

THE TYPES OF SENTENCE USED IN NEWS ITEM TEXT
(A Study at the Third Semester Students of English Language
Department of UIN Walisongo Semarang in the Academic Year
2016/2017)

THESIS

Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
in English Language Education



By:

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WALISONGO STATE ISLAMIC UNIVERSITY
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2018

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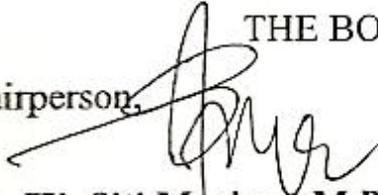
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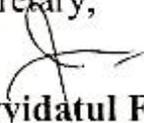
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The Dean of Faculty of Education and Teacher Training
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Assalamualaikum Wr, Wb.

I confirm that I have given guidance, briefing and correction to whatever extent necessary of the following identification:

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I state that the thesis is ready to be submitted to Faculty of Education and Teacher Training Walisongo State Islamic University to be examined at Munaqasah session.

Wassalamualaikum Wr. Wb.

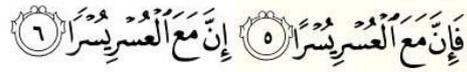
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MOTTO



“Then verily along with every hardship is relief. Verily along with every hardship is relief”.
(QS. Al Insyirah 5-6)¹

قيد و العلم با لكتابة

“Tie knowledge up by holy book (by writing)”. (Hadist Shahih defined by Al-Albaaniy in Ash-Shahiihah geneology number 2026)²

“Discipline is my breath, loyalty is my pride, and respectability is everything”.

¹ Indra Laksana and Abdul Raup, *Al-Qur'an dan Terjemah An Nafi'*, (Yogyakarta: Crimea Quran, 2006), P. 596.

²Abul-Jauzaa', <http://abul-Jauzaa.blogspot.co.id/2011/10/salaf-antara-mencatat-dan-tak-mencatat.html?m=1>, Diakses pada tanggal 17/11/2017 Pukul 11.56 WIB.

DEDICATION

I have deepest excitement of dedicating this thesis to:

1. My beloved father Suyatno and my beloved mother Aenur Rohmah, thanks for supporting me in every breath and step I take, for giving me love, pray, advice, and everything for my better life, you are my heroes in my life and you will never regret to dedicate your time and your life for me. I hope that Allah will always bless you and you always be health and never forget to always be grateful.
2. My grandma Kalimah al Hajj who never stops to help me in every difficulty to fulfill what I need in every single day.
3. My brother Muhammad Bahrul Ulum who gives me spirit to finish the study.
4. My older uncle Ma'sum al Hajj and my older aunt Sukini al Hajj who always support me to continue in the high education and always give me some good advices for my study, my life, and my personal.
5. My daddy, my friend, and my teacher especially Mr. Antonio Soares who always gives me support, spirit for my study. Besides, he has taught me everything and always motivates me to be a great woman.

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In the name of Allah, the Most Beneficent, the Most Merciful.

First and foremost, I would like to thank Almighty Allah SWT for giving me strength, health, knowledge, ability, and opportunity to undertake this research study and to preserve complete it satisfactory. This study has accomplished by writer because of his blessings. Alhamdulillah, Allah gave me enough patience to tackle every problem with calm and ease for the completion of this S.Pd. thesis.

Second, sholawat and salam always be dedicated to our Prophet Muhammad SAW, may the peace and blessings be on the most noble of Prophet and Messengers, our Prophet Muhammad SAW, and on His family and all of His companions. I offer to Him all praise and gratitude, and seek His assistance and forgiveness.

This thesis has been kept on track with the support and encouragement of numerous people including my parents, my friends, and colleagues. I would like to express my gratitude to all those people who made this thesis possible. Thank for the mercy, love, advice, and guidance, because of them I could achieve my dream in finishing my Bachelor Degree of Education under title “The Types of Sentence Used in Students’ Writing (A Study at the Third Semester Students of English Language Department of UIN Walisongo Semarang in the Academic Year 2016/2017)”. The researcher would like to extend her appreciation to:

1. The Dean of Faculty of Education and Teacher Training Dr. H. Rahardjo, M.Ed.St.
2. The Head of the English language Education Department of Faculty of Education and Teacher Training Dr. H. Ikhrom, M.Ag.
3. My advisor Nadiah Ma'mun, M.Pd for her guidance and invaluable advice. Her constructive comments and suggestions throughout thesis work have contributed to the success of this research. Her contribution helped me to shape this thesis into its final and I appreciate for her patience in guiding me to accomplish this thesis.
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Semarang, 6 November 2017

