which connector "That" in function is as object of verb.

Table 5.3 Adverbial   Clause Used by the Students' Essay Writing

Types of adverbial clause	Subordinating conjunction	Sentences used by student's easy writing
Time	Since,after, when, while, during	- I **suggest** you to live in dormitory to improve your knowledge *when* **study** in campus. - *When* the students **stay** in this place, they **must be** on time to pay the rent. - They **need** a place *during* they **are stud**ying in campus. - *When* we **are** in dormitory, we **can not leave** the place at anytime. - Off – campus housing **is** always **needed** by the students *during* they **study** in campus. - They **must read** Yasin together *after* they **have prayed** maghrib. - We **have** many choices *after* we **have graduated** from senior high school. - *When* we **stay** in dormitory, we **will get** much knowledge there.
Comparison	As (like), as if,	-
Reason	Because,so that	- The campus **is** usually far from their house *because* the place **is** in the town. - Dormitory **is** the best choose for the new student *because* it **is** one of facility from campus for them. - We **do** not **bring** some facilities to live *becaus*e in dormitory **has facilitated** it all for us. - In boarding house usually the students **can** not **cook** *because* there **is not** facility of kitchen. - Our parents **will choose** to stay in the dormitory *because* it **is** guaranteed the quality. - I **suggest** you to choose living in dormitory *because* it **has** many benefits for you. - Boarding house **is** most free *because* we **are not** relationship of rule. - We **will feel** comfortable *because* in dormitory **has** many large rooms. - It **can make** exhausted *because* the students **must stay** at house around the campus.

Purpose	So that, in order that	-
Contrast	Although, while	-
Condition	If, only if	- *If* they **stay** at home it **will spend** many times by the student *who* the house **is** so far from campus. - *If* we **leave** there, we **will ask** permission to manager of dormitory. - The students **will get** living there *if* they **join** in the test. - *If* the students **want** to buy snack, they **must go** to the shop. - *If* we **have graduated** from senior high school we **will want** to continue to the college. - *If* you **choose** far from house, it **is** impossible we **will go** to campus from our house. - *If* you **break** the rules you **will get** punishment from the dormitory manager. - They **need** many hours to arrive at home *if* the weather **is not** good. - *If* we **can manage** ourselves it **will give** us many advantages. - The parents always **will feel** worry *if* their children **is** far from them. - According to several students, they **will enjoy** *if* the **have friend** for stay in the place.

The table above is adverbial clause. In each sentence, all of the subordinate clauses are typed italic and verbs are typed bold. Most types of adverbial clause are considered as modifying the verb of the main clause, some loosely than others. A few types, such as clauses of time or clause of place are sometimes interpreted as modifies of the entire sentence. The position of the sentence connectors are initial position and in mid – position. In initial position gives the emphasis to the adverbial clause. It relates the clause more closely to the preceding sentence. While in mid clause,

the adverbial clause must be set of by commas, since it acts as an interrupting element. The adverbial clause in mid – position helps to vary the rhythm of the sentence.

4. **Compound – Comnplex Sentence**

   Compound –complex sentences are the combination of compound and complex into one form of sentence. This kind of sentences contains two or more independent clause or more dependent clauses. In the following compound – complex sentences the findings of this sentence in the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years are presented as follow:

   - Actually*, if* their home **is** so far from campus, they **can not manage** their time well and **can not focus** in their lesson.

   - There **are** a lot of activities *that* **is given** them new knowledge about formal education and Islamic education.

   - *If* you **have** extracurricular, you **can choose** in the boarding house *because* there **is not** activity *that* **must be followed** and it **is not** many rules.

   - We **can manage** time regularly *because* we **get** more activities in dormitory so we **must manage** our time well.

   - *After* they **do** the test and **know** the announcement from university *that* **allow** to the study in the university, they **will**

move from their house to the place near university *because* most of students **come** from different place.

- In conclusion, *although* most of students **come** from different place, they **can choose** one of them types of off – campus housing <u>or</u> you **can choose** what you want <u>and</u> the money you have, <u>so</u> you **must choose** the best choice.

- They **can invite** their friends come to her/his boarding house to do homework together <u>and</u> **spend** their time to play game without any rules especially they **can spend** their time in a holiday freely, <u>so</u> most of the students **choose** to live in boarding house than dormitory.

- In conclusion *although* campus **is** far from house, we **must consider** choosing living in dormitory <u>or</u> boarding house, <u>so</u> we **can be** easy to go to campus.

In this compound – complex sentences above show that each sentence has different connector. In each sentence, all of the subordinate clauses are typed italic, verbs are typed bold and sentence connectors are typed underlined. Each connector has the different function based on the sentences connector in the sentences. It means that the sentences above have combination of coordinative conjunction belongs to compound sentences and clauses belongs to complex sentences. When they put together, they will form the sentences varieties.

B. Types of Sentences Are Most Commonly Used by the Students' Essay writing

After counting the data in the table 4.7 the most commonly types of sentences in the sentences of students' essay writing we know that simple sentences are mostly used by the students' essay writing. It is 310 sentences of the whole number of types of sentences found in this case. The second most commonly types of sentences is complex sentences, it is 163 sentences while the compound sentences occurs 129 sentences, and the last types is compound – complex sentences appears 82 sentences. So it means that the majority of the sample reported that they perceive simple sentences as the easiest types of sentences to produce followed by complex sentence and compound sentences as being less easy. Also the entire sample agrees that compound – complex sentences are difficulty to produce because the pattern is complicated.

