

**AN UNDERGRADUATE THESIS**

**AN ERROR ANALYSIS ON COMPOUND COMPLEX SENTENCE  
OF THE STUDENTS' ENGLISH EDUCATION DEPARTMENT  
OF THE STATE INSTITUTE ISLAMIC STUDIES OF METRO  
IN THE ACADEMIC YEAR 2017/2018**

**By:**

**FITRI PUSPA RINI**

**Student Number: 1291947**



**Tarbiyah and Teaching Training Faculty  
English Education Department**

**THE STATE INSTITUTE OF ISLAMIC STUDIES  
OF METRO  
1440H / 2019M**

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Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S. Pd)  
In English Education Department

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STATE ISLAMIC INSTITUTE OF METRO IN THE  
ACADEMIC YEAR 2017/2018**

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Kepada Yth,  
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di-  
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*Assalamu'alaikum Wr. Wb*

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama : Fitri Puspa Rini  
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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

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To: The Honorable,  
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*Assalamu'alaikum Wr. Wb.*

We have given guidance and enough improvement to the undergraduate thesis which is written by:

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Title : **AN ERROR ANALYSIS ON COMPOUND COMPLEX  
SENTENCE OF THE STUDENTS' ENGLISH  
EDUCATION DEPARTMENT OF THE STATE ISLAMIC  
INSTITUTE OF METRO IN THE ACADEMIC YEAR  
2017/2018.**

It has been agreed, so it can be continued to the Tarbiyah and Teaching Training Faculty in order to be examined on the munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb.*

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**RATIFICATION PAGE**

No: B-0285/In-284/D/PP-00-9/01/2019

An Undergraduate thesis entitled: AN ERROR ANALYSIS ON COMPOUND COMPLEX SENTENCE OF THE STUDENTS' ENGLISH EDUCATION DEPARTEMENT OF THE STATE ISLAMIC INSTITUTE OF METRO IN THE ACADEMIC YEAR 2017/2018, Written by: Fitri Puspa Rini, Number: 1291947 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on January 14<sup>th</sup>, 2019, at 08.00-10.00. AM

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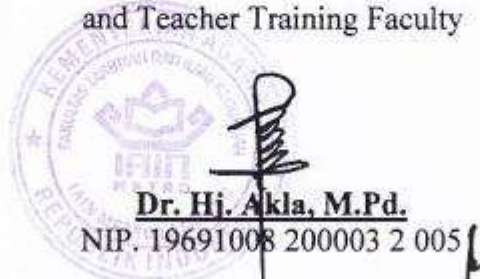
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## **ABSTRACT**

### **AN ERROR ANALYSIS ON COMPOUND COMPLEX SENTENCE OF THE STUDENTS' ENGLISH EDUCATION DEPARTMENT OF THE STATE INSTITUTE OF ISLAMIC STUDIES OF METRO IN THE ACADEMIC YEAR OF 2017/2018**

**By: FITRI PUSPA RINI**

This study aimed to analyze an error on compound complex sentence of the students' English Education Department of The State Islamic Institute of Metro.

This research was qualitative research that used Diana and Nancy theory and involves 38 students from fourth semester of the English Education Department of The State Islamic Institute of Metro. In data collection, researcher used observation, interview and documentation.

The findings of the research were 76 compound complex sentences, it was found that total errors are made by the fourth semester students was 26 errors. There are two classification of error as follows; sentence fragment (missing subject, missing verb, missing subject and verb, and dependent clause) and Run of sentence (fused sentence and comma splice). The error percentage of missing subject was 14 errors or 18,42%, missing verb was 1 error or 1,31%, missing subject and verb was 1 error or 1,31%, dependent clause was 0 error or 0%, fused sentence was 3 errors or 3,95%, and comma splice was 7 error 9,21%. The researcher found 34,21% of the total errors.

The result of this research shows that the fourth semester students' English Education Department of The State Institute Islamic Studies of Metro did not understand the components and structure of compound complex sentence. Therefore they should learn deeply about the components and structure of compound complex sentences, so errors do not occur.

*Keywords: Error analysis, compound complex sentence.*

## ABSTRAK

# ANALISA KESALAHAN PADA KALIMAT COMPOUND COMPLEX PADA MAHASISWA TADRIS BAHASA INGGRIS INSTITUT AGAMA ISLAM NEGERI METRO TAHUN AJARAN 2017/2018

Oleh: FITRI PUSPA RINI

Penelitian ini bertujuan untuk mengetahui kesalahan pada kalimat compound complex oleh mahasiswa semester empat Pendidikan Bahasa Inggris Institut Agama Islam Negeri Metro.

Penelitian ini adalah penelitian kualitatif yang menggunakan teori Diana dan Nancy yang melibatkan 38 mahasiswa semester empat dari jurusan Tadris Bahasa Inggris di IAIN Metro. Dalam pengumpulan data, peneliti menggunakan instrument observasi, wawancara dan dokumentasi.

Temuan penelitian ini terdapat 76 kalimat compound complex, telah ditemukan total kesalahan yang dilakukan oleh mahasiswa semester empat Pendidikan Bahasa Inggris sebanyak 26 kesalahan. Ada dua klasifikasi kesalahan yang pertama yaitu sentence fragment meliputi (missing subject, missing verb, missing subject and verb, dependent clause) dan klasifikasi yang kedua meliputi (fused sentence dan comma splice). Persentase error missing subject adalah 14 kesalahan atau 18,42%, kesalahan missing verb adalah 1 kesalahan atau 1,31%, kesalahan missing subject dan verb adalah 1 kesalahan atau 1,31% kesalahan, kesalahan dependent clause adalah 0 kesalahan atau 0%, kesalahan fused sentence adalah 3 kesalahan atau 3,95% dan comma splice adalah 7 kesalahan atau 9,21%, dengan total kesalahan sebesar 26 kesalahan atau 34,21% kesalahan.

Hasil dari penelitian ini menunjukkan bahwa mahasiswa semester empat Pendidikan Bahasa Inggris Institut Agama Islam Negeri Metro tidak memahami dengan baik komponen dan struktur pada kalimat compound complex. Oleh karena itu, mereka harus belajar lebih mendalam tentang komponen dan struktur pada kalimat compound complex, sehingga tidak terjadi kesalahan.

Kata kunci: *Analisa error, kalimat compound complex.*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that undergraduate thesis is originally the result of the researcher, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, Januari 2019

The researcher,



**Fitri Puspa Rini**  
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## MOTTO

وَاللَّهُ أَخْرَجَكُم مِّن بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ  
لَكُمْ السَّمْعَ وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

"And Allah has brought you out from the wombs of your mothers  
while you know nothing. And He gave you hearing, sight,  
and heart that you might give thanks to (Allah)."

Surah An-Nahl (The Bee/16), Verse 78

## **DEDICATION PAGE**

I would like to dedicate this undergraduate thesis to:

1. The first is dedicated of almighty Allah SWT, thanks God all about the precious gift inside to me.
2. My beloved parents who keep on praying for my success. I hope I can make you proud of me, and my beloved sisters and brothers who always encourage and support me.
3. All of lectures who had guide me, and all my beloved friends who help and support me.

## ACKNOWLEDGEMENTS

To start with, I say *Alhamdulillah* to Allah, the Almighty and the Most Merciful, who has given blessing, health and happiness and created all mankind in the best form. *Shalawat* and *salam* just to the best prophet, Muhammad SAW, who has delivered the truth to all human beings, especially to Muslim.

This undergraduate thesis is presented as a partial fulfillment of requirements for the degree of *Sarjana Pendidikan* (S. Pd.) in English Education Department entitled:

I would like to express my gratitude especially to the Head of IAIN Metro Prof. Dr. Enizar, M. Ag, Dean of Tarbiyah and Teaching Training Faculty Dr. Hj. Akla, M.Pd., The Head of English Education Department Mr. Ahmad Subhan Roza, M. Pd., Sponsor Dr. Widhiya Ninsiana, M. Hum., and Co-sponsor, Trisna Dinillah Harya, M. Pd., who have sincerely guided me to accomplish this undergraduate thesis in time. The writer also appreciated to all helps and supports from, my parents, my brothers, my sisters, my family and all my conversion friends and also teachers and staffs and students of IAIN of metro.

Finally, I realize that this undergraduate thesis is inadequate. Therefore, the best critique and suggestion are needed to make this undergraduate thesis to be better. At last, I hope that this writing will give a good contribution.

Metro, Januari 2019

The researcher,



**Fitri Puspa Rini**  
**St.ID. 1291947**

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of The Research**

English is a tool that used in communication. It is to be important that mastery of language can accelerate the communication. A language consists of skill and components. The skill consists of speaking, reading, listening, and writing. And the components are grammar and vocabulary. Both the skills and components as decisive factor in communicating.

In Indonesia, English is used as foreign language has become more important and popular since it used in the curriculum of education as one of the compulsory subject. It is mostly used in classroom teaching and learning process. It has been taught from the kindergarten until university. In this case, the students are expected to have English competence in the English component and English skills. The English components are grammatical structure and vocabulary, while the English skill are; listening, speaking, reading, and writing. Nevertheless, the status of English in Indonesia is only as a foreign language, it is not used in daily communication. It mostly used in classroom teaching and learning process.

English grammar is different form Indonesian grammar. It causes students are often face difficulty in applying words as the constituent of compound complex sentence. The students are also lack in understanding clause and parts of compound complex sentence formation. They cannot

distinguish between element of dependent and independent sentence. Because of the problems, many errors on sentence are made on compound complex sentence. It becomes a problem that need to be observed deeply.

Considering the status of English as a foreign language in Indonesia, implies the students' opportunity to develop their English skills may occur only in their English classes. Students may not be able to have adequate capability in using English, so it causes the lack of their English. It also causes them to make error in using English grammar.

The problem is faced by the fourth semester students of English Education Department of IAIN Metro in academic year 2017/2018 on compound complex sentence. It can be seen on their score as follows:

**Tabel 1**  
**The Result of the Pra-Survey of Compound Complex Sentence Score**  
**of the fourth Semester Students' English Education Department**  
**of IAIN Metro in Academic Year 2017/ 2018**

No.	Range	Frequency/students	Percentage	Category
1.	91 – 100	1	2,64 %	Excellent
2.	71 – 90	4	10,52 %	Good
3.	51 – 70	12	31,58 %	Fair
4.	≤ 50	21	55,26 %	Poor
	Total	38	100 %	

Source: Pra-survey on August 22<sup>nd</sup> 2017

From the source data of student's grammar score of the fourth semester students English Education Department of IAIN Metro in academic year 2017/2018, namely, thirty-eight students are obtained the percentage of

excellent category is 2,64 %, good category is 10,52 %, fair category is 31,58 % and in the poor category is 55,26 %. It point out that there are student are lack in grammar, especially in making compound complex sentences. After observing the data above, the researcher wants to analyze the error on compound complex sentence are made by the fourth semester students' English Education Department.

Through this study, the researcher focused on grammar, especially in compound complex sentences. Based on the descriptive above, the researcher is interested in conducting a research dealing with students writing error. Accordingly, the research is entitled: "An Error Analysis on compound complex sentences of Students' English Education Department of The State Institute of Islamic Studies of Metro in academic year 2017/2018".

## **B. Focus of Research**

In this research, researcher focuses the study on compound complex sentence error are made by the fourth semester students' English Education Department of The State Institute for Islamic Studies of Metro in academic year 2017/2018

## **C. Research Question**

Based on the compound complex sentences are made by the fourth semester students' English Education Department of State Institute for Islamic Studies of Metro in academic year 2017/2018, the research questions focus on:



1. What are the errors on compound complex sentence are made by the fourth semester students' English Education Department of IAIN Metro in academic year 2017/2018?
2. Why do the students' English Education Department of IAIN Metro in academic year 2017/2018 make the errors on compound complex sentences?

#### **D. Objectives and Benefits of the Research**

1. Objectives of the research:
  - a. To know the error on compound complex sentence are made by the fourth semester students' English education Department of IAIN Metro in academic year 2017/2018.
  - b. To know the causes of errors on compound complex sentences are made by the by the fourth semester students' English Education Department of IAIN Metro in academic year 2017/2018.

2. Benefits of the research:

The result of the research is expected to give some important contribution to the following:

- a. For Students

As information for student to know some errors on compound complex sentence they make. They will learn from their error. It is hopes that the students become careful and paying attention more to structure and grammar.

b. For Lecturer

As information for teacher knowing about the types of error on compound complex sentence are made by student. This result can be used to investigate the problem in structure and grammar on compound complex sentence.

c. For Researcher

The result of this study is intended to become a contribution for other researcher to conduction further studies about grammar especially on compound complex sentence.

## **E. Prior Research**

The previous research was written by Vilson j. Leffa, which entitled "Clause Processing in Complex Sentences". This Study investigates an algorithm for the segmentation of complex sentences into clauses. The algorithm is built after the parts of speech for each lexical item are assigned. Formal indicators of subordination and coordination, along with information about the valence of the verbs found in the immediate context are used to mark the beginning and end of each clause. When the clauses are identified they are classified into either a noun or an adverb, using information provided by the surrounding context. The major problems found in segmenting and classifying the clauses included conjunction ambiguity, verb

that belonged to more than one sub categorization, and the sharing of same subject by different clauses.<sup>1</sup>

Furthermore, the research by Rika Arista, Dewi Yana, and Sri Sugiharti from University of Riau Kepulauan with the title “Error Analysis of Students’ Sentences Structure in Writing Application Letter”, This research shows that The result of the research presented there was 1188 errors in the application letter format and sentence structure in writing application letter. There were 45.03% with number 535 errors of omission, 14.06% with number 167 errors of addition, 36.03% with number 428 errors of selection, and 4.88% with number 58 errors of ordering. The dominant sentence structure error was 7.15% with number 85 errors of omission in the adverbial and adverbial complement element of the simple sentence. A lot of error in the element of the sentence structure in writing application letter caused by the omission, selection, and addition of some letter in the element. The error also caused by the application of the capital letter, punctuation, and conjunction while the error of ordering was due to the sequence of the element in the sentence structure was incorrect placed.<sup>2</sup>

The third prior research was done by Cui Zheng (School of International Exchange, Shandong Normal University, Jinan, China) & Tae Ja Park (English Education Department, Korea University, Seoul, South Korea) by the title “An Analysis of Errors in English Writing Made by

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<sup>1</sup>Vilson J. Leffa, *Clause Processing In Complex Sentences*”( Brazil: UniversidadeCatolica de Pelatos), Volume 41. No.2/Desember 2015,p.1

<sup>2</sup>Rika Arista, Dewi Yana, & Sri Sugiharti,” *Error Analysis of Students’ Sentence Structure in Writing Application Letter*”, Journal Anglo-Saxon Volume 7, No. 2, Desember,,2016.p 94-104

Chinese and Korean University Students”. The analysis shows that some error such run-on sentences, the omission of articles and plural suffix-s, and sentence misordering can be caused by the negative transfer from learners’ first language. This phenomenon is highlighted by the contrastive analysis hypothesis (CAH). In Chinese, for example, commas are used in a multifunctional way. They can be used as either periods or conjunctions, which results in run-on sentences and the omission of conjunctions in English. No articles exist in the Chinese and Korean languages, which is also the reason for the omission of English articles.<sup>3</sup>

The research by Vilson J. Leffawich entitled “Clause Processing in Complex Sentences” it see how complex sentences were organized. The research was conducted with the purpose of evaluating the importance of clause segmentation in Natural Language Processing (NLP), exploring the property that clauses have of being encapsulated into a single parts of speech and being perceived as such by the other parts of the complex sentence. While according to the second and third research, there are some errors they find sentence, namely omission and conjunction. Omission on the first research is on the omission of the adverbial and adverbial complement element of the simple sentence, while in the third research the omission is on articles and plural suffix-s, and conjunction.

Based on previous research above, the researcher uses the first research as the reference in exploring the property that clauses have of being

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<sup>3</sup>Cui Zheng& Tae-Ja Park, “*An Analysis of Errors in English Writing Made by Chinese and Korean University Student*”, (Finland: Theory and Practice in Language Studies), Volume 3, No.8/August 2013,p.1342-1351

encapsulated into a single parts of speech and being perceived as such by the other parts of the complex sentences, but this research does not analyze the error on compound complex sentence. While on the second and third research, they find error in sentence, especially in English writing and more specific in simple sentence. Different from the research above, the researcher focuses the research on error on compound complex sentences are made by the fourth semester students' English Education Department of The State Institute for Islamic Studies of Metro in academic year 2017/2018.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The English Compound Complex Sentence

A compound complex sentence contains at least two independent clauses and at least one or more dependent clauses (subordinating clause).<sup>1</sup> The following sentence contains two independent clauses, each of which contains a subordinate clause. A subordinating conjunction creates a dependent clause that relies on the rest of the sentence for meaning. The following list provides some subordinating conjunctions: *after, although, As, because, before, even though, if, since, though, unless, until, when, whenever, whereas, wherever, while*. Compound complex sentences are the most complicated sentences, but once we know how to look for the separate parts it gets easier to understand them. We already know the basic rules; there must be at least two independent clauses and at least one dependent clause.

According to Barli, independent or main clause can stand by it elf, but the dependent or subordinate one cannot: it must depend upon the main clause. Frequently, dependent clauses are introduced by subordinating conjunction, for example, if, when and because<sup>2</sup>.