The Writer,

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Student Number: 133411094

ABSTRACT

Title : The Types of Sentence Used in News Item Text (A Study at the Third Semester Students of English Language Education of UIN Walisongo Semarang in the Academic Year 2016/2017)
Writer : Siti Mamdudatul Umriyah
Student Number : 133411094

This research investigated the types of sentence used in News Item text and the further detail explanation that the aim of the study was to explain the frequency occurrence of sentence types used in News Item text. The method of this study was descriptive qualitative. The finding of this study showed that there were four types of sentence such as simple sentence, compound sentence, complex sentence, and compound-complex sentence. According to the percentage analysis, it found that the most frequent used by students in their writing was simple sentence which it obtained 49.59% of the whole number of sentence types found in the students' writing. The second most frequent of sentence types used by students' was complex sentence which it obtained 36.59%, while compound sentence obtained 6.50%, and compound-complex sentence obtained 7.32%. Based on the percentage of clauses used in the complex sentences, it can be classified into three kinds, namely adjective clause, noun clause, and adverbial clause. From the percentage above, it was found that noun clauses are most frequent which obtained 41.07%, the second most frequent clause is adjective clause which obtained 39.29%, and the last is adverbial clause which obtained 19.64%. Based on the data above the researcher concluded that the students in advanced students or in the third semester could not be able yet to mix all the types of sentence in their writing. The writing style cannot be said yet good enough because according to Hogue and Oshima that good writing style can be obtained by mixing the types of sentence. The researcher hopes that advanced students are able to use all the types of sentence in their writing because they are not basic learners, they must improve and develop their skills especially in writing when they want to be good writers by knowing, combining, and mixing all the types of sentence in order to convey the message that is intended.

Keywords: Types of Sentence, News Item Text, Clauses.

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CHAPTER I INTRODUCTION

This chapter consists of background of the study, question of the research, objective of the study, limitation of the study, and significance of the study.

A. Background of the Study

Learning a foreign language must be integrated with the four basic skills which include, listening, speaking, reading, and writing.¹ Learning English means learning grammar and structure because it is one of the ways in mastering English and comprehending language.² Students of English are expected to master the four skills in order to be able to use English communicatively. One of the basic skills is writing because writing is a tool of communication that can help us to have a good socialization. It can express people's idea, feeling and their opinion written language.³ The messenger of Allah about writing in the holy Quran of surah Al Qalam on verse one as follows:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Meaning: "Nun, by the pen and what they inscribe."

Besides, writing also had explained based on the messenger of Allah in the holy Quran of surah Al 'Alaq on verse four as follows:

الَّذِي عَلَّمَ بِالْقَلَمِ

Meaning: "Who taught by the pen"⁴

Writing must be mastered by students in language learning. However, Nunan (1999:271) said that writing is one of language skills must be mastered by the student in language learning. In terms of skills, producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language.⁵

¹HanivahRahman, Fatimah Tanjung, dkk, *An Analysis on Second Year Student's Ability to Write Simple Present Sentences at SMA N 1 BasoKabupatenAgam*, (Unpublished Thesis), p. 1.

²AnisErnawati, *An Analysis Types of Sentences Used by the Students' Essay Writing at the Third Semester of IAIN Tulungagung in the 2013/2014 Academic Years*, (Tulungagung: Unpublished Journal, 2013), p. 2.

³HanivahRahman, Fatimah Tanjung, dkk, *An Amalysis on Second Year Student's Ability to Write Simple Present Sentences at SMA N 1 BasoKabupatenAgam*,..., p. 1.

⁴Naf'anAkhun, *Al Qur'an Terjemahan*,(Semarang: CV. Toha Putra, 2007), p. 950 dan 1069.

⁵David Nunan, *Second Language Teaching and Learning*, (Boston, Massachusetts: Heinle and Heinle Publishers, 1999), p. 271.