C. Reason of Using Certain Type of Sentences

Based on the questionnaire and on the interview the researcher can be concluded that to know the certain type sentences used by the students there are some reason. For the first, most of them get difficulty in compound - complex sentences. They are jugment that compound – complex sentences is complicated structure so they need comprehention deeply and must get more good knowlegde not only in

the grammatical structure but also how to improve their vocabulary to develop in their good writing. So most of the students used simple sentence, sompound sentence and complex sentences, because they believe that the majority simple sentence as the easiest sentence type to produce followed by compound sentence and complex sentence as being less esay.

The second reason is to make variey sentences. Not only in the qestionnaire but also in the interview, most of the student wanted to make varieties sentences in the students' writing so, it did not make monotonous not only just one or two sentences that were used in the writing but how to produce the sentences to be good essay writing.

And the other reasons based on the interview are how to make the writing can be interesting, effective, and understandable or how to make big influence toward understanding or comprehending of language to the readers. But beside that, those depended on the essay type of text that was used because the arrangement and the explanation were different.

From the discussion, we can be concluded from the documentation, interview and questionnaire that the students still get difficulty mostly in compound – complex because it need deeply understanding in the its structure and knowing the differences between each types of sentences, how to use them, and how to make them more interesting, effective and lively.

After knowing the types of sentences used by the students' essay writing, so the researcher concluded that in the types of sentences that is used by the students are good enough and interesting, because they can produce certain type of sentences like they use complex and compound sentences so they make variety sentences and can improve their idea into good writing in despite of just little compound – complex sentences they have produced. Because to produce compound- complex sentences need understanding more deeply and how to combine sentence connectors belong to compound sentences and clauses connectors belong to complex sentences. so, for students must be constant to improve their skill writing again to make more a good writing and make the reader interesting.

CHAPTER VI

CONCLUSION AND SUGGESTION

This chapter presents some conclusions related to the finding and discussion in this study and some suggestions, which are relevant to English teaching – learning activities, especially the teaching of the sentences. 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 learner.

A. **Conclusion**

After analyzing the data about types of sentences used in the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years, the conclusion as drawn below:

1. The types of sentences are used by the students' essay writing at the third semester of IAIN Tulungagung in the 2012/2013 academic years, are simple sentence, compound sentence, complex sentence and compound – complex sentences. The first type is simple sentence. The students used statement, question, and imperative in the students' essay writing. While in compound sentence the students use punctuation alone, coordinative conjunction and correlative

103

conjunction. The following type is complex sentences. This sentences use three clause such as adjective clause, noun clause and adverbial clause. The last types of sentences are compound – complex sentences. it uses the combination of compound and complex sentences in students' essay writing.

2. The most commonly types of sentences used by the students' essay writing.

Based on the analysis and conclusion on the data of the students' essay writing is taken from their duty of writing in the third semester A class where the researcher take the data from their lecturer of writing, the finding shows the most commonly simple sentences is 310 sentences ,compound sentence is 129 sentences, while the complex sentence is 163 sentences and the last compound – complex sentences is 82 sentences. So the mostly used by the students in types of sentences is simple sentence, the second is complex sentence, the third is compound sentence and the last is compound – complex sentence.

In complex sentence, this study finds the dependent clause. They are adjective clause, noun clause and adverbial clause. The finding shows that adjective clause occurs mostly 173 clauses, the second noun clause is 15 clauses and the last adverbial clause is 152 clauses.

3. Reason of using the certain types of sentences

Based on the questionnaire and on the interview the researcher can be concluded that to know the eason of using certain type sentence are

for the first most of them get difficulty in compound - complex sentences. They are jugment that compound – complex sentences is complicated structure so they need comprehention deeply. The second reason is to make variey sentences. And the other reasons are how to make the writing can be interesting, effective, and understandable. And how to make big influence toward understanding or comprehending of language to the readers.

B. Suggestion

Based on the result of the analysis, the writer will give some suggestions below:

1. For the learner

   The sentences are important to create the communication either oral or written, the English learners need to know the rules of making a good sentence and understand types of sentences. By using good sentences they can be easy to express their idea or argument to other by using variety of sentences to make their communication interesting not only in the oral language and also in the written language. Therefore, the learners are expected to be able to recognize and understand how to make use an English sentence in their writing. In other hand, the students who are interested in the writing, they must be

expert to create and make the variety of sentences as well as are possible.

2. For the teacher

Looking the using of types of sentences in the students' essay writing is mostly simple sentences and complex sentence and they get difficulty in compound – complex sentences according to the finding of this study. in the teaching English, particularly structure, the teacher should give explanation more about the basic item of English especially about sentences. as the teacher be able to explain to the students how to differ the using of each sentences and help them to understand type of sentences. the teacher can recognize not only simple sentence, compound sentences but also complex sentence and compound – complex sentence in order to the students will get easy to comprehend the sentences. Beside that, the student must know the structure of sentences, if the students do not try to understand it, they can make a good sentence. However, in generally many students still get difficulties how to make a good sentence in a good structure. So the teacher must give explanation or description about the sentences clearly in order the students can make a good sentence based on their knowledge to convoy their idea or argument in their writing. As the teacher, they must use a good method and appropriate technique to make interesting in teaching learning process.

3. For the further researcher

   The researcher knows that this research is far for being perfect. So, it is suggested for the future researchers to conduct further research on this similar area or other area, not only in writing skill but other skills to analyze types of sentence, or types of cluase in the sentences.

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