Through complex sentences, the prominence can be put on the idea in a clause. It can also show, among other thing, contrast, preference, reason, and consequence. Thus, the flow of thoughts will run much more smoothly,

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<sup>1</sup>Sarah Andersen, *Sentence Types and Functions*, (San Jose State University Writing Center, Spring 2014), p.40

<sup>2</sup> Barli Bram, *Write well*, (Yogyakarta: Kanisius, 1995), p.40



compared with a series of ideas expressed in simple sentences. The examples are as follow:

*Although* Risa likes all kinds of fruit, *she sometimes finds the smell of jackfruit a little terrible.*

*I would like to marry her* since she and I understand each other and have some interests.

*We were discussing Chapter Two* when the bell rang to signal the end of yesterday's writing class.

All the underlined clauses above are dependent clause; they depend on their independent or main clauses, which are italicized. As it can observe, the key words that make the underlined clauses dependent are the subordinating conjunction: although, since, and when.

Then, Barli adds that the dependent clauses may appear before or after their independent counterparts<sup>3</sup>. It means that, this is often a matter of preferences. When placing dependent clauses at the beginning, it usually needs commas (in writing) and pauses (in speaking) to mark their endings. Complex sentences tent to be relatively longer than simple sentences as well as compound ones. Thus, the complex sentences- have more capacity to express related ideas more clearly and more interestingly.

Besides, Marjolijn reveals that people often use incomplete sentences especially academic or other formal writing, the use of grammatically in complete sentences is usually avoided. It is grammatical unit that may be

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<sup>3</sup> *Ibid*, p.45

independent or dependent. A main or independent clause can stand by itself and form a grammatically complete sentence. A dependent clause always starts with a subordinator, except when that is understood.<sup>4</sup>

Then, George and Julia state that sentences containing noun clause, adjective clauses, or adverbial clause are also complex because they contain an independent clause and a dependent clause. They are the following:

### 1. Noun Clause

A noun clause is a subordinate clause as a noun. It functions as a noun in the sentence<sup>5</sup>. The example as follows:

He noticed *her nervousness*. (Noun)

He noticed *that she was nervous*. (Noun clause)

The noun clause may be introduced by subordinate conjunction or relative pronouns.

#### a. Position of the Noun Clause

Since the noun clause may be used in the same way in which a noun is used, it can occur anywhere in the sentence that a noun can occur. These positions divided on the following explanation:

##### 1) Subject of the sentence:

*His destination* is a secret.

*Where he is going* is secret.

##### a) Indirect object:

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<sup>4</sup> Marjolijn Vespoor, *English Sentence Analysis*, (Amsterdam: John Benjamins Publishing Company, 2000), p.151-152

<sup>5</sup> George Wishon and Julia M Burks, *Let's Write English (Revised Edition)*, (USA: Litton Educational Publishing Inc, 1980), p.174

The club will give *the winner a prize*.

The club will give *whoever wins a prize*.

b) Direct object:

I know *his name*.

I know *what his name is*.

Subjective complement:

This is *my opinion*.

This is *what I think*.

c) Objective complement:

She will name him *John*.

She will name him *whatever she wants to*.

2) Object of a preposition:

She worried about *his health*.

She worried about *how ill he was*.

3) Appositive:

One problem, *his incompetent*, will be hard to deal with.

One problem, *that he is incompetent*, will be hard to deal with.

4) Object of participle:

Remembering *her remark*, I was careful to be on time.

5) Object of a infinitive:

John asked her to read *the manuscript*.

John asked her to read *what he had written*.

## 6) Object of gerund:

Knowing *English* is very useful to him.

Knowing *that he is here* is a comfort to me.

## b. Subordinator in the noun clause

Subordinators which introduce noun clause can be either relative pronouns or subordinate conjunctions. When a pronoun is used as a subordinator, it takes one of the noun positions in the clause it introduces, or it acts as a determiner before one of the nouns in the clause. The examples are as follow:

We know *who* wrote the letter. (Subject)

We know *who (m)* you saw. (Direct object)

We know *whose* work the best. (Determiner)

We know *of whom* he was speaking. (Object of preposition)

When a conjunction acts as a subordinator, it may have an adverbial function within the clause it introduces. That is to say, when a subordinate conjunction turns a sentence into a noun clause, the conjunction often replaces as adverbial. The examples as follow:

His house is *on Main Street*.

I know *where is his house*.

## c. Omission of that

*That*, used as subordinator to introduce noun clause, is different from other subordinator in that it has no grammatical function in the clause it introduces. Unless the clause is used as a subject or a

subjective complement *that* can usually omitted. The examples are as follow:

That *we are late is evident.* (Subject)

My opinion is *that we must be there.* (Subjective complement)

But *that* is optional in the following sentences.

I hope (*that*) *you arrived safely.*

They think (*that*) *she is very intelligent.*

In the fifteenth century, many people believed (*that*) *the word was flat.*

Some of verbs after which *that* are often omitted are: assume, believe, hope, imagine, and know, say, suppose.

## 2. Adjective Clause

An adjective clause is a dependent clause used as an adjective; it modifies a noun or pronoun. These clauses are introduced by two different kinds of words which always occur just after the noun that the clause modifies. Adjective clause are usually introduced by the relative pronouns *who, whom, whose, which, and that*. These pronouns function in noun position in the clauses explained as follow:<sup>6</sup>

### a. Punctuating Adjective Clause

Notice that one of adjective clause given in the illustration is set of by commas, while the others are not. If a clause is necessary to

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<sup>6</sup> *Ibid*, p.165

the meaning of the sentence, it is said to be restrictive (essential) and requires no punctuation. The example as follow:

The man *who wrote about the explosion* was an eyewitness.

The italicized clause is necessary to identify the man, the subject of the sentence. Hence, it is restrictive and requires no commas. In the following example, on the other hand, the italicized clause is not essential to the meaning of the sentences.

R.D. Verbeck, *who was an eyewitness*, wrote about the explosion.

In this sentence the identity of the subject of the sentence is known because his name is given. The adjective clause only supplies added information and is not essential to the meaning of the sentence. Hence, it is nonrestrictive (nonessential) and must be set off commas.

b. Omitting the Subordinating Word

Notice that the subordinator is often omitted from restrictive adjective clauses. The example as follow:

The blast you read about occurred in 1883.

This is the place we saw the accident.

In the first of the preceding two sentences *that* or *which* has been omitted after the word *blast*. In the second sentence *where* has been omitted after the *place*. If the subordinator is the subject of the clause, it cannot be omitted:

That is a place *that looks dangerous*. (Subject)

The man who *wrote about it* saw it. (Subject)

The ocean covered the place (*where*) *the volcano had been*.

Give us the reason (*why*) *this disaster happened*.

The subordinators are never omitted from nonrestrictive adjective clause.

### 3. Adverbial Clauses

An adverbial clause is a dependent clause used as an adverb; it therefore can modify a verb, an adjective, a verbal, another adverb, or a sentence<sup>7</sup>. The following are examples of adverbial clause arranged according to the meaning of subordinate conjunction.

- a. Time: *when, whenever, while, since, after, before, until, as*

Example: Abraham Lincoln maintained great interest in legal studies *when he was president*.

- b. Place: *where, wherever*

Example: I have always lived *where I was born*.

- c. Manner: *as, as if*

Example: I will do *as I have been instructed*.

- d. Comparison: *as, than*

Example: I don't swim *as well as he does*.

- e. Reason, cause, purpose: *as, because, so that, in order that, for fear that, since*

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<sup>7</sup> *Ibid*, p.155

Example: *As you have already studied that chapter*, it will not be necessary to read it again.

- f. Result: *so...that, such...that/... such that*

Example: The book was *so* interesting *that I read it in one evening*.

- g. Condition: *if, whether, unless, provided (that), on condition that, as/so long as, supposing (that)*

Example: He will sign the contract if it is satisfactory.

- h. Contrast, concession: *although, though, even though, no matter if, while, even if, wherever, whenever, whatever, as much as, whereas*

Example: *Although I had a slight handicap*, I was an ambitious student.

#### 1) Punctuating Adverbial Clause

Clauses introducing sentences are followed by a comma.

Example:

*Although you may not agree*, I must make my report today.

*If Lincoln had not been interested in legal studies*, he might never have become president.

Clauses interrupting sentences are set off by two commas.

Example:

Once, *as I was strolling downtown*, I saw the president go by.

Please remember, *if you can*, to meet me tomorrow at nine.



Clauses following main clauses are governed by the following rules:

- a) If the clause is necessary to the meaning of the sentence, no comma is used.

Example:

He studied hard *because he wanted to become a doctor.*

He cannot go *unless he finds enough money for the ticket.*

- b) If the clause is unnecessary, included as additional information, a comma is used. These subordinate conjunctions are usually preceded by commas: *although, even though, though, even if, no matter if, as* (causal), *since* (causal), *whereas, while* (contrast).

Example

I was tired, *although I had a good night's sleep.*

I am always tired, *even if I have a good night's sleep.*

I am always tired, *no matter if I have a good night's sleep.*

I am not tired, *as I had a good night's sleep.*

## **B. Error Analysis**

### **1. Definition of Error**

Learning English as a foreign language (EFL) becomes more difficult to understand because sometimes English is not interesting to be

learned by English learners. This is because between first language and English as foreign language are different which process two different systems (e.g., phonetic, phonological, syntactic, and semantic system). Due to above conditions, the English learners sometimes produce the errors in their speech and writing.

Show errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance, in other words, the errors refers to any deviation from a selected norm of language performance.

State that in contrastive linguistics, errors produced in the process of foreign language acquisition are thought to be caused by more or less unconscious transfer (in the mind of the learner) of mother tongue structures to the system of the target language. Insofar as there are considerable contrasts between the two language systems, there is, according to this hypothesis, a high probability of negative transfer, resulting in errors within target language performance.

More general perspective, term errors are included under the term mistakes. State that mistakes can be categorized into errors, slips, lapses” and, of course, mistakes. The discussion of error leads to its main characteristic which tends to any deviation that relates to structural aspect<sup>8</sup>.

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<sup>8</sup> Mark Bartram and Richard Walton, *Correction A Positive Approach to Language Mistakes*, (Hove: Language Teaching Publications, 1991), p.45

Error as a piece of speech or writing that is recognizably different in some way from native speaker usage, which can occur at the level of discourse, grammar, vocabulary, or pronunciation<sup>9</sup>.

Error is systematic deviation from the accepted system of the target language. Mistake is non-systematic deviation from the accepted system of a language being learned and it usually due to human limitation such as tiredness, nervousness, and fatigue.<sup>10</sup> It means that errors may occurred because of human factor in mastering the target language such as the limitation of memory, psychological problem and do not understand about the material of subject. In another side, the learners never recognize their errors or they never know that they have made errors.

While mistakes are a kind to slips of the tongue and recognizable (by the mistakes maker), error is systematic in which it is likely to occur repeatedly and is not recognized by learner<sup>11</sup>. However, the main purpose of this discussion is to explain how the errors can be useful in language teaching. Thus, thought in the discussion will not distinct the “errors” to other categories since they are still included into the same group, mistakes, and basically all put the same important contribution, although the points viewed are various.

Learning is progressing stages and learners do lot of things including making mistakes. In those stages, learners tend to make

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<sup>9</sup> David Nunan, *Second Language Teaching and Learning*, (Boston: Heinle&Heinle Publishers, 1999), p.307

<sup>10</sup> John Norris, *Language Learner and Their Errors*. London: Macmillan, 1983, p. 7.

<sup>11</sup> S. P. Corder, *Error Analysis and Interlanguage*,(Oxford: Oxford University Press, 1982), p.10

generalization by the correction toward their mistakes<sup>12</sup>. A learner's errors might provide evidence of the system of the learned language at a particular point in the course. Learners make progress, for instance, by being able to revise writing they have made.<sup>13</sup>

The progress made by the learners can, then, be seen by looking at the language constructions they have made, specifically at the errors. If, then, the fact is connected to the role of grammar in writing, it comes to the conclusion that any errors in writing are very significant for the need of students' writing progress.

It is based on the fact that learners who make mistakes and then receive treatment (toward their mistakes) could possibly perform better understanding at the particular areas<sup>14</sup>.

Mistakes are of crucial and central importance in teaching languages. However, there should be an action toward the mistakes; why students make them, and how teacher can deal with them. It is teacher's job to aid the process, including the making of errors<sup>15</sup>.

The results of tests and examinations, the errors that learners make are a major element in the *feedback* system of the process we call language teaching and learning<sup>16</sup>. It is on the basis of the information the teacher gets from errors that he varies his teaching procedures and

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<sup>12</sup> Mark Bartram and Richard Walton, *Correction A Positive.*, p.13

<sup>13</sup> S. P. Corder, *Error Analysis*, p.10

<sup>14</sup> David Nunan, *Second Language.*, p.58

<sup>15</sup> Mark Bartram and Richard Walton, *Correction A Positive.*, p.19

<sup>16</sup> S. P. Corder, *Error Analysis*, p. 35

materials, the pace of the progress, and the amount of practice which he plans at any moment.

Relation to the classification of errors, Corder and Dulay classifies error in two terms. They are mistake and error. Mistake refers to performance and error refers to systematic competence inadequacies. The error of performance will characteristically be unsystematic and error competence systematic.

Generally, mistake is caused by the students' weaknesses in remembering linguistic system of language being learnt. It usually can be corrected by them if they are more aware of the target language system. In the table, we can see the differences between error and mistake.

#### **The Differences between Error and Mistake**

<b>Category</b>	<b>Error</b>	<b>Mistake</b>
Source	Competence	Performance
Characteristic	Systematic	Non systematic
Duration	Long	Temporary
Linguistic System	Unmastered	Mastered
Result	Deviation	Deviation
Remedial	Corrected by the teacher through remedial	Corrected by the students' itself through concentration.

*Source: The Differences between Error and Mistake by Corder and Dulay*

On the contrary, errors are produced by the students who do not know yet the target language system. And of course, they do not master the rule of the target language.

In analysis the error, there is a term called error analysis. Error analysis is listing and classification of the error contained in a sample of

learner's speech or writing. So, it means that error analysis is concerned with the explanation of error which occurred in the teaching learning made by learners. Error analysis has two functions, they are:

1. To investigate the language learning process.
2. To investigate whether it is necessary or not for teacher to have remedial teaching. In this case the student's error give benefits, they are: Error tells the teacher how far their students have progressed to reach to goals, error provides evidences of how language is learn and what strategy the learner are employing and error can be used by the students to learn.<sup>17</sup>

Error analysis is one of the most influential theories of second language acquisition. It is concerned with the analysis of the errors committed by L2 students by comparing the learners acquired norms with the target language norms and explaining the identified errors. Error analysis is the study of the student error, which can be observed, analyzed and classified to reveal something of the system operating within the student.<sup>18</sup>

## 2. Source of Error

Having examined procedures of error analysis used to identify error in foreign language learner production data and the source of error serves some of the source of error as follows:

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<sup>17</sup> Toni, H. *Grammatical Error Analysis in students' English Text*, Semarang 2007, p.21

<sup>18</sup> H. Douglas Brown, *Principles of Language Learning and Teaching* (U.S :Longman :2007), p.21

a. Interlingua transfer

Before the system of the foreign language is similar, the native language is the only linguistic system in previous experience upon which the learner can draw. At the beginning stages of learning a foreign language are characteristic by a good deal of Interlingua transfer (from the native language).

b. Intralingua transfer

Intralingua errors or intralingua interference is defined as the negative transfer of items within the target language or put another way the incorrect generalization of rules within the target language. Negative intralingua transfer (overgeneralization) has already been illustrated in such utterances as “Does John can sing?” other example “ He good”, etc.<sup>19</sup>

The intralingua into the errors that do not reflect the structure of the mother tongue, but generalizations based on partial exposure to the target language<sup>20</sup>. Distinguishes the source of intralingua error into the following categories:

1) Over- generalization

The learner has tendency to simplify the formations or the rules of the target language. It seems that the learner tends to use the simple rules to generalize the other uses. In the past tense, for

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<sup>19</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Longman, 2000), p.223-227

<sup>20</sup> Jack Richards, *Error Analysis: Perspectives on Second Language Acquisition*. (Singapore: Longman Singapore Publishers (Pte) Ltd, 1997), p.6

instance, we should add-ed to the regular verb. Thus, the learner may produce: *did you visited her last week?* He gives several reasons only a few of which were valid.

The learner also often mixes the rules learned previously with the present rules taught. The learner over learns of structure, which many patterns interfere with each other. For example: *The man who wears glasses walks with he is walking.* Then *man who wears glasses sings with he can sing.* Then the learner produces *he is walks* and *he can sings.*

## 2) Ignorance of rule restriction

It is still closely related to over-generalization. In this case the learner violates the restriction of existing structure that is the application of rules to context where they do not apply. The examples of this type are:

*The man who I saw, mother ask him to tell the truth.* Some of these types of errors are as a result of false analogy, especially in using preposition. The learner who uses a particular preposition with one type of verb will use the same preposition with similar verbs. For example:

*She said to me may create \*She asked to me.*

*They talked about it leads to \*They discussed about it.*

*Ask him to do it produces \*Make him to do it.*



### 3) Incomplete application of rules

It happens due to life deviation of structure that neglects the development of rules to produce the acceptable sentence. For example: in teaching foreign language, teacher often uses question as a teaching device to get the learner's responses. The learners' incomplete knowledge of the target.