In writing, many aspects are considered, such as organization of writing, grammar, punctuation, capitalization, and diction, are often scored in assessing writing. The aim of writing is to write in complete sentence which is correctly punctuated. Sentences begin with a capital letter and end in a full stop, exclamation or question mark. A similar definition is given by Teschner and Evans (2007: 225) as “any sense-marking piece of writing that begins with a capital letter and ends with a period, with three dots, with a question mark or an exclamation point.”⁶

In arranging the text needs some sentences to make a paragraph to be a text. It is important to be able to use a variety of sentence types that are correctly punctuated.⁷ Sentences are not just strings of words that make meaning. Each sentence has particular structure and this sentence structure is the key to punctuation and grammar. It helps us to avoid punctuation and grammar mistakes and more importantly to write stronger, clearer, and more `reader-friendly` sentences.

Besides, Sentence may have different degrees of complexity. They may consist of one or more main clause or they may consist of one or more main clauses with one or more dependent clauses. They called simple, compound, complex, or compound-complex sentences, depending on the types of clauses they contain (Verspoor, 2000).⁸ In this case, the researcher was interested to conduct the research entitled “The Types of Sentence Used In News Item Text (A Study at the Third Semester Students of English Language Department of UIN Walisongo Semarang in the Academic Year 2016/2017).

The researcher hopes that it will help the Students of English to make good sentences based on the types of sentence in their writing. Besides, the students are hoped to use all the types of sentence in their writing.

B. Question of the Research

Based on the background of the study above, the question of the research is what types of sentence are used in News Item text?

⁶Teschner R. V. and Evans E. E, *Analyzing the Grammar of English*, (Washington D.C.: Georgetown University Press, 2007), p. 225.

⁷Darminah, Rahayu Dwi R, dkk, *Structure 2*, (Jakarta: Universitas Terbuka, 2011), p. 2-4.

⁸Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis: An Introductory Course*, (Amsterdam: John Benjamins Publishing Company, 2000), P. 35.

C. Objective of the Study

Based on the statement above that the objective of the study is to find the types of sentence used in News Item text. For further detail explanation that the purpose of this study is to know the frequency occurrence of sentence types used in News Item text.

D. Limitation of the Study

In this study, the writer focuses on the types of sentence provided in News Item text of English students at the Third Semester at UIN Walisongo Semarang. The writer does it because the writer wants to find out the types of sentence and count frequency occurrence. Besides, the writer explains how far the students use the types of sentence in their writing.

E. Significance of the Study

The researcher hopes that this study will be useful to give some contributions for English teaching and learning in English Education Department.

1. For the researcher

The research will help the researcher to convey ideas precisely, to identify basic sentences through identifying of sentence types in News Item text, and to improve writing skill by using the types of English sentences.

2. For the lecturer

It is used as reflection to specify the level of the types of sentences they want to teach and write. It can be used as escort to teach the students in writing sentences.

3. For the students of English

The research will help the students to use sentences correctly based on the English structure and pattern in their writing and daily conversation. The students can improve their competence in writing sentences. Besides, the researcher suggests to use the varieties of the sentence types in their writing. Students are expected to be able to implement it in their academic writing.

4. For the institution

Through this research, the institution will take a good response and the positive action to develop and to improve the quality of learning process especially in writing sentences.

5. For the readers

The research is to show the readers about the pattern of sentence types and it can be used as consideration to conduct the further research or as literature materials for the knowledge's development in writing sentences.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the theories of the study, Previous of the study, writing, genre, and sentence.

A. Previous of the Study

A journal from Anis Ernawati entitled “An Analysis Types of Sentences Used by the Students’ Essay Writing at the Third Semester of IAIN Tulungagung in the 2013/2014 Academic Years”

Ernawati, Anis designed the research to describe the types of sentences used by students’ essay writing at the third semester of IAIN Tulungagung in the 2013/2014 academic years and identify the frequency of occurrences of types of sentences used by students’ essay writing at the third semester of IAIN Tulungagung in the 2013/2014 academic years. This research design uses descriptive research with a qualitative approach. The source of data in this research is taken from 27 students of the third semester of A class in IAIN Tulungagung. And the data is type of sentences used by the students’ essay writing collected in the form of documentation and questionnaire.

Based on the result of data analysis, the types of sentences used by the students essay writing are simple sentence, compound sentence, complex sentence and compound – complex sentence with varieties of sentence connectors, phrase and clause. The finding of the research shows that the frequency of simple sentences are 310 sentences, compound sentences are 129 sentences, complex sentences are 163 sentences and compound – complex sentences are 82 sentences. In complex sentence, this research finds the dependent clause namely adjective clause, noun clause and adverbial clause. The adjective clause is most frequent in this case. It is 173 clauses. The second most frequent clause is adverbial clause, it occurs 152 clauses and the last clause is noun clause, it appears 15 clauses.¹

A thesis from Lukluatul Fuadiyah entitled “An Analysis on the Types of Sentences Used in Bilingual Text Books”

Fuadiyah, Lukluatul designed the research to find out types of sentences are found in bilingual textbooks and to identify the frequency of occurrence of sentence types are

¹ Anis Ernawati, *An Analysis Types of Sentences Used by the Students’ Essay Writing at the Third Semester of IAIN Tulungagung in the 2013/2014 Academic Years*, (Tulungagung: Unpublished Journal, 2013).

found in bilingual text books. The writer uses descriptive quantitative research design, since it is aimed to describe the data as they are found in the field. Then the frequency of occurrence analysis is used to get the number of their frequency. The population is all sentences in bilingual text books. Two sampling techniques are used to get the sample; they are random sampling technique and purposive sampling.

The finding show that the frequency of simple sentence is 52.06%, compound sentence is 8.83%, complex sentence is 32.89%, and the least compound-complex sentence is 6.20%. In simple sentence, active sentence is 38.15%, and passive sentence is 13.90%. In the compound sentence, active sentence is 2.81% and passive sentence is 6.01%. While in the complex sentence, Active sentence is 16.16% and passive sentence is 16.72%. In this type of sentence also found dependent clause; they are adjective clause 41.90%, noun clause 6.19%, and adverbial clause 51.90.7%. In compound-complex sentence, Active sentence 2.25%, passive sentences are 3.94%. From the percentage analysis, it is found that active sentence is 59.40%, and passive sentence is 40.60%.²

A journal from Varia Virдания Virdaus entitled “ Complex Sentences Found in the Jakarta Post”

Virdaus, Varia Virдания designed the research to find out the frequency of occurrence of complex sentences found in criminal news. The research of method of this study was descriptive quantitative. The object of this study was complex sentences found criminal news of the Jakarta Post. The result of the analysis could be summarized as follows: noun clause 67 (38.95%), then followed by defining adjective clause (person) 48 (27.90), the third was adverbial clause of time 30 (17.44%), fourth was defining adjective clause (thing) 18 (10.46%). Fifth was adverbial clause of time 4 (2.32%). Sixth was defining adjective clause (place) 4 (2.32%). The last was defining adjective clause (time) 1 (0.58%).

The similarities between the research and the previous studies are analyzing the types of sentences such as simple, compound, complex, and compound-complex sentences. Besides, to count the frequency occurrence of the types of sentences.

The differenties between the research and the previous studies are the researcher analyzes the types of sentences and counts the frequency occurrence of the types of

²Lukluatul Fuadiyah, *An Analysis on the Types of Sentences Used in Bilingual Text Books*, (Tulungagung: Unpublished Thesis, 2010).

sentences used in students' writing, but the previous studies in analyzing the types of sentences and counting the frequency occurrence of the types of sentences in students' essay writing, bilingual textbook, and Jakarta Post.³

B. Writing

1. Definition of Writing

Oshima and Hogue (2006) stated, "Writing is a process of creating, organizing, writing, and polishing."⁴ Hartley (2008) said, "Writing is often characterised as a hierarchically organize, goal-directed, problem-solving process." Writing as moving in separate stages from planning through writing and editing to reviewing.⁵

Meanwhile, Stubbs (1983) stated that writing is a physical act, it requires material and energy. It is like most physical acts, to be performed fully, to bring pleasure, to both performer and audience, it requires practice.⁶ It means that writing is an activity that needs much practice and energy. Being a good writer, the students should practice and try to write and improve their skill.

Writing needs many aspects as Cooper stated, " Writing is complex process and such contains element of mystery and surprise. But we know and believe that writing is a skill that anyone can learn to manage."⁷ It can be considered to be a complex cognitive process, which takes place within a certain social context. It has also become an object of intensive research. In particular, one popular trend focuses on the ways of writing of various social, professional, and cultural communities.

The goals of writing as a college discipline are treated in the following way: it is considered to be the means of the development of thinking, the culture of the thought, adequate to a certain social situation of communication. However, writing

³Varia Virдания Virdaus, *Complex Sentences Found in the Jakarta Post*, (Surabaya: Unpublished Journal, 2015).

⁴Alice Oshima and Ann Hogue, *Writing Academic English*, (London: Longman, 2006), Fourth Edition, p. 265.