Language makes them neglect the rules of the target language in answering or giving responses to the teacher's questions. Some examples are as follows:

<b><u>Teacher's questions</u></b>	<b><u>Student's response</u></b>
<i>Do you know her name?</i>	<i>Yes, I know</i>
<i>Ask him how much it costs?</i>	<i>How much it cost?</i>

### 4) False concepts hypothesized

It happens due to misconception of the difference in the target language. The low teaching techniques sometimes create this error comprehension. For instance, in the teaching of present tense the teacher usually starts with the teaching of to be am, is, are, then teaching the verbs. It is also often found in the teaching of past tense. When the teacher presents the items poorly, the learner may have a false assumption. Such as am, is are the sign of present activities and was, were, are the sign of past activities. As the result the learner may produce sentences as like,

He is comes here,

I am study English every day,

They were played football yesterday.

c. Context of Learning

A third major source of error, though it overlaps both types of transfer, is the context of learning.” Context” refers, for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second / foreign language learning. In a classroom context, the teacher or the textbook can lead the learner to make faulty hypothesis about the language. Student often make error because of a misleading explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of pattern that was rottenly memorized in a drill but not properly contextualized.

d. Communication Strategies

A fourth major source of learner error can be found in different communication strategies employed by the learner to get a message across to a hearer. A communication strategy is the conscious employment of verbal and nonverbal mechanism for the productive communication of information<sup>21</sup>.

### 3. Sentence Error

There are two common errors that often occur or arise, there are sentence fragments and run on sentence. Two types of errors are

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<sup>21</sup> *Ibid.*, p.174-180

commonly used in the type of errors to make sentences and not about the type of errors that occurred in the compound complex sentences. However, these two types of error can be used to analyze the errors that exist in the compound complex sentences.

a. Sentence Fragments

A sentence fragments is a word group that pretends to be a sentence.<sup>22</sup> This is commonly referred to as an incomplete sentence. Sentence fragments are often broken from preceding or succeeding sentence. Avoid fragments by making certain that each sentence contains a subject and a verb and makes sense by itself. We can remedy fragments by a) joining them to complete sentences or b) adding appropriate subjects and verbs. Sentence fragments usually appear before or after the independent clauses to which they belong.

Example:

*When we got in the car. We rolled down the windows.*

When we got in the car is a sentence fragment and a dependent clause. It clearly belongs to the independent clause that follows it and should be rewritten like this:

*When we got in the car, we rolled down the windows.*

Or like this

*We rolled down the windows when we got in the car.*

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<sup>22</sup> Diana Hacker- Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University),p. 214

The sentence fragments “*When we got in the car*” also has the subordinator “when”. Some other examples of subordinators are: *after, although, As, because, before, even though, if, since, though, unless, until, when, whenever, whereas, wherever, while*. Clauses with subordinators can be called either dependent clauses or subordinating clauses, but when those clauses appear at the beginning of a sentence, they should be followed by a comma.

When a group of sentences miss important information in it, then the sentence is no longer show or expresses a complete meaning. Fragment phrases, phrases are groups of words that are missing a subject or verb, or both. Phrases can also masquerade as sentences, like dependent clauses. There are four possible reasons why a group of words into pieces that have not intact meaning.

#### 1) Missing subject

Subjects tell or inform about whom the sentence was made. If there is a subject that is lost, then we will feel confused about who or what is doing the action in the sentence.

Example:

*a) Sit under the tree.* (Who is sitting under a tree?)

*b) Can sleep in the bath room.* (Who can sleep in the bathroom?)

*c) Got a birthday present.* (Who gets a birthday gift?)

*d) Start after the weekend* (This fragment can be made a complete sentence by changing it to: “*Classes start after the weekend*” adding the subject “*Classes*” correct this fragment and makes it an independent clause and a complete thought).

## 2) Missing verb

The verb provides what information is carried by the subject. If the verb is missing, then we'll be wondering what the subject or how the state of the subject.

Example:

*a) Some girl in the class* (What do some girl in the class?)

*b) The English teacher.* (What do the English teacher?)

We can fix this by adding a verb, this fragment can be changed to:

*Some girls in the class study together.*

*The English teacher gave a test yesterday.*

Adding the verb corrects the fragment and makes it an independent clause and a complete thought.

## 3) Missing of subject and verb

Some fragments lost of subject and verb.

This means that we do not know who the subject is and what is done by the subject.

*a) From morning until night*

*b) On the chair.*

*c) Near the playground.*

Those fragments can be made a complete sentence by changing it to:

*I worked from morning until night* (Adding “I” as the subject and “worked” as the verb corrects this fragment and makes it an independent clause and a complete thought.

*I sat on the chair.*

*The children practice singing near the playground.*

#### 4) Dependent clause

Dependent clauses are a group of words containing a subject and a verb, but he did not express a thought or meaning intact.

Example:

*a) If I go there alone.*

*b) Since I did not care of him anymore.*

*c) Whatever she does to me.*

*d) Because she left the room first.*

This fragment could be fixed by connecting the dependent clause (clause) is the main clause (independent clauses). Pattern sentence is a group of words containing a

subject and a verb, it also expresses the full meaning. We could add a sentence to the pattern before or after clause.

Example:

*a) If I go there alone, I will be lost in the middle of the trip.*

*b) Since I did not care of him anymore, he had never come again.*

*c) I still cannot accept whatever she does to me.*

*d) Tiara did not know anything Because she left the room first.*

Based on A Writer's Reference 7th book, a sentence fragments is a word group that pretends to be a sentence. Fragments are easy to recognize when they appear out of context.<sup>23</sup> Sentence fragments never have independent clauses, but instead are dependent clauses or phrases.

#### b. Run on Sentence

Run on sentence are independent clauses that have not been joined correctly.<sup>24</sup> Other definition of run on sentence is a sentence that joins two independent clauses without any punctuation and conjunction. An independent clause is a word group that can stand alone as a sentence. There are several causes of run on sentence including no proper conjunction, use improper punctuation, or ever because of the

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<sup>23</sup> Diana Hacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University)p.,213

<sup>24</sup> Ibid218

clause should be two independent separated by period / full stop (dot) to become two sentences.

There are two types of run on sentences. When a writer puts no mark of punctuation or sentence error where two sentences combined into one without any punctuation, the result is called a *fused sentence*.

Fused	Independent clause <i>[Air pollution poses risks to all humans -]</i>
	Independent clause <i>[it can be deadly for asthma sufferers]</i>

A far more common type of run on run sentence is the *comma splice* sentence error in which two independent clauses separated by comma are not appropriate because it should be separated by a period.

Comma splice	<i>Air pollution poses risks to all humans, it can be deadly for asthma sufferer.</i>
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In other comma splices, the comma is accompanied by a joining word that is not a coordinate conjunction. There are seven coordinating conjunctions: and, but, or, nor, for, so and yet.<sup>25</sup>

Comma splice	<i>Air pollution poses risks to all humans, <u>but</u> it can be deadly for asthma sufferers</i>
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To catch to correct run on sentences, follow these common guidelines: join the two clauses with a comma and coordinating

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<sup>25</sup> Diana Hacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University),p.215



conjunction, break the run on sentence into two separate sentences, join the clauses with a semi-colon and a conjunctive adverb (include therefore, nevertheless, however, as a result, in any case, consequently, and thus) followed by a comma; however, join the clauses with a semicolon.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

In this research, researcher uses qualitative research. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.<sup>1</sup> Furthermore, researcher uses case study approach in this qualitative research. Case study research is a qualitative approach in which the investigator explores a bounded system (a *case*) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving *multiple sources of information* (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case *description* and case-based themes. For example, several programs (a *multi-site* study) or a single program (a *within-site* study) may be selected for study.<sup>2</sup>

In this research, researcher uses qualitative research, furthermore in-depth information about error on compound complex sentences are made by the fourth semester students' English Education Department of The State Institute of Islamic Studies of Metro in academic year of 2017/2018.

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<sup>1</sup> John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches; Third Edition*, (USA: Sage Publications, 2009), p. 4.

<sup>2</sup> John W. Creswell, *Qualitative Inquiry and Research Design*, (USA: Sage Publications, 2007), p 73.

## **B. Data Resource**

The researcher obtains the data source from two kinds of data, primary and secondary data. The primary data are obtained from the documentation and interview. Document can be analyzed namely, the students' documentation. The interview data obtained from interview about student's ability in making compound complex sentence.

While the secondary data are obtained from observation, the observation is the result students' writing on compound complex sentence of the fourth semester students' English Education Department .

## **C. Data Collecting Technique**

In collecting the data, the researcher uses some instruments. The instruments include:

### **1. Documentation**

Documentation is aimed to obtain data in the form of archive about histories and the condition of State Institute for Islamic Studies of Metro, staffs, organizational structure, lecturers and total of the students in IAIN of Metro.

### **2. Interview**

Interview is defined as a conversation with a purpose.<sup>3</sup>The researcher interviewed 10 students of the fourth semester students' English Education Department of IAIN Metro in academic year 2017/2018. The

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<sup>3</sup> Bruce L. Berg, *Qualitative Research Method for the social sciences*, (USA: Allyn & Bacon, 2001), p.3

kinds of interview uses in-depth interview. This interview is aimed to know student's ability in making compound complex sentences.

### 3. Observation

Observation is the most commonly techniques used in collecting data especially in study relating to behavioral sciences. Qualitative observations are which the researcher takes field notes on the behavior and activities of individuals at the research site.<sup>4</sup>

The researcher observed the result students' writing on compound complex sentence of the fourth semester students of English Education Department of IAIN Metro in academic year of 2017/2018.

### D. Data Analysis Technique

To analyze the data, researcher uses data analysis from Creswell. In this data analysis technique, there are six procedure steps to analyze the data, they are:<sup>5</sup>

#### 1. Organize and prepare the data for analysis

This step involves organizing the data, transcribing interviews and typing field notes.

#### 2. Read through all the data

In this step, researcher will read all the data to get information about the data.

#### 3. Begin detailed analysis with a coding process

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<sup>4</sup>John W. Creswell, *Research Design.*, p, 181.

<sup>5</sup> John W. Creswell, *Research Design.*, p, 185.

In this step, researcher needs to take a coding process. Rossman and Rallis in Creswell state that coding is the process of organizing the material into chunks or segments of text before bringing meaning to information.<sup>6</sup> This process is begin to make a detail analysis about the data was collected.

4. Use the coding process to generate a description of setting or people as well as categories or themes for analysis

This description, according to Creswell involves a detailed rendering of information about people, places, or events in a setting.<sup>7</sup> After making coding, then the researcher make description of error on compound complex sentence are made by the fourth semester students' English Education Department of The State Institute for Islamic Studies of Metro in academic year of 2017/2018..

5. Advanced how the description will be represented in the qualitative narrative

After the researcher make a description, next step is the researcher tries to represents the data in the narrative form on compound complex sentence errors are made by the fourth semester students' English Education Department of The State Institute for Islamic Studies of Metro in academic year 2017/2018.

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<sup>6</sup>*Ibid.*, p. 186.

<sup>7</sup>*Ibid.*, p.189.

6. Making an Interpretation or meaning of the data.

The last step is researcher interpret what the finding in this research about the error on compound complex sentence are made by the fourth semester students' English Education Department of The State Institute for Islamic Studies of Metro in academic year of 2017/2018.

### **E. Research Approach**

Based on the qualitative research on this research, researcher uses the systematic procedures. In this research, researcher applies procedure in conducting this research, as follow:<sup>8</sup>

1. Identifying research problem.

The first step is to select the phenomena that will be analyzed. In this case, the researcher analyzes the types of error on compound complex sentences.

2. Reviewing the literature on the problem.

In this step, the researcher reviews the relevant literature related to the types of error on compound complex sentences.

3. Specifying a Purpose and Research Questions.

The researcher focuses the purpose of this research to find out the types of error on compound complex sentence and the cause of error.

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<sup>8</sup>John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, Inc., 2012), p. 57.

#### 4. Collecting the data

The data is collected by using three instruments, documentation, interview, and observation.

#### 5. Analyzing the data

In analyzing process, the stage is reducing data without losing significant information. Then, the next stage is coding. And the last stage is conceptualizing and explaining.

#### 6. Interpreting the findings and stating conclusion

The researcher interprets the result of data analysis and explains it in the narrative form.

#### 7. Reporting results.

The researcher makes the report about the finding result in error analysis of the fourth semester students' English Education Department.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Description of Research Setting**

##### **1. Historical Background of IAIN Metro**

IAIN Metro is only one of Islamic Institute in Metro. IAIN Metro is a change of status from STAIN Jurai Siwo Metro. It is dedicated in 2017 based on the decision of President No. 71 on 1 August 2016. IAIN prepared this change since 2010. From 2011, STAIN Jurai Siwo Metro continued to strive for the development of STAIN Jurai Siwo Metro to be IAIN Metro.

STAIN Jurai Siwo Metro was establish on April 23-25, 1997 based on the explanation letter of President RI No. 11 in the year 1997. The establishment of STAIN Jurai Siwo Metro cannot be separable with the history of IAIN Raden Intan Bandar Lampung. The existence of IAIN Raden Intan Bandar Lampung began from the effort of elite and religion figures that were joined together in Yayasan Kesejahteraan Islam Lampung (YKIL). In the discussion of YKIL, it was dealt to find two faculties, Tarbiyah and Syari'ah faculty, which were domiciles in Tanjung Karang. Through the persistent struggle of YKIL, on 13 October 1964 the status of Tarbiyah Faculty was changed from private to state.

Referring to the decision of President of Indonesia No. 27, 1963 which explained that to found Al Jami'ah, at least, it should have three



faculties. For that reason, YKIL opened Ushuludin Faculty that is domicile in Tanjung Karang in 1965. As an effort to realize the founding of STAIN Al-Jami'ah in Lampung, the first step was to make state-owned all Faculties which were still in private status at that time. Finally, it realized the dream of Lampung society to found STAIN Al'jami'ah based on the Decree of Minister of Religious Affair of RI No. 187/68 which was named "Institute Agama Islam Negeri Raden Intan Tanjung Karang". In 1993 based on the change of the name of capital province of Lampung from Tanjung Karang to Bandar Lampung, STAIN Raden Intan Tanjung Karang was also changed to STAIN Raden Intan Bandar Lampung.

In 1967, the Tarbiyah and Syari'ah department were established in Metro at Jl. Ki Hajar Dewantara 15 A, Iring Mulyo, East Metro, Metro City by the request of Metro Society. It was not far from the change of name STAIN Raden Intan Tanjung Karang to STAIN Raden Intan Bandar Lampung that it went out a handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996 on August 21, 1996 about Settlement of Institutional Faculties STAIN outside central institute to be Sekolah Tinggi Agama Islam Negeri (STAIN). That was the history of the establishment of IAIN Metro.

IAIN Metro has four faculties, namely (1) Tarbiyah and Teaching Training, (2) Syariah, (3) Islamic Announcement and Communication, (4) Islamic Economy and Business. Tarbiyah and Teaching Training

Faculty has four departments, they are: Islamic Education Department (IED), Arabic Education Department (AED), English Education Department (EED), Islamic Elementary School Education Department (IESED). Afterwards, Syari'ah Faculty has three departments, they are; Ahwalusy Syakhsiyyah (AS), Syari'ah Economic Law (SEL), Islamic Banking (IB). Then, Islamic Announcement and Communication Faculty has two departments, namely Islamic Announcement Communication (IAC) and Language and Arabic Literature (LAL). Islamic Economy and Business has two departments, namely Syari'ah Economic (SE), and Islamic Banking (IB).

2. Organization Structure of IAIN Metro

The organization structure of IAIN Metro in academic year 2017/2018 as follows:

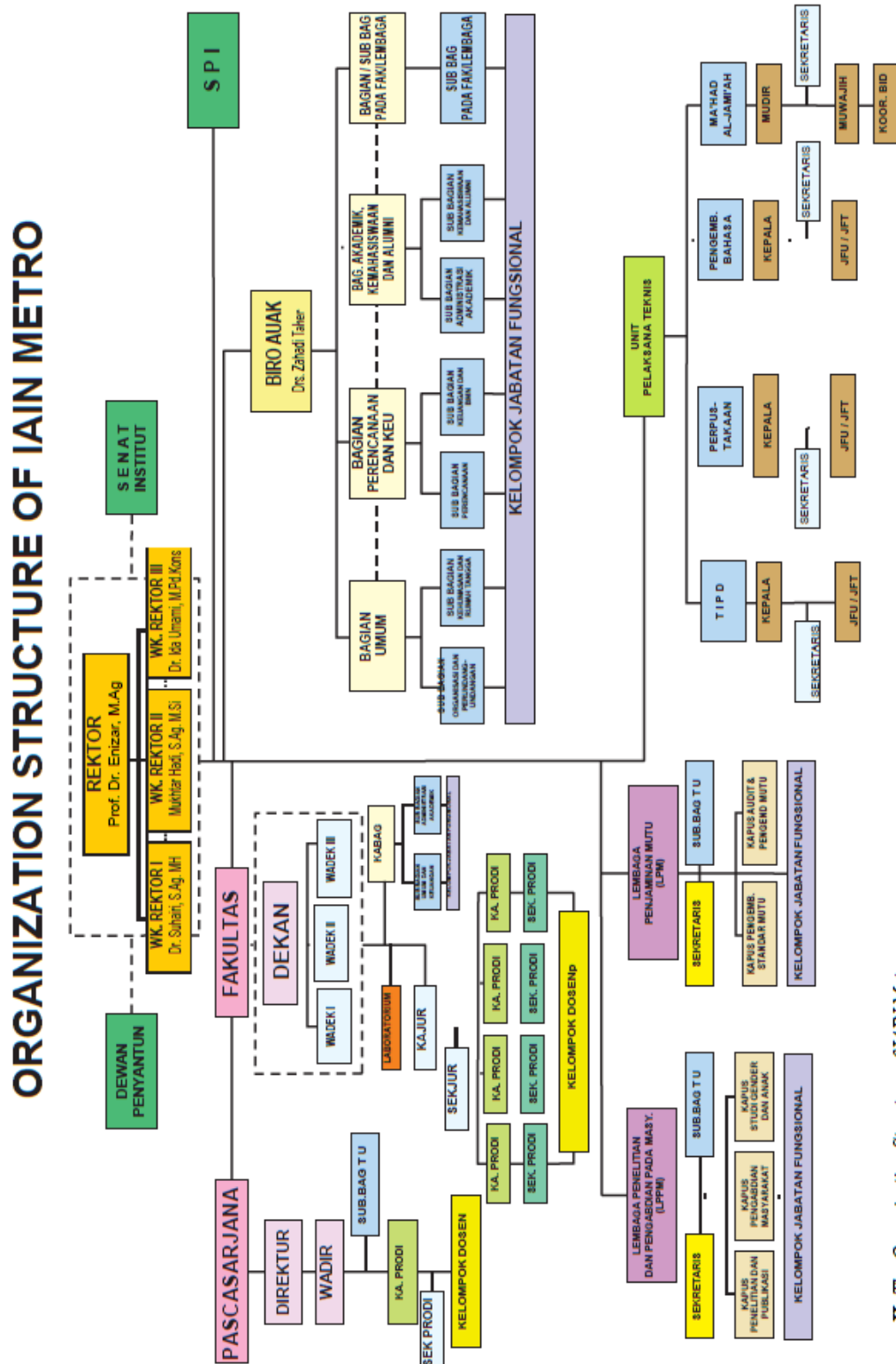


Figure II. The Organization Structure of IAIN Metro

3. The Location Sketch of IAIN Metro

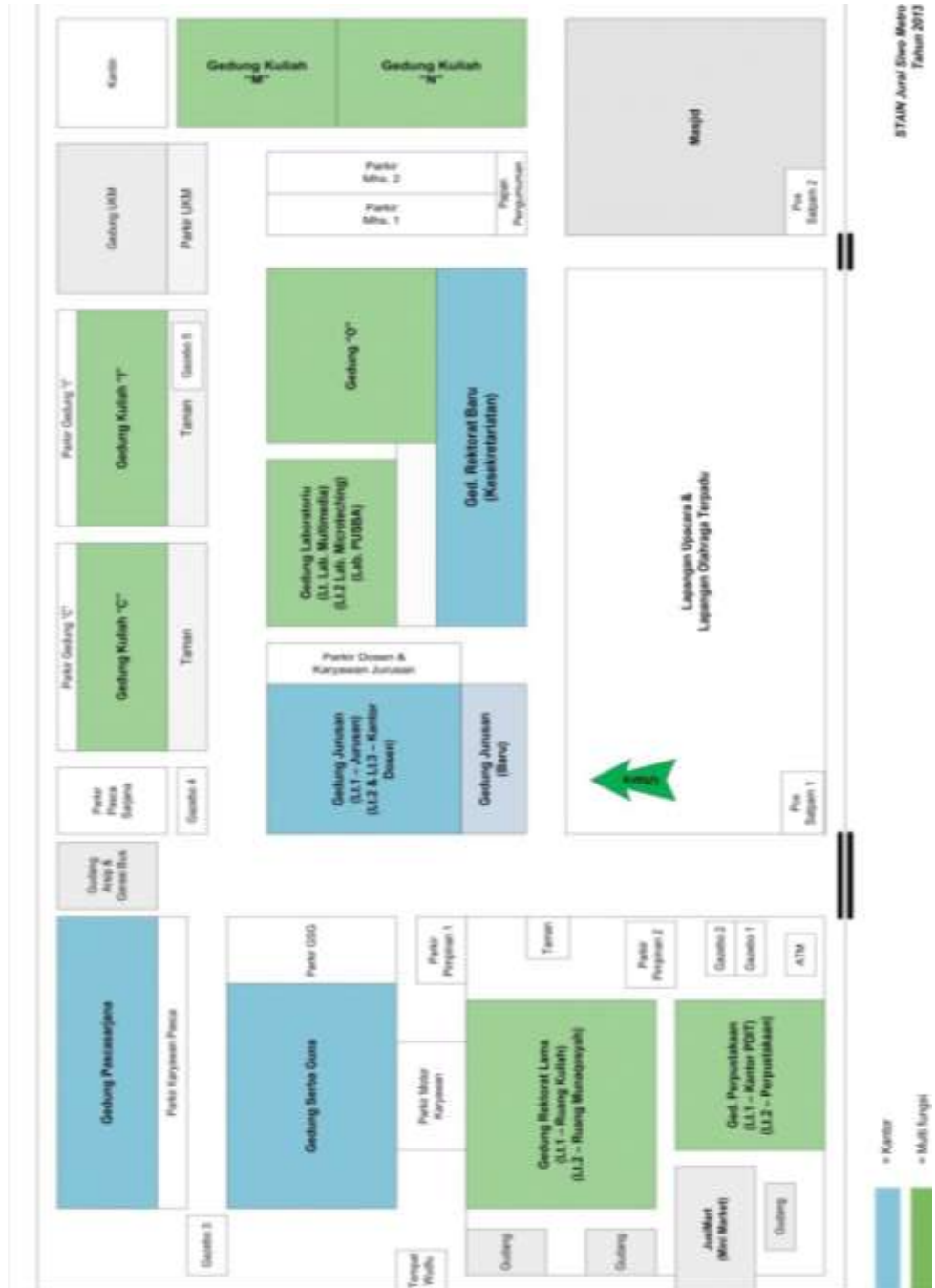
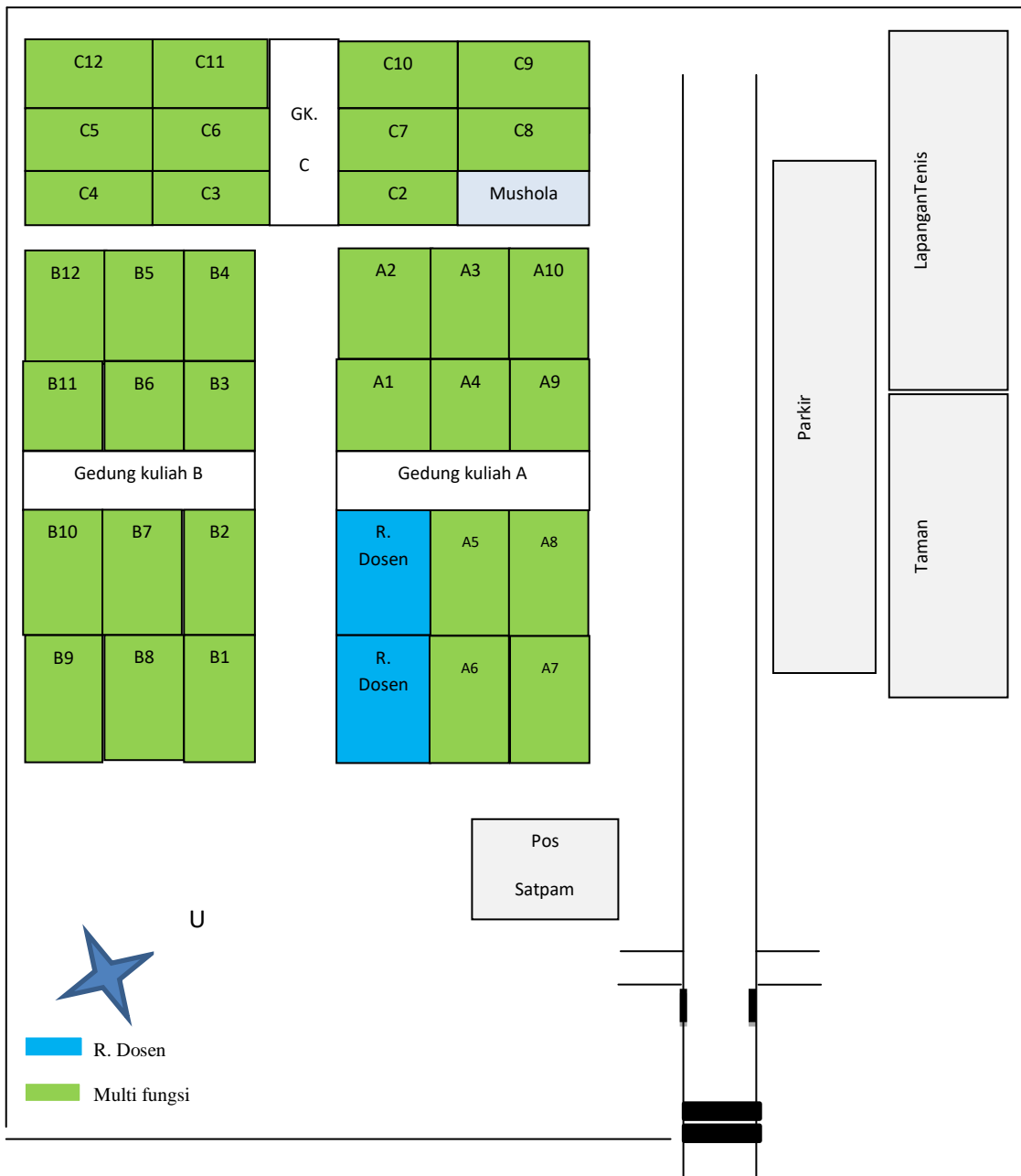


Figure III. The Location Sketch of Campus 1 IAIN Metro



Source: Documentation of IAINMetro in Academic Year of 2016/2017.

**Figure IV.** The Location Sketch of Campus 2 IAIN Metro

#### 4. Facilities at IAIN Metro

There are facilities at IAIN Metro in supporting the lecturers and students in conducting the learning process. For getting the details of facilities, it can be shown in the table below:

**Table 6**  
**Facilities at IAIN Metro**

No	Facilities	Total of unit	Large (m <sup>2</sup> )
1.	Lecturers' Unit	1	556
2.	Computer Laboratory Unit & BMT	1	1000
3.	Library Unit	1	1000
4.	Language Laboratory Unit	1	180
5.	Micro-Teaching Laboratory	1	106,8
6.	Islamic Development Unit	1	30
7.	Classroom	74	-
8.	Mosque	1	1000
9.	Futsal Field	1	510
10.	Basketball Field	1	-
11.	Wall Climbing Field	1	92
12.	Volley Field	1	-
13.	Tennis Field	1	650
14.	Auditorium	1	-
15.	Students Activities Unit	1	-
16.	Students Committee Office	1	-
17.	Office of University Head	2	-
18.	Munaqosyah Building	1	-
19.	Postgraduate Building	1	-
20.	Parking Place	9	-
21.	Faculty Unit	2	-

*Source: Documentation of IAIN Metro in the Academic Year of 2017/2018.*

#### 5. The Condition of Lecturer and Official Employees at IAIN Metro

The number of lecturers and official employees at IAIN Metro in academic year 2016/2017 are 152. Otherwise, there are 75 lecturers non

PNS and 19 honorary workers. Therefore, the whole staff of IAIN Metro in academic year 2016/2017 is 246.

## 6. The Condition of Students at IAIN Metro

The total students at IAIN Metro are 6.651 students. That is the data of total students from 2011 until 2016, more detail it can be seen on the table below:

**Table 7**  
**Total Students at IAIN Metro**

No.	Academic year	Students
1.	2011	1.205
2.	2012	1.509
3.	2013	1.146
4.	2014	1.143
5.	2015	999
6.	2016	649
<b>Total of students</b>		<b>6.651</b>

*Source: Result of documentation at IAIN Metro on May 17<sup>th</sup> 2017.*

## 7. The Profile of English Education Department

Along with the status change from STAIN Jurai Siwo Metro to IAIN Metro, English Education Study Program (TBI) strata 1 (S1) as established in 2007 is also change into English Education Department in 2017. It included on Tarbiyah and Teaching Training Faculty n IAIN Metro. Historically, Strata 1 (S1) of English Education Department came from Diploma 3 (D3) English Education that was opened in 2002 based on the Decree No:DJ.1/220.C/2007 on May 28, 2007.

In implementing education, English Education Department stands on its vision, as follows: the establishment of professional

students in the English education who can integrate the Islamic values and academic dimensions. So the students have a high bargaining. Furthermore, the vision than is enlarged in some missions, as follows:

- a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in the Islamic culture values.
- b. Building and developing an atmosphere of the academic which is humanist, democratic and modern.
- c. Growing the professionalism ethic through theoretical knowledge basic.
- d. Providing qualified education service to produce the candidate of educator which is smart and skillful who have good attitude;
- e. Applying integrated educational system which is able to give a significant input to development of education.

Those are the vision and missions which include all of the students in English Education Department in IAIN Metro. Furthermore, based on the vision and missions above, it is formulated be two purposes of English Education Department, as follows:

- a. To prepare the students not only to be English teacher who can actualize the society benefits values, science, technology, and art but also be able to be agents of change in the society.



- b. To prepare the students be professional English teachers which can imply, develop and enlarge English education with spirit of English-Islamic.

In line with the above statement, English department always tries to develop the quality in the teaching and learning process. Indeed, it will be a dynamic, open, and polite relationship among the stakeholders in English Education Department at IAIN Metro.

From 2012-2017, the number of English Education Department at IAIN Metro can be seen, as the table below:

**Table 8**  
**Total Students of TBI 2012-2017**

<b>Semester</b>	<b>Total</b>
III	226
V	171
VII	250
IX	276
XI	136
<b>Total</b>	<b>1059</b>

*Source: Result of documentation at IAIN Metro in the Academic Year of 2017/2018.*

## **B. General Description of Research Data**

The data was obtained from interviewing 10 students of English Education Department about compound complex sentence based on their knowledge. The researcher has given 6 questions. Especially, interview questions number 4 were related to the observation of error analysis based on their compound complex sentence product. Then, the observation result was related to interview result. For each data would be explained in detail below.

Based on the first question of interview “What the student know about compound complex sentence?”. All of students answered that they knew about compound complex sentence.

On the second question” How the student got the knowledge about compound complex sentence?”. The answers, one student said that she got the knowledge about complex sentence from writing class, three students from reading book, and six informants from learning on structure and grammar.

The third question “Did they ever make compound complex sentence?”. As the result, all of students claimed that they ever made it.

On the fourth question is “What about the problem they faced in making compound complex sentence?”. Three students answered that they could not differentiated between independent and dependent clause. Five informants answered that they were still confused in understanding structure of compound complex sentence. Then, two informants answered that they were lack in vocabulary.

The fifth question is about “How the way the student wrote English sentence, especially compound complex sentence?”. All of students answered that they made it by writing word by word.

The sixth question as the last question “What they can explain about compound complex sentence?”. All of students answered that they could not.

The conclusion of the interview above was the students were still confused about the compound complex sentence, they did not understand about the component of compound complex sentence. Although, the students

could make compound complex sentence, actually they were confused to arrange the words into compound complex sentences. The main problem has been faced by the students that they could not understand the structure of sentences and component on compound complex sentence.

After collecting the data from 38 students, the researcher got 76 compound complex sentences. Based on the analyzing the 76 compound complex sentences, the researcher found 26 errors from 23 sentences. The errors have been enlisted as follow:

No.	Students' Name	Sentence
1.	Nela Amelia (1601070035)	<u>Since had</u> so much fun the party, John and Anton stayed <u>late but</u> they were tired in the morning.
2.	Putri Jayanti (1601070043)	After the dance began, we found our friends in the other room, <u>and invited</u> them to stay with us.
3.	Haula Anisa (1601070022)	The friends, who often play in the yard, <u>but will</u> the house.
4.	Vini Ayu	When we go to the library, I will read for an hour, <u>you can</u> relax.
5.	Sugesti (1601070054)	Our firm can handle, your day today accounting needs, <u>and can</u> help advance your financial goals.
6.	Rizky Wahyuni	Although I love strawberries and oranges, my sister will not eat <u>fruits and</u> she loves cake.
7.	(1601070163)	We had a party because we had lost of cookies, <u>our</u> guests to yummy treats.
8.	Windiana P. (1601070059)	<u>Before slept</u> at night, she read a <u>book and</u> she finished all of other homework.
9.	Vela Setiana (1601070052)	By researching in the library or online is part of the assessment and assignment writing process.
10.	Elby Nourma M. (1601070012)	But when all of people use electric cars so it will need many batteries as a substitute.
11.	Nisa Astuti (1601070158)	The existence of old buildings is very important, the old <u>building also</u> useful for society, even though we must pre serve it.
12.	Jati Atmajaya (1601070098)	The computer that is <u>broken, needs</u> to be repaired but I do not enough money.
13.	Kurniasari W. (1601070114)	Because you were <u>late, we could</u> do not watch the <u>movie from beginning</u> and I need o re-watch it

		<u>again.</u>
14.	Vina Naralita (1601070055)	The student are doing homework because they will submit it, <u>and will finish tomorrow</u>
15.	Laila Nurmalita (1601070100)	People who exercise regularly rarely get sick, the usually leave an great immune system, <u>but do not</u> do it over.
16.	Dewi Kurniasari (1601070078)	While Mr. Basuki was being jailed, his wife visited <u>him and brings</u> his favorite food.
17.	Alfitri Anita (1601070063)	Even though she was exhausted, Maria listened quietly to her friend story, <u>and thought</u> carefully before speaking.
18.	Amar Ma'ruf (1601070173)	<u>Before placed</u> first in the forensics competition, John rewrote parts of the speech and he practiced in front of several different audiences.
19.	Arif Trianto (1601070067)	Since it was a long weekend, we went to party, <u>and also</u> found time to shop.
20.	Dinda Purtri M. (1601070078)	Because Juan does not like dancing, <u>rarely</u> attends school dances or parties, yet he is quiet popular at school.
21.	Singgih Rudi A. (1601070122)	The temperature has dropped; it is windy <u>outside</u> <u>wear</u> a jacket.
22.	Merita P.	I love to write papers I would write one everyday <u>if</u> <u>had</u> the time.
23.	(160107033)	The doctors, who were using peer-reviewed research articles that contributed on the body of knowledge in their fields, <u>which was</u> obstetrics.

**Table 9**  
**Checklist table clarification of error**

No.	Sentence	Sentence fragment				Run of sentence	
		MS	MV	MSV	DC	FS	CS
1.	<u>Since had</u> so much fun the party, John and Anton stayed <u>late but</u> they were tired in the morning.	√					√
2.	After the dance began, we found our friends in the other room, <u>and invited</u> them to stay with us.	√					
3.	The friends, who often play in the			√			

	yard, <u>but will</u> to the house.						
4.	When we go to the library, I will read for an hour, <u>you</u> can relax.					√	
5.	Our firm can handle, your day today accounting needs, <u>and can</u> help advance your financial goals.	√					
6.	Although I love strawberries and oranges, my sister will not eat <u>fruits and</u> she loves cake.						√
7.	<u>Before slept</u> at night, she read a <u>book and</u> she finished all of other homework.	√					√
8.	We had a party because we had lost of cookies, <u>our</u> guests to yummy treats.					√	
9.	By researching in the library or online is part of the assessment and assignment writing process.	√					
10.	But when all of people use electric cars so it will need many batteries as a substitute.					√	
11.	The existence of old buildings is very important, the old <u>building also</u> useful for society, even though we must pre serve it.						√
12.	The computer that is <u>broken, needs</u> to be repaired but I do not enough money.	√					
13.	Because you were late, we could do not watch the movie from <u>beginning and</u> I need to re-watch it again.						√
14.	People who exercise regularly rarely get sick, the usually leave and great immune system, <u>but do not</u> do it over.	√					
15.	The student are doing homework	√					

	because they will submit it, <u>and will finish tomorrow</u>						
16.	While Mr. Basuki was being jailed, his wife visited <u>him and brings</u> his favorite food.	√					√
17.	Even though she was exhausted, Maria listened quietly to her friend story, <u>and thought</u> carefully before speaking.	√					
18.	<u>Before placed</u> first in the forensics competition, John rewrote parts of the speech and he practiced in front of several different audiences.	√					
19.	Since it was a long weekend, we went to party <u>and also</u> found time to shop.						√
20.	Because Juan does not like dancing, <u>rarely</u> attends school dances or parties, yet he is quiet popular at school.	√					
21.	The temperature has dropped; it is windy <u>outside wear</u> a jacket.						√
22.	I love to write papers I would write one every day <u>if had</u> the time.	√					
23.	The doctors, who were using peer-reviewed research articles that contributed on the body of knowledge in their fields, <u>which was obstetrics.</u>		√				

Based the data analysis, the researcher has found out that a lot of error on compound complex sentence. The researcher has found 23 incorrect sentences from 76 sentences and 26 errors that have analyzed above, the

researcher has classified students errors based on the Diana and Nancy theory. They were classified as follows:

- A. Student error belong to missing subject is 14 errors
- B. Student error belong to missing verb is 1 error
- C. Student error belong to missing subject and verb is 1 error
- D. Student error belong to dependent clause is 0 error
- E. Student error belong to fused of sentences is 3 errors
- F. Student error belong to comma splice is 7 errors

According to classification error above the researcher explains that the most error that made by the students is missing subject. It is showed based on the total missing subject is 14 errors. It means that the students get errors in making sentences based on English grammar.

The compound complex sentences above will be classified based on the type of error. And the errors will be analyzed based on the Diana and Nancy theory. They will be discussed as follows:

The error analysis on the first sentence

1)	Sentence	<u>Since had</u> so much fun the party, John and Anton stayed <u>late but</u> they were tired in the morning.
	Analysis	<p><u>Since had</u> so much fun the party [<i>Dependent clause</i>]</p> <p>John and Anton stayed late [<i>Independent clause</i>]</p> <p><u>but</u> they were tired in the morning. [<i>Independent</i>]</p>
	Revision	Since <b>they</b> had so much fun the party, John and Anton stayed late, but they were tired in the morning.

From the compound complex sentence above there is error in missing subject. The sentence above is correct, but the researcher here examines the missing subject. Missing subject according to the theory of Diana and Nancy is told or inform about whom the sentence was made. If there is a subject that is lost, then we will feel confused about whom or what is doing the action in the sentence. In the example found, a sentences have a missing subject because the sentence above has 2 independent clauses and 1 dependent clause, but based on the theory of Diana and Nancy at the beginning of the sentence is written "had so much" what it states “had so much” that there is no subject. So, based on the text that researcher has read the right word part of the sentence becomes the subject is “**they** (John and Anton)”

Sentence	<u>Since had</u> so much fun the party, John and Anton stayed <u>late but</u> they were tired in the morning.
Analysis	<p><u>Since had</u> so much fun the party [<i>Dependent clause</i>]</p> <p>John and Anton stayed late [<i>Independent clause</i>]</p> <p><u>but</u> they were tired in the morning. [<i>Independent</i>]</p>
Revision	Since <b>they</b> had so much fun the party, John and Anton stayed late, but they were tired in the morning.

From the compound complex sentence above there is error in comma splice. Occurs when two or more independent clauses are joined only by a comma and in other comma splices, the comma is accompanied



by a joining word that is not a coordinate conjunction. The student did not put comma after word “late” and before a coordinate conjunction “but”.

The error analysis on the second sentence

2)	Sentence	After the dance began, we found our friends in the other room, <u>and invited</u> them to stay with us.
	Analysis	After the dance began [ <i>Dependent clause</i> ]  we found our friends in the other room [ <i>Independent clause</i> ]  and invited them to stay with us. [ <i>Independent clause</i> ]
	Revision	After the dance began, we found our friends in the other room, <u>and <b>we</b> invited</u> them to stay with us.

From the compound complex sentence above there is error on missing subject, the sentence is written "invited" what it states “invited” that there is no subject. So, based on the text that researcher has read the right word part of the sentence becomes the subject is “**we**”

The error analysis on the third sentence

3)	Sentence	The friends, who often play in the yard, <u>but will soon into</u> the house.
	Analysis	who often play in the yard [ <i>Dependent clause</i> ]  The friends are outside [ <i>Independent clause</i> ]  <u>but will soon into</u> the house. [ <i>Independent clause</i> ]
	Revision	The friends, who often play in the yard, but <b>they will come</b> soon into the house.

From the compound complex sentence above there is error on missing subject and verb. Some fragments are missing both subjects and verbs. That means that we don't know whom the sentence is about or what they did. From the compound complex sentence above the student did not put the subject "**they**"

#### The error analysis on the fourth sentence

4)	Sentence	When we go to the library, I will read for an hour, <u>you</u> can relax.
	Analysis	When we go to the library [ <i>Dependent clause</i> ]  I will read for an hour [ <i>Independent clause</i> ]  <u>you</u> can relax. [ <i>Independent clause</i> ]
	Revision	When we go to the library, I will read for an hour, <b>and</b> you can relax.

From the compound complex sentence above there is error on fused of sentences. Based on the example above, it shows us that the sentence is a fused sentence because two or more independent clauses are run together without any punctuation. Thus, the reconstructed sentence should be possible revisions make two or more simple sentences, or use sentence connectors and also the correct punctuation "**and**".

#### The error analysis on the fifth sentence

5)	Sentence	Our firm can handle, your day today accounting needs, <u>and can</u> help advance your financial goals.
	Analysis	Our firm can handle [ <i>Dependent clause</i> ]  Your day to day accounting needs

		[Independent clause]
		And
Revision		Our firm can handle, your day today accounting needs, and <b>we</b> can help advance your financial goals.

From the compound complex sentence above there is error on missing subject, the sentence is written "can help" what it states "can help" that there is no subject. So, based on the text that researcher has read the right word part of the sentence becomes the subject is "we".

The error analysis on the sixth sentence

6)	Sentence	Although I love strawberries and oranges, my sister will not eat <u>fruits and</u> she loves cake.
	Analysis	Although I love strawberries and oranges [ <i>Dependent clause</i> ]  my sister will not eat fruits [ <i>Independent clause</i> ]  she loves cake [ <i>Independent clause</i> ]
	Revision	Although I love strawberries and oranges, my sister will not eat fruits, and she loves cake.

From the compound complex sentence above there is error in comma splice. Occurs when two or more independent clauses are joined only by a comma and in other comma splices, the comma is accompanied by a joining word that is not a coordinate conjunction. The student did not put comma after word "fruits" and before a coordinate conjunction "and".

The error analysis on the seventh sentence

7)	Sentence	We had a party because we had lost of cookies, <u>our</u> guests to yummy treats.
	Analysis	because we had lost of cookies [ <i>Dependent clause</i> ]  We had a party [ <i>Independent clause</i> ]  our guests to yummy treats [ <i>Independent clause</i> ]
	Revision	We had a party because we had lost of cookies <b>and</b> our gueststo yummy treats.

From the compound complex sentence above there is error on fused of sentences. Based on the example above, it shows us that the sentence is a fused sentence because two or more independent clauses are run together without any punctuation. Thus, the reconstructed sentence should be possible revisions make two or more simple sentences, or use sentence connectors and also the correct punctuation “**and**”.

The error analysis on the eighth sentence

8)	Sentence	<u>Before slept</u> at night, she read a <u>book and</u> she finished all of other homework.
	Analysis	Before slept at night [ <i>Dependent clause</i> ]  she read a book [ <i>Independent clause</i> ]  She finished all of other homework. [ <i>Independent clause</i> ]
	Revision	Before <b>she</b> slept at night, she read a book, and she finished all of other homework.

From the compound complex sentence above there is two errors on missing subject and comma splice, the first error is missing subject, the sentence is written "slept" what it states “slept” that there is no subject. So,

based on the text that researcher has read the right word part of the sentence becomes the subject is “**she**”.

The second error is comma splice. Occurs when two or more independent clauses are joined only by a comma and in other comma splices, the comma is accompanied by a joining word that is not a coordinate conjunction. The student did not put comma after word “fruits” and before a coordinate conjunction “**and**”.

The error analysis on the ninth sentence

9)	Sentence	By researching in the library or online is part of the assessment and assignment writing process.
	Analysis	By researching in the library [ <i>Independent clause</i> ]  online is part of the assessment [ <i>Independent clause</i> ]  and assignment writing process. [no subject] [ <i>Independent clause</i> ]
	Revision	- <b>Researching</b> in the library or online is part of the assessment assignment writing process. - Part of the assessment and assignment writing process is to research in the library or online.

The sentence above has 3 independent clauses and the sentence above is correct, but based on the theory of Diana and Nancy at the beginning of the sentence is written "By researching" it states that there is no subject. In the example found, subject should be attached. Thus, based on argumentative which researcher read, the reconstructed sentence should be possible revision by dropping the prepositions “by” the incorrect part of the sentence becomes the subject, or we can rearrange the sentence.

## The error analysis on the tenth sentence

10)	Sentence	But when all of people use electric cars so it will need many batteries as a substitute. [Two sentences run on]
	Analysis	But when all of people use electric cars [ <i>Independent clause</i> ]  so it will need many batteries as a substitute. [ <i>Independent clause</i> ]
	Revision	<b>-But</b> , when all of people use electric cars. <b>So</b> it will need many batteries as a substitute. <b>-But</b> , when all of people use electric cars; <b>therefore</b> it will need many batteries as a substitute.

The example above is a compound sentence is called runs on sentence. Based on the theory used by Diana and Nancy states that run on sentence is a sentence that joins two independent clauses without any punctuation and conjunction. Thus, based on argumentative which researcher read, the reconstructed sentence should be possible revision.

## The error analysis on the eleventh sentence

11)	Sentence	The existence of old buildings is very important, the old <u>building also</u> useful for society, even though we must pre serve it.
	Analysis	The existence of old buildings is very important, [ <i>Independent clause</i> ]  the old building also useful for society, [ <i>Independent clause</i> ]  even though we must pre serve it. [ <i>Dependent clause</i> ]
	Revision	The existence of old buildings is very important, <b>and</b> also useful for society. Even though we must preserve it.

From the compound complex sentence above there is error of comma splice. Occurs when two or more independent clauses are joined only by a comma and in other comma splices, the comma is accompanied

by a joining word that is not a coordinate conjunction. The student did not put comma after word “important” and before a coordinate conjunction “and”.

The error analysis on the twelfth sentence

12)	Sentence	The computer that is <u>broken, needs</u> to be repaired but I do not enough money.
	Analysis	The computer that is broken [ <i>Independent clause</i> ]  Needs to be repaired [ <i>Independent clause</i> ]  I do not enough money. [ <i>Dependent clause</i> ]
	Revision	The computer that is broken, <b>it</b> needs to be repaired but I do not enough money.

From the compound complex sentence above there is two errors on missing subject the sentence is written "needs" what it states “needs” that there is no subject. So, based on the text that researcher has read the right word part of the sentence becomes the subject is “**it**”.

The error analysis on the thirteenth sentence

13)	Sentence	Because you were late, we could do not watch the movie from <u>beginning and</u> I need to re-watch it again.
	Analysis	Because you were late [ <i>Dependent clause</i> ]  we could do not watch the movie from <u>beginning</u> [ <i>Independent clause</i> ]  <u>and</u> I need to re-watch it again. [ <i>Independent clause</i> ]

	Revision	Because you were late, we could do not watch the movie from beginning, <b>and</b> I need to re-watch it again.
--	----------	--

From the compound complex sentence above there is error of comma splice. Occurs when two or more independent clauses are joined only by a comma and in other comma splices, the comma is accompanied by a joining word that is not a coordinate conjunction. The student did not put comma after word “beginning” and before a coordinate conjunction “**and**”.

The error analysis on the fourteenth sentence

14)	Sentence	People who exercise regularly rarely get sick, the usually leave a great immune system, <u>but do not</u> do it over.
	Analysis	People who exercise regularly rarely get sick [ <i>Independent clause</i> ]  the usually leave an great immune system [ <i>Independent clause</i> ]  but do not do it over [ <i>Dependent clause</i> ]
	Revision	People who exercise regularly rarely get sick, the usually leave a great immune system, but <b>they</b> do not do it over.

From the compound complex sentence above there is two errors on missing subject the sentence is written "do" what it states “do” that there is no subject. So, based on the text that researcher has read the right word part of the sentence becomes the subject is “**they**”.

The error analysis on the fifteenth sentence

15)	Sentence	The students are doing homework because they will submit it, <u>and will finish tomorrow.</u>
	Analysis	The student are doing homework [ <i>Independent clause</i> ]



		because they will submit it [ <i>Dependent clause</i> ]  <u>and will finish tomorrow</u> [ <i>Independent clause</i> ]
	Revision	The students are doing homework because they will submit it, and <b>they</b> will finish tomorrow.

From the compound complex sentence above there is two errors on missing subject the sentence is written "will finish" what it states "will finish" that there is no subject. So, based on the text that researcher has read the right word part of the sentence becomes the subject is "**they**".

The error analysis on the sixteenth sentence

16)	Sentence	While Mr. Basuki was being jailed, his wife visited <u>him</u> <u>and brings</u> his favorite food.
	Analysis	While Mr. Basuki was being jailed [ <i>Dependent clause</i> ]  his wife visited him [ <i>Independent clause</i> ]  brings his favorite food. [no subject] [ <i>Independent clause</i> ]
	Revision	While Mr. Basuki was being jailed, his wife visited <u>him</u> <u>and she brings</u> his favorite food.

From the compound complex sentence above there is two errors on missing subject the sentence is written "brings" what it states "brings" that there is no subject. So, based on the text that researcher has read the right word part of the sentence becomes the subject is "**she**".

The error analysis on the seventeenth sentence

17)	Sentence	Even though she was exhausted, Maria listened quietly to her friend story, <u>and thought</u> carefully before speaking.
	Analysis	Even though she was exhausted [ <i>Dependent clause</i> ]

		<p>Maria listened quietly to her friend story [<i>Independent clause</i>]</p> <p>and <u>thought</u> carefully before speaking. [<i>Independent clause</i>]</p>
	Revision	<p>Even though she was exhausted, Maria listened quietly to her friend story, and <b>she</b> thought carefully before speaking.</p>

From the compound complex sentence above there is error on missing subject the sentence is written "thought" what it states "thought" that there is no subject. So, based on the text that researcher has read the right word part of the sentence becomes the subject is "**she**".

The error analysis on the eighteenth sentence

18)	Sentence	<p><u>Before placed</u> first in the forensics competition, John rewrote parts of the speech and he practiced in front of several different audiences.</p>
	Analysis	<p>Before placed first in the forensics competition [<i>Dependent clause</i>]</p> <p>John rewrote parts of the speech [<i>Independent clause</i>]</p> <p>and he practiced in front of several different audiences. [<i>Independent clause</i>]</p>
	Revision	<p>Before <b>he</b> placed first in the forensics competition, John rewrote parts of the speech, and he practiced in front of several different audiences.</p>

From the compound complex sentence above there is two errors on missing subject and comma splice. The error on missing subject, the sentence is written "placed" what it states "placed" that there is no subject. So, based on the text that researcher has read the right word part of the sentence becomes the subject is "**he**".

And then from the compound complex sentence above there is error of comma splice. Occurs when two or more independent clauses are joined only by a comma and in other comma splices, the comma is accompanied by a joining word that is not a coordinate conjunction. The student did not put comma after word “important” and before a coordinate conjunction “and”.

The error analysis on the nineteenth sentence

19)	Sentence	Since it was a long weekend, we went to party <u>and also</u> found time to shop.
	Analysis	Since it was a long weekend [ <i>Dependent clause</i> ]  we went to party [ <i>Independent clause</i> ]  and also found time to shop. [ <i>Independent clause</i> ]
	Revision	Since it was a long weekend, we went to party and <b>we</b> also found time to shop.

From the compound complex sentence above there is error on missing subject the sentence is written "also found" what it states “also found” that there is no subject. So, based on the text that researcher has read the right word part of the sentence becomes the subject is “**we**”.

The error analysis on the twentieth sentence

20)	Sentence	Because Juan does not like dancing, rarely attends school dances or parties, yet he is quiet popular at school.
	Analysis	Because Juan does not like dancing, [ <i>Dependent clause</i> ]  rarely attends school dances or parties, [ <i>Independent clause</i> ]

		yet he is quiet popular at school. [ <i>Independent clause</i> ]
	Revision	Because Juan does not like dancing, <b>he</b> rarely attends school dances or parties, yet he is quiet popular at school.

From the compound complex sentence above there is error on missing subject the sentence is written "thought" what it states "rarely attend" that there is no subject. So, based on the text that researcher has read the right word part of the sentence becomes the subject is "**he**".

The error analysis on the twenty-first sentence

21)	Sentence	The temperature has dropped; it is windy outside wear a jacket.
	Analysis	The temperature has dropped [ <i>Dependent clause</i> ]  it is windy outside [ <i>Independent clause</i> ]  wear a jacket. [ <i>Independent clause</i> ]
	Revision	The temperature has dropped; it is windy outside, <b>so</b> wear a jacket.

From the compound complex sentence above there is error of comma splice. Occurs when two or more independent clauses are joined only by a comma and in other comma splices, the comma is accompanied by a joining word that is not a coordinate conjunction. The student did not put comma after word "important" and before a coordinate conjunction "**so**".

## The error analysis on the twenty-second sentence

22)	Sentence	I love to write papers I would write one every day if had the time.
	Analysis	I love to write papers [Independent clause]  I would write one every day [Independent]  if I had the time [Dependent clause]
	Revision	I love to write papers I would write one every day if <b>I</b> had the time.

From the compound complex sentence above there is error on missing subject the sentence is written "had" what it states “also found” that there is no subject. So, based on the text that researcher has read the right word part of the sentence becomes the subject is “**I**”.

## The error analysis on the twenty-third sentence

23)	Sentence	The doctors, who were using peer-reviewed research articles that contributed on the body of knowledge in their fields, which was obstetrics.
	Analysis	The doctors, who were using peer-reviewed research articles [ <i>Independent clause</i> ]  that contributed on the body of knowledge in their fields [ <i>Dependent clause</i> ]  which was obstetrics. [ <i>Independent clause</i> ]
	Revision	The doctors, who were using peer-reviewed research articles that contributed on the body of knowledge in their fields, which was <b>improve the knowledge</b> obstetrics.

From the compound complex sentence above there is error on missing verb. Every sentence must contain a complete verb in an

independent clause. If a word group punctuated as a sentence lacks a verb or has an incomplete verb, it is a fragment . So, based on the text that researcher has read the right word part of the sentence becomes the verb is “improve the knowledge”, before the word “obstetrics.

Based on the data analysis, the researcher has classified the errors in complex sentences that categorized based on the Diana and Nancy theory become percentage as follows:

- A. The percentage of missing subject = 18,42%
- B. The percentage of missing verb = 1,31%
- C. The percentage of missing subject and verb = 1,31%
- D. The percentage of dependent clause of error = 0%
- E. The percentage of fused sentence = 3,95%
- F. The percentage of comma splice = 9,22%

According to the errors that made by the students are classified based on the Diana and Nancy that involve missing subject, missing verb, missing subject and verb, dependent clause, fused sentence and comma splice. The errors can be simplified in the table below:

**Table 10**  
**The distribution of the students' error on compound complex sentences in classification based on the Diana and Nancy Theory**

No.	Classification	The students Error	
		Total	Percentage (%)
1.	Missing Subject	14	18,42
2.	Missing Verb	1	1,31
3.	Missing Subject and Verb	1	1,31
4.	Dependent Clause	0	0
5.	Fused Sentence	3	3,95
6.	Comma Splice	7	9,21
Total		26	34,21

*Source: The distribution of the students' error on compound complex sentences.*

Based on the data analysis it shows that the students made a lot of, the total of student that errors are 26 which consist of;

1. The students' errors on compound complex sentences belong to missing subject is 14 errors or 18,42%
2. The students' errors on compound complex sentences belong to missing verb is 1 error or 1,31%
3. The students' errors on compound complex sentences belong to missing verb and subject is 1 error or 1,31 %
4. The students' errors on compound complex sentences belong to dependent clause of error 0 error or 0%
5. The students' errors on compound complex sentences belong to fused sentences 3 errors or 3,94%
6. The students' errors on compound complex sentences belong to comma splice 7 errors or 9,21%

### C. Discussion

The data analysis described that the fourth semester students of English Education Department. After analyzing the data, the students still made a lot of errors on compound complex sentences. The totals of student errors were 26 errors from 76 sentences or 34,21%, from all 76 sentences. They are consists of the students errors belong to missing subject were 14 errors or 18,42%, the students' error belong to missing verb were 1 error or 1,31%, the students' errors belong to missing subject and verb 1 error or 1,31%, the students error belong to dependent clause were 0 or 0%. The student error belong to fused sentences were 3 errors or 3,95%, and then the student error belong to comma splice were 7 errors or 9,21 %.It means that the highest students' errors is missing subject.

According to the result of the data, the researcher explained that the students have not mastered the structure and grammar on compound complex sentences. It can see from the number of the errors. The highest errors that made by students belong to missing subject. The total errors belong to missing subject are 14 errors or 18,42%. The researcher can conclude that the students make a lot of errors in the missing subject.

The second error was that made by the students in comma splice. Occurs when two or more independent clauses are joined only by a comma and in other comma splices, the comma is accompanied by a joining word that is not a coordinate conjunction. The total of omission errors are 7 errors or 9,21%. The researcher could conclude that the students make a lot of errors



in the comma splice and it means that students still confuse in grammatical. It showed the students made error in structure and grammar. They confused to arrange the words to be clause on compound complex sentence.

The third level of errors made by the students were fused sentences. The total of fused sentences error was 3 errors or 3,95%. Many students made errors in independent clauses run together with no marks of punctuation or coordinating conjunctions to separate them. It is caused one sentence runs into another one

Based on the explanation above, it can be concluded that the students have not understand the grammar and structure on compound complex sentence. The students confuse to make grammatical sentences and they still apply Indonesia structure and grammar when made English sentences.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on analysis of chapter four, it is got the data as follows;

1. This research has found errors on compound complex sentences made by the fourth semester students' English Education Department of The State Institute for Islamic Studies of Metro. This research used Diana and Nancy theory, there are two classifications of error that have been divided into six types. They consisted of missing subject, missing verb, missing subject and verb, dependent clause, fused of sentence and comma splice. The finding of the research was 76 compound complex sentences, it was found that there were 23 error sentences and it showed the students made a total of 26 errors which consisted of error belong to missing subject was 14 or 18,42%, errors belong to missing verb was 1 or 1,31%, errors belong to missing subject and verb was 1 or 1,31%, and the error belong to dependent clause was 0 or 0%, errors belong to fused sentences was 3 or 3,95%, errors belong to comma splice was 7 or 9,21 %. It means that the highest error was missing subject.
2. The errors on compound complex sentences were because the fourth semester students' Education Department of The State Institute of Islamic Studies of Metro were still confused to arrange the words into compound complex sentences. The main problem has been faced by

the students; they cannot understand the structure of sentences and component on compound complex sentence. Therefore, they should learn more about components on compound complex sentence.

## **B. Suggestion**

### 1. For students

The students are suggested to learn more about compound complex sentence, to learn structure of compound complex sentences, how to apply wrong structure and grammar on compound complex sentence. To master English grammar the students should often try made sentence, the students can try to write the compound complex sentence and analysis the component and structure deeply.

### 2. For lecturer

The lecturer is suggested to give more knowledge about compound complex sentence, include the component and the grammar structure. The lecturer should give more exercise in applying grammar but also by giving the theory of grammar, the lecturer gave more easily understood explanation in order to make students more interested in learning English, especially the grammar.

### 3. For researcher

This study is also intended to give suggestion for further researchers who are going to discuss the similar topic. The way to overcome the students' problems in the case of giving punctuation, moreover the

commas, for instance, has not been included in this study. The researcher also suggests to the next other researchers to develop a research to improvement of student's compound complex sentences.

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# APPENDIXES

## Research picture documentation



**Picture 1: The researcher interviews the student**



**Picture 2: The researcher interviews the student**





**Picture 3: The researcher interviews the student**



**Picture 4: The researcher interviews the student**



**Picture 5: The researcher interviews the student**



**Picture 6: The researcher interviews the student**



**Picture 7: The researcher interviews the student**



**Picture 8: The researcher interviews the student**



**Picture 9: The researcher interviews the student**



**Picture 10: The researcher interviews the student**





**Picture 11: The researcher interviews the student**



**Picture 12: The researcher interviews the student**

Nama : Sarah F. M. Tambunan  
Kelas : C  
NPM : 1101070140

#### Klompok 4

1. What is the definition of Compound Complex Sentence ?

→ Compound complex sentence is a sentence having two or more coordinate independent clauses and one or more dependent clauses.

2. please, identify the sentences below :

a. The weather is nice , but we still cannot go  
Independent clause    Conjunction    Independent

to the beach because my father is sick .  
clause    Conjunction    dependent clause

b. When I grow up , I want to be a ballerina  
Conjunction    dependent clause    Independent clause

and , my mom is proud of me .  
Conjunction    Independent Clause

40

3. please make two Compound complex sentence

a. Use formula one

X ( The computer that is broken, needs to be repaired, but I do not have enough money.)

b. Use formula two

X ( Because you were late, we could not watch the movie from the beginning, and I need to re-watch it again.)

(

Name: Ahmad Dhan Pratama

NPM: 1701070064

Group: 1

Home work from group 1

Answer

1.) Compound Complex Sentence is a sentence whose structure consists of 2 sentences that can stand alone (independent) and one or more sentences that can not stand alone (dependent).

2.) a. The weather is nice, but we still can not go  
 independent clause      conjunction      independent clause  
to the beach because my father sick.  
conjunction  
 dependent clause.

b. When I grow up, I want to be a ballerina  
conjunction      independent clause  
 dependent clause

and my mom is proud of me.  
conjunction      independent clause

3.) ⇒ I will go to the mountain, when the holidays  
 × have arrived.

⇒ When ① run, my body feels tired.  
 ×

90

Nurul Apifach  
1701070036.

1. A Compound-Complex sentence is made from two independent clauses and one or more dependent clauses.

2. → The weather is nice, but we still can not go  
Independent clause Conjunction

to the beach because my father sick.  
Comp S Complex S

→ When I grow up, I want to be a ballerina  
dependent clause independent clause

and my mom is proud of me.  
Conjunction Independent clause

3. → Andrea found a lot of expired food, but  
Independent clause Conjunction

he did not get ride of it because  
Independent clause Conjunction

he was too lazy to do it.  
dependent clause

→ People who exercise regularly rarely  
Independent clause

get sick; they usually have a  
Dependent clause

great Immune System, but do not  
Independent clause Conjunction

do it over.  
Independent clause



Abdul Aziz Al-Sikri  
171070157  
CLING

Assignment from fourth group

1) What is the definition of Compound Complex Sentence  
is a sentence whose structure consists of 2.

Sentences that can stand alone (independent) and 1 or more sentences that cannot stand alone (dependent).

2) Please identify the sentences below:

a. The weather is nice <sup>IC</sup>, but we still can't go <sup>IC</sup>  
<sub>conjunction</sub>

To the beach <sup>IC</sup> because my father is sick. <sup>IC</sup>  
<sub>conjunction</sub>

b. When I grow up <sup>IC</sup>, I want to be a ballerina. <sup>IC</sup>  
and my mom is proud of me. <sup>IC</sup>  
<sub>conjunction</sub>

3) Please make 2 compound complex sentences

a. The students are doing the homework, because they will submit it tomorrow.

b. Because you are late, we could not watch the movie from the beginning and I need to watch again.

60

Homework Group 4

Nama : Nova Amelia P  
ID : 1701070191

1. ~~1/2~~ Definition of Compound Complex sentences is a sentences whose structure consists of 2 sentences that can stand alone (independent) and 1 more sentences that can not stand alone (dependent).

2. a. The weather is nice, but we still can not go to the beach, because my father is sick.  
independent clause + conjunction + independent clause + conjunction + dependent clause

20

~~3.~~ b. When I grow up, I want to be a ballerina and my mom is proud of me.  
conjunction + dependent clause + independent clause + conjunction + independent clause

3. a. Use formula one

20 " The man believed in the system, and he knew that justice would prevail after the murderer was sent to jail.

b. Use formula two

20 3. After the two soccer players lost their game, they joined their other teammates for lunch, and they went to the movies.

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Name : Dewi Purwati  
 class / Group : T&I C / group 2  
 Npm : 1701070078

Compound complex sentence (group 4)

1.) What is the definition of compound complex sentence?  
 Compound complex sentence is a sentence whose structure consist of two sentence that can stand alone (independent) and one or more sentences that can not stand alone (dependent).  
 In ~~complex~~ compound complex sentence, you can tell 3 events that each have 1 subject, 1 verb and 1 sentence description or more. Just like complex sentence, in compound complex sentence you will also use a conjunction to connect between sentences with one sentence.

2.) Please identify the sentences below:  
 a.) The weather is nice but we still cannot go to the beach  
 Independent clause s.conj. Independent clause  
because my father is sick.  
 conj. dependent clause

b.) When I grow up, I want to be a ballerina and my mom is proud of me.  
 s.conj dependent c. Independent clause s.conj independent-clause.

3.) Please make ~~a sentence~~ to compound complex sentence.  
 a.) use formula one  
 I will come to you birthday party but my mother forbids me if I am not accompanied by my father.

b.) use formula two  
 While mr. Basuki was being jailed, his wife visited him and bring his favorite food.

~~80~~ 60



Name : Kurniasari Wahyuningsrum  
 Npm : 1701070114

### Exercise

Kelompok 4.

1. What is the definition of Compound complex sentences
2. Please identify the Sentences below.
  - a. The weather is nice, but we still can't go to the beach because my father is sick.
  - b. When I grow up, I want to be a ballerina and my mom is proud of me.
3. Please make to Compound Complex Sentences.
  - a. Use Formula one.
  - b. Use Formula two.

answer

1. <sup>capital letter</sup> ~~Compound~~ Complex sentences is a sentence whose structure of two (independent c.) and one or more (dependent c.).
2. a. The weather is nice, <sup>(simple) independent c.</sup> but we still can't go to <sup>conjunction</sup> the beach, <sup>independent (compound c.)</sup> because my father is sick. <sup>conjunction dependent</sup>
  - b. When I grow up, <sup>conjunction dependent</sup> I want to be a ballerina <sup>independent</sup> and my mom is proud of me. <sup>conjunction independent</sup>
3. a. Mia likes to apple, and she is buying in the market because she is very like it.
- b. If you want to success, you must study hard and you must praying every time.

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Name : Anton Gusrion  
NPM : 1901070163

### 3. Compound complex sentence

#### A. Definition

Compound complex sentence is a compound sentence that comprises at least two independent clauses and one or more dependent clauses. Compound complex sentence is a combination of compound sentence and compound complex sentence.

#### B. Please identify the sentence below:

20 - The weather is nice, but we still can't go to the beach because my father sick.  
Independent C      conj      Independent C      conj      Dependent C

30 - When I grow up, I want to be a ballerina and my mom is proud of me.  
conj      Dependent C      Independent C      conj      Independent C

#### C. Please make 10 compound complex sentences

- I do not like the cookies that she bakes, but I still eat it.
- When I feel hungry and my mother is not at home, I will cook instant noodle.

60

# ORGANIZATION STRUCTURE OF IAIN METRO

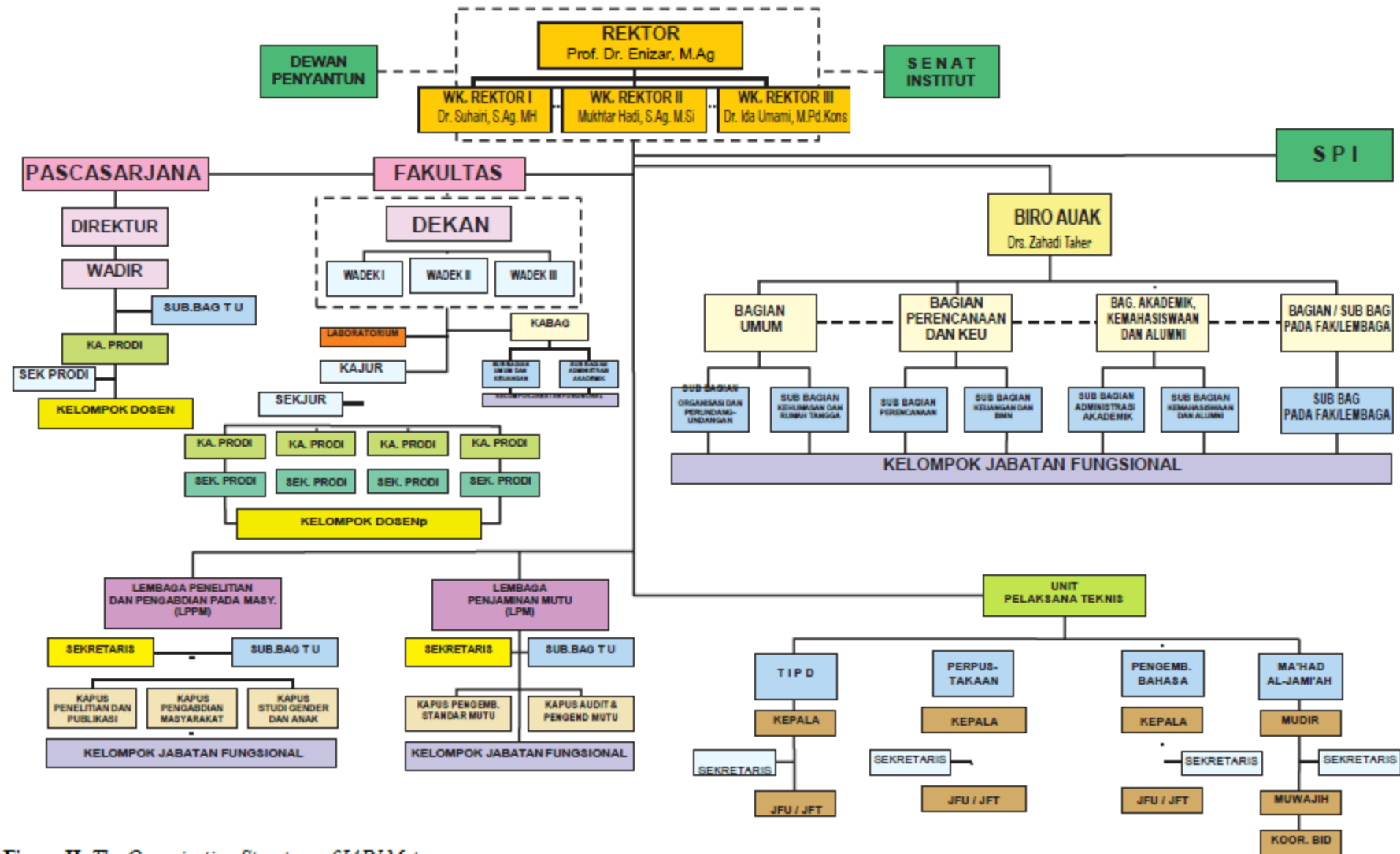


Figure II. The Organization Structure of IAIN Metro

### 3. The Location Sketch of IAIN Metro

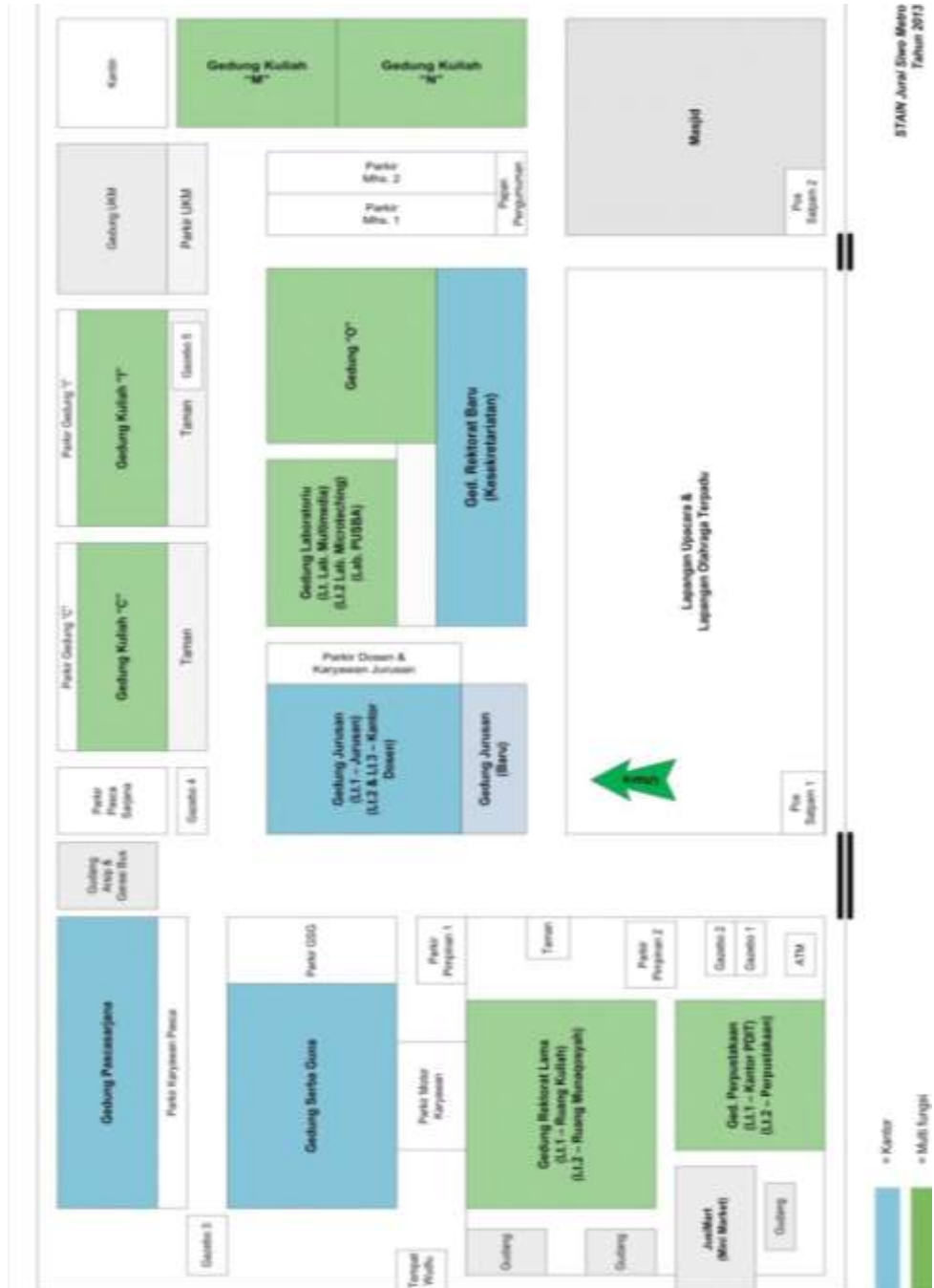
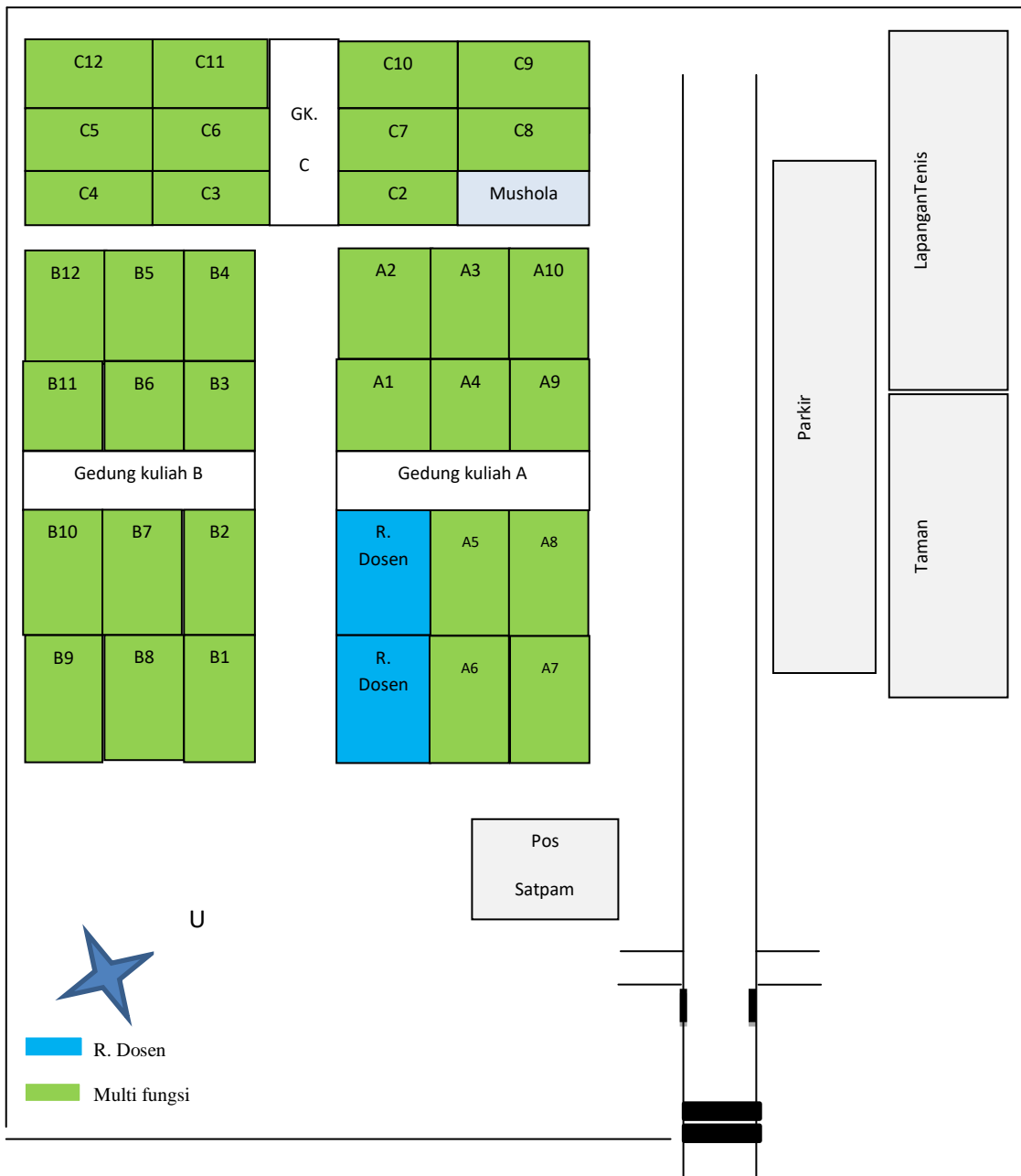


Figure III. The Location Sketch of Campus 1 IAIN Metro



Source: Documentation of IAINMetro in Academic Year of 2016/2017.

**Figure IV.** The Location Sketch of Campus 2 IAIN Metro



## INTERVIEW TRANSCRIPT

Students' Name : Nela Amelia

St. Number : 1601070035

No.		Interview Material
1.	Researcher	Do you know about compound complex sentence?
	Informant	Yes, I know
2.	Researcher	How you got the knowledge about compound complex sentence?
	Informant	I got the knowledge about compound complex sentence from writing class.
3.	Researcher	Did you ever make compound complex sentences?
	Informant	Yes, I did
4.	Researcher	What is main problem in making compound complex sentences?
	Informant	I don't understand the component in complex sentence; I confuse to differentiate between independent clause and dependent clause.
5.	Researcher	How the way you write English sentences (especially compound complex sentence), translate word by word or overall?
	Informant	I write overall, not word by word
6.	Researcher	Did you analyze the component of compound complex sentence?
	Informant	No. I can not

### INTERVIEW TRANSCRIPT

Students' Name : Putri Jayanti

St. Number : 1601070043

No.		Interview Material
1.	Researcher	Do you know about complex sentence?
	Informant	Yes, I know
2.	Researcher	How you got the knowledge about compound complex sentence?
	Informant	I got from campus when studying in grammar class
3.	Researcher	Did you ever make compound complex sentences?
	Informant	Yes, I did
4.	Researcher	What is main problem in making compound complex sentences?
	Informant	I confuse to differentiate between independent clause and dependent clause
5.	Researcher	How the way you write English sentences (especially compound complex sentence), translate word by word or overall?
	Informant	I write overall, not word by word
6.	Researcher	Can you mention explain about the component of compound complex sentence?
	Informant	No, I can not

### INTERVIEW TRANSCRIPT

Students' Name :Haula Anisa

St. Number : 1601070022

No.		Interview Material
1.	Researcher	Do you know about compound complex sentence?
	Informant	Yes, I do
2.	Researcher	How you got the knowledge about compound complex sentence?
	Informant	I got the knowledge about compound complex sentence in grammar class
3.	Researcher	Did you ever make compound complex sentences?
	Informant	Yes, I did
4.	Researcher	What is main problem in making compound complex sentences?
	Informant	I don't know about the structure and grammar on compound complex sentence
5.	Researcher	How the way you write English sentences (especially compound complex sentence), translate word by word or overall?
	Informant	I write overall, not word by word
6.	Researcher	Can you mention explain about the component of complex sentence?
	Informant	No, I can not

### INTERVIEW TRANSCRIPT

Students' Name : Vini Ayu Sugesti

St. Number : 1601070054

No.		Interview Material
1.	Researcher	Do you know about compound complex sentence?
	Informant	Yes, I do
2.	Researcher	How you got the knowledge about compound complex sentence?
	Informant	I got the knowledge the compound complex sentence from grammar materi in second semester
3.	Researcher	Did you ever make compound complex sentences?
	Informant	Yes, I did
4.	Researcher	What is main problem in making compound complex sentences?
	Informant	I don't understand the component in compound complex sentence; I confuse to differentiate between independent clause and dependent clause.
5.	Researcher	How the way you write English sentences (especially compound complex sentence), translate word by word or overall?
	Informant	I write overall, not word by word
6.	Researcher	Can you mention explain about the component of compound complex sentence?
	Informant	No, I can not

### INTERVIEW TRANSCRIPT

Students' Name : Rizky Wahyuni

St. Number : 1601070163

No.		Interview Material
1.	Researcher	Do you know about compound complex sentence?
	Informant	Yes, I do
2.	Researcher	How you got the knowledge about compound complex sentence?
	Informant	I got the knowledge about compound complex sentence from learning process in campus and course
3.	Researcher	Did you ever make compound complex sentences?
	Informant	Yes, I did
4.	Researcher	What is main problem in making compound complex sentences?
	Informant	I still confused to differentiate the part of compound complex sentence component.
5.	Researcher	How the way you write English sentences (especially compound complex sentence), translate word by word or overall?
	Informant	I write overall, not word by word
6.	Researcher	Can you mention explain about the component of compound complex sentence?
	Informant	No, I can not

### INTERVIEW TRANSCRIPT

Students' Name : Windiyana Prestiwanti

St. Number : 1601070059

No.		Interview Material
1.	Researcher	Do you know about compound complex sentence?
	Informant	Yes, I do
2.	Researcher	How you got the knowledge about compound complex sentence?
	Informant	I got the knowledge about compound complex sentences in grammar class
3.	Researcher	Did you ever make compound complex sentences?
	Informant	Yes, I did
4.	Researcher	What is main problem in making compound complex sentences?
	Informant	I confuse to differentiate all the structure on compound complex sentence.
5.	Researcher	How the way you write English sentences (especially compound complex sentence), translate word by word or overall?
	Informant	I write overall, not word by word
6.	Researcher	Can you mention explain about the component of compound complex sentence?
	Informant	No, I can not

### INTERVIEW TRANSCRIPT

Students' Name : Vela Setiana

St. Number :1601070053

No.		Interview Material
1.	Researcher	Do you know about compound complex sentence?
	Informant	Yes, I know about the compound complex sentences
2.	Researcher	How you got the knowledge about compound complex sentence?
	Informant	I got the knowledge the compound complex sentence from reading books
3.	Researcher	Did you ever make compound complex sentences?
	Informant	Yes, I did
4.	Researcher	What is main problem in making compound complex sentences?
	Informant	I forget the structure on complex sentence, because I use complex sentence rarely
5.	Researcher	How the way you write English sentences (especially compound complex sentence), translate word by word or overall?
	Informant	I write overall, not word by word
6.	Researcher	Can you mention explain about the component of compound complex sentence?
	Informant	No, I can not

### INTERVIEW TRANSCRIPT

Students' Name : Elby Nourma Mudha

St. Number : 1601070012

No.		Interview Material
1.	Researcher	Do you know about compound complex sentence?
	Informant	Yes, I know
2.	Researcher	How you got the knowledge about compound complex sentence?
	Informant	I got the knowledge about compound complex sentence in grammar class
3.	Researcher	Did you ever make compound complex sentences?
	Informant	Yes, I did
4.	Researcher	What is main problem in making compound complex sentences?
	Informant	I do not master structure and grammar, I have few vocabularies.
5.	Researcher	How the way you write English sentences (especially compound complex sentence), translate word by word or overall?
	Informant	I write overall, not word by word
6.	Researcher	Can you mention explain about the component of compound complex sentence?
	Informant	No, I can not



### INTERVIEW TRANSCRIPT

Students' Name : Nisa Astuti

St. Number : 1601070158

No.		Interview Material
1.	Researcher	Do you know about compound complex sentence?
	Informant	Yes, I know
2.	Researcher	How you got the knowledge about compound complex sentence?
	Informant	I got knowledge by reading books and from grammar class.
3.	Researcher	Did you ever make compound complex sentences?
	Informant	Yes, I did
4.	Researcher	What is main problem in making compound complex sentences?
	Informant	I don't understand the grammar in compound complex sentence, I have few vocabularies.
5.	Researcher	How the way you write English sentences (especially compound complex sentence), translate word by word or overall?
	Informant	I write overall, not word by word
6.	Researcher	Can you mention explain about the component of compound complex sentence?
	Informant	No, I can not

### INTERVIEW TRANSCRIPT

Students' Name : Riza Fitriani

St. Number : 1601070045

No.		Interview Material
1.	Researcher	Do you know about compound complex sentence?
	Informant	Yes, I do
2.	Researcher	How you got the knowledge about compound complex sentence?
	Informant	I got the knowledge about compound complex sentence by reading grammar book material in second semester
3.	Researcher	Did you ever make compound complex sentences?
	Informant	Yes, I did
4.	Researcher	What is main problem in making compound complex sentences?
	Informant	I don't understand the structure of compound complex sentence deeply.
5.	Researcher	How the way you write English sentences (especially compound complex sentence), translate word by word or overall?
	Informant	I write overall, not word by word
6.	Researcher	Can you mention explain about the component of compound complex sentence?
	Informant	No, I can not



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)  
JURAI SIWO METRO**

Jl. Ki Hajar Dewantara 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507, Fax. (0725) 47296 Website: www.stainmetro.ac.id, e-mail: stainjusi@stainmetro.ac.id

**SURAT IZIN PRA SURVEY**

**Nomor : Sti.06/K.1/TL.01/4869/ 2016**

Wakil Ketua 1 Sekolah Tinggi Agama Islam Negeri (STAIN) Jurai Siwo Metro  
menugaskan kepada Sdr. :

Nama : FITRI PUSPITA SARI  
NPM : 1291947  
Semester : IX (Sembilan)

- Untuk :
1. Mengadakan pra observasi / survey di **STAIN Jurai Siwo Metro**, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan SKRIPSI mahasiswa yang bersangkutan dengan judul : " **AN ERROR ANALYSIS ON COMPLEX SENTENCE OF ENGLISH STUDY PROGRAM STUDENTS OF STAIN JURAI SIWO METRO.**"
  2. Waktu yang diberikan mulai tanggal 5 Desember 2016 sampai dengan selesai.

Kepada pejabat yang berwenang di lingkungan STAIN Jurai Siwo Metro agar dapat memberikan bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 5 Desember 2016

Wakil Ketua 1,



Husnul Fatarib, Ph.D

NIP. 197401041999031004



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) JURAI SIWO METRO  
JURUSAN TARBIYAH**

*Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507*

Nomor : Sti.13/JST/PP.00.9/0126/2016  
Lamp : -  
Hal : **IZIN PRA SURVEY**

Metro, 06 Januari 2016

*Kepada Yth.,*  
Ketua STAIN Jurai Siwo Metro  
Di -  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Fitri Puspa Rini  
NPM : 1291947  
Jurusan : Tarbiyah  
Prodi : PBI  
Judul : An Error Analysis On Complex Sentence Of english Study  
Program Students Of STAIN Jurai Siwo Metro

Untuk melakukan *PRA SURVEY* di STAIN Jurai Siwo Metro.

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



An. Ketua Jurusan,  
Sekretaris

Siti Annisah, M.Pd  
NIP. 19800607 200312 2003



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

Nomor : B-0138/In.28.1/J/TL.00/1/2018  
 Lamp : -  
 Hal : **BIMBINGAN SKRIPSI**

10 Januari 2018

Kepada Yth:

1. Dr. Widhiya Ninsiana, M.Hum
2. Trisna Dinillah Harya, M.Pd

Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Fitri Puspa Rini  
 NPM : 1291947  
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
  - a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
  - b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
  - a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif
  - b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis)
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan
  - a. Pendahuluan ± 1/6 bagian
  - b. Isi ± 2/3 bagian
  - c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

KEMENTERIAN AGAMA  
 JURUSAN TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO LAMPUNG  
 Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd  
 NIP. 197506102008011014





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507, Faksimili (0725) 47295, Website: www.tarbiyah.iainmetro.ac.id, e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0746/In.28/D.1/TL.00/02/2018  
 Lampiran : -  
 Perihal : **IZIN RESEARCH**

Kepada Yth.,  
 Rektor IAIN METRO  
 di-  
 Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-0745/In.28/D.1/TL.01/02/2018 tanggal 22 Februari 2018 atas nama saudara:

Nama : **FITRI PUSPA RINI**  
 NPM : 1291947  
 Semester : 12 (Dua Belas)  
 Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di IAIN METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON COMPLEX SENTENCE OF STUDENTS' ENGLISH EDUCATION DEPARTMENT OF THE STATE ISLAMIC INSTITUTE OF METRO IN ACEDEMIC YEAR 2017/2018".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 22 Februari 2018  
 Wakil Dekan I,

  
 Dra. Isti Fatonah MA  
 NIP 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan K. Hajar Dewantara Kampus 15 A Jiringmulya Metro Timur Kota Metro Lampung 38111

Telepon (0725) 41507, Faksimil (0725) 47295, Website: www.tarbiyah.metroiainw.ac.id, e-mail: tarbiyah.iain@metro.iainw.ac.id

**SURAT TUGAS**

Nomor: B-0745/In.28/D.1/TL.01/02/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
 menugaskan kepada saudara:

Nama : FITRI PUSPA RINI  
 NPM : 1291947  
 Semester : 12 (Dua Belas)  
 Jurusan : Pendidikan Bahasa Inggris

- Untuk:
1. Mengadakan observasi/survey di IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ERROR ANALYSIS ON COMPLEX SENTENCE OF STUDENTS' ENGLISH EDUCATION DEPARTMENT OF THE STATE ISLAMIC INSTITUTE OF METRO IN ACEDMIC YEAR 2017/2018".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di Metro  
 Pada Tanggal 22 Februari 2018

Mengetahui  
 Pejabat Sekolah  
  
 Ahmad Subhan Rizki, M.Pd.

Dekan I  
  
 Fatonah MA  
 070531 199303 2.003



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. KH. Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111  
 Telp. (0725) 41507, e-mail: iain@metrouniv.ac.id, website: www.metrouniv.ac.id

**SURAT KETERANGAN TELAH MELAKSANAKAN REASEARCH**

**No:** B-3871/In.28-D.1/TL-00 9/5/2018

Menindak lanjuti surat Institut Agama Islam Negeri (IAIN) Metro Nomor: B-0745/In.28/D.1/TL 01/02/2018, tanggal 22 Februari 2018 Perihal **Izin Research**, Dengan ini Ketua Jurusan Tadris Bahasa Inggris IAIN Metro menerangkan bahwa :

Nama : **Fitri Puspa Rini**  
 NPM : 1291947  
 Jurusan : Tadris Bahasa Inggris (TBI)

Telah melaksanakan **Penelitian** selama 2 minggu 07 Mei s/d 21 Mei 2018 di IAIN Metro dengan Judul “ AN ERROR ANALYSIS ON COMPOUND COMPLEX SENTENCE OF STUDENTS’ THE ENGLISH EDUCATION DEPARTMENT OF THE STATE ISLAMIC INSTITUTE OF METRO IN ACADEMIC YEAR 2017/2018” dengan baik.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 22 Mei 2018  
 Ketua Jurusan TBI



**Ahmad Subhan Roza, M.Pd**  
 NIP. 197506102008011004

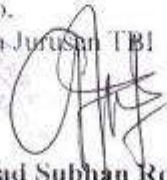


## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Fitri Puspa Rini  
 NPM : 1291947  
 Fakultas : TARBIYAH  
 Jurusan : TBI  
 Angkatan : 2012

Telah menyerahkan buku berjudul A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Language


Metro,  
 Ketua Jurusan TBI  
  
 Ahmad Subhan Roza, M.Pd  
 NIP. 19750610 200801 1 014

## SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Fitri Puspa Rini  
 NPM : 1291947  
 Fakultas : TARBIYAH  
 Jurusan : TBI  
 Angkatan : 2012

Telah menyerahkan buku berjudul A Kaleidoscope of Models and Strategies for Teaching English to Speakers of Other Language

Metro,  
 Ketua Jurusan TBI  
  
 Ahmad Subhan Roza, M.Pd  
 NIP. 19750610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-0275/In.28/S/OT.01/04/2018**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : FITRI PUSPA RINI  
NPM : 1291947  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 1291947.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 12 April 2018  
Kepala Perpustakaan,



*[Handwritten Signature]*  
Drs. Mokhtari Sudin, M.Pd.  
NIP. 195808311981031001



**KEMENTRIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp.(0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id; E-mail: iainmetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN IAIN METRO**

Nama : Fitri Puspa Rini      Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI  
NPM : 1291947              Semester/TA : XI/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis 20-4-2017		✓	Revise Grammar	<i>Fitri Puspa Rini</i>
2	Kamis 28-4-2017		✓	Revise Chapter I	<i>Fitri Puspa Rini</i>
3	Kamis 4-5-2017		✓	Acc Chapter I Continue to chapter II	<i>Fitri Puspa Rini</i>
4	Selasa 30-5-2017		✓	Revise Chapter II	<i>Fitri Puspa Rini</i>
5	Jumat 09-6-2017		✓	Acc chapter II Continue to chapter III	<i>Fitri Puspa Rini</i>

Diketahui:  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd**  
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp.(0725) 41507, Faksimili (0725) 47296, Website: www.metrouniv.ac.id, E-mail: iainmetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN IAIN METRO**

Nama : Fitri Puspa Rini      Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI  
NPM : 1291947              Semester/TA : XI/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
6.	Senin 04-09-2017		✓	Revise chapter <u>IV</u> Pay attention: to be, article and prep.	<i>Fitri Puspa Rini</i>
7.	Senin 25-09-2017		✓	Acc Chapter <u>III</u>	<i>Fitri Puspa Rini</i>

Diketahui:  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd**  
NIP. 19830511 200912 2 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp.(0725) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id; E-mail: iainmetro@metrouniv.ac.id

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO**

Nama : Fitri Puspa Rini      Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI  
NPM : 1291947                      Semester/TA : XI/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Kamis 04-01-2016	✓		Revise Chapter II - References	
2	Selasa 15-02-2016	✓		Revise Chapter III - Revise all parts based on thesis qualitative	
3	Selaso 19-04-2016	✓		Revise Chapter I - Background of Research 1. Prasurvey research 2. Student documentity - Prior Research	
4	Selaso 16-01-2017	✓		Revise Chapter I - Background complex sentence minim theory - Problem formulation	

Diketahui:  
Ketua Jurusan TBI

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Dosen Pembimbing I

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**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO**

Nama : Fitri Puspa Rini      Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/ TBI  
NPM : 1291947                      Semester/TA : XI/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
5.	Rabu 23-03-2017	✓		Revise Chapter III • Data Resource • Approach	
6.	Jumat 07-04-2017	✓		Revise Chapter I • Prior Research (Add gap your research, and the other research) Revise chapter III • Data Resource • Data Collecting technique	
7.	Senin 02-10-2017	✓		Revise Chapter I • Prior Research • Add prasurvey sample in background of study	

Diketahui:  
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NPM : 1291947              Semester/TA : XI/2017

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
8	Selasa 07-11-2017	✓		Revise Chapter I • Background of Study  Revise Chapter III • Data Resource	
9	Rabu 15-11-2017	✓		Revise Chapter I • Focus of Research • Objectives and benefits of the research Revise chapter III • Data analysis technique	
10	27/11/2017	✓		Acc To seminar	

Diketahui:  
Ketua Jurusan TBI

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**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA**  
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Nama : Fitri Puspa Rini      Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI  
 NPM : 1291947              Semester/TA : XII/2018

No	Hari/ Tanggal	Pembimbing		Hal yang dibicarakan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 12-3-2018	✓		Revise interview questions. (APD)	<i>Fitri Puspa Rini</i>
2.	Senin 7/5/2018	✓		Acc APD	<i>Fitri Puspa Rini</i>

Mengetahui  
Ketua Jurusan TBI,

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**FORMULIR KONSULTASI BIMBINGAN SKRIPSI**

Nama : Fitri Puspa Rini                      Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan  
 NPM : 1291947                                  Semester / T.A : XII/2018

No	Hari / Tanggal	Pembimbing		Hal Yang Dibicarakan	Tanda Tangan
		I	II		
1.	Rabu 31-10-2018	✓		<ul style="list-style-type: none"> <li>• Revise abstract</li> <li>• Revise ch. I, II &amp; III</li> <li>• Revise ch. IV</li> <li>• Revise general description of the data</li> </ul>	
2.	Rabu 14-11-2018	✓		<ul style="list-style-type: none"> <li>• Revise error classification of error</li> <li>• Revise table 9 and 10 about observation result</li> </ul>	
3.	Jumat 7-12-2018	✓		<ul style="list-style-type: none"> <li>• Revise abstract</li> <li>• Revise ch. V (Conclusion)</li> </ul>	
4.	Kamis 20-12-2018	✓		<ul style="list-style-type: none"> <li>• Revise conclusion &amp; suggestion</li> </ul>	
5.	Kamis 27-12-2018	✓		Acc to blumgankh	

Diketahui  
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Nama : Fitri Puspa Rini                      Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan  
 NPM : 1291947                                  Semester / T.A : XII/2018

No	Hari / Tanggal	Pembimbing		Hal Yang Dibicarakan	Tanda Tangan
		I	II		
1	Senin 15/1/2018		✓	- Revise interview question - Revise observation sheets	
2	Senin 20/1/2018		✓	Revise students' observation sheets	
3	Senin 19/2/2018		✓	Acc interview question	

Diketahui  
Ketua Jurusan TBI

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**Trisna Dinillah Harya, M.Pd**  
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 NPM : 1291947      Semester / T.A : XII/2018

No	Hari / Tanggal	Pembimbing		Hal Yang Dibicarakan	Tanda Tangan
		I	II		
1.	Rabu 28/5/2018		✓	Revise ch. <u>iv</u>	<i>Imsthus</i>
2.	Rabu 13/6 -18		✓	Revise ch - <u>iv</u> & <u>v</u>	<i>Imsthus</i>
3.	Rabu 26/6 - 18.		✓	Revise Data analyse	<i>Imsthus</i>
4.	Selasa 27/9 - 18		✓	Revise typing technique - Revise table 9 change the font size.	<i>Imsthus</i>

Diketahui  
Ketua Jurusan TBI

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 NPM : 1291947      Semester / T.A : XII/2018

No	Hari / Tanggal	Pembimbing		Hal Yang Dibicarakan	Tanda Tangan
		I	II		
5.	Selasa 23/10 - 18		✓	Acc ch. IV, V Continue to 1st Advisor	

Diketahui  
Ketua Jurusan TBI

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Dosen Pembimbing II

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NIP. 198305112009122004

## **CURRICULUM VITAE**



Fitri Puspa Rini was born in Metro, May 6, 1989. She is the third daughter from Mr. Puspadi and Mrs. Judiah.

She had graduated from kindergarten (TK Pertiwi Ganjar Agung) West Metro, Lampung in 1996. One year later she graduated from elementary school (SDN 6) West Metro, Lampung in 2002. Three years later she graduated from Junior High School (SMPN 3) Metro, Lampung in 2005. She continued to Senior High School of SMAN 2 Metro in 2008. Then, she continued the study at S1 English Education Department of The State Institute Islamic Studies of Metro in 2012.