⁵James Hartley, *Academic Writing and Publishing: A Practical Guide*, (New York: British Library Cataloguing in Publication Data, 2008), p. 10-11.

⁶Barnet and Stubbs, *Practical Guide to Writing*, (Canada: Brown Company, 1993), Fourth Edition, p. 3.

⁷Rise B. Axelrod and Charles R. Cooper, *The St. Martin's Guide to Writing*, (New York: St. Martin's Press, 1985), p.3.

as thinking, as a cognitive process, and writing as a verbal art are two faces of one phenomenon.⁸

Oshima and Hogue (2006) said that knowing the basic kinds of sentences in English can develop a good writing style. However, to develop a good writing style can be obtained by mixing sentence types. It means that using all the types of sentence in writing is needed to obtain a good writing style because writing that uses only one kind of sentence may not convey the message that is intended.⁹

2. The Process of Writing

The five-step process writing approach described by Donald Graves (1983) is presented here. It can be seen as follows:

a. Creating (Prewriting)

In the first step in the writing process is to choose a topic and collect information about it. This step is often called prewriting. There are three steps in prewriting, such as choosing the topic, narrowing the topic, and collecting information and developing ideas. The goal here is to generate ideas. Listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing are all ways to generate ideas

To explore writing skill, there are four technique such as journal writing, listing, freewriting, and clustering. The first technique is journal writing. It can be a very rich source of ideas. The second technique is listing. Listing is brainstorming technique in thinking about the topic and quickly make a list of whatever word or phrases come in our mind. The purpose is to produce as many ideas as possible in a short time and the goal is to find a specific focus for the topic.

The third technique is freewriting. Freewriting is a brainstorming activity in freely writing about a topic because of looking for a specific focus. The purpose of freewriting is to generate as many ideas as possible and write them down without worrying about appropriateness, grammar, spelling, logic or organization. The last technique is clustering. Clustering is another brainstorming activity to generate ideas. Clustering is the process of grouping

⁸T.V. Yakhontova, *English Academic Writing for Students and Researchers*, (United States: Bureau of Educational and Cultural Affairs, 2003), p. 19.

⁹Alice Oshima and Ann Hogue, *Writing Academic English,...*, p. 175-178.

ideas that are similar so that the writer can develop the information into a thesis statement, topic sentences, and supporting sentences.

b. Drafting

Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality. If done correctly, the draft is rambling, disconnected accumulation of ideas. Most of the writing activities in the classroom involve just these first two steps. Only those drafts that students feel are interesting or of value should be taken to the next step.

c. Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter's wheel. Revising is where you shape the blob, adding parts, taking parts away, adding parts, and continually molding and changing.

d. Editing

This is the stage where grammar, spelling, and punctuation errors are corrected. If writers are editing or worrying about mechanics at the prewriting, drafting, and revising stage, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

e. Publishing and Sharing

This is where students' writing is shared with an audience. Writing becomes real and alive at this point. Publishing can involve putting together class book, collections of writing, school or class newspapers, school or class magazines, or displaying short samples of writing in the hall or out in the community.¹⁰

3. The Elements of writing

According to Oshima and Hogue (1991), "There are some elements of writing as the consideration to establish a good text. The elements of writing help the writer arrange a clear and understandable text."¹¹

¹⁰Andrew P. Johnson, *Teaching Reading and Writing*, (USA: Rowman And Littlefield Publisher, 2008), p. 179-180.

¹¹Alice Oshima and Ann Hogue, *Writing Academic English*,..., p. 40.

a. Contents and Organization

According to Savage (2005), “Effective writing must have unity.”¹² Unity is the important element of good paragraph. Unity means that a paragraph discusses one and only one main idea from beginning to end. Then, another element is coherence. For coherence in writing, the sentences must hold together; that is, the movement from one sentence to the next must be logical and smooth. Each sentence should flow smoothly into the next one. One way to achieve coherence in a paragraph is to use a pattern of organization, such as time order, spatial order, or order of importance.

b. Grammar and Vocabulary

Grammar is the key of the rules about how words change their form and combine with other words to make sentences. It also has influence to decide the meaning of the sentence. In addition, while focusing on grammar, the writer should choose and use appropriate vocabularies to make or develop a text in order not to get ambiguity.¹³

C. Genre

1. Definition of Genre

According to Hammond and Derewianka, “Genre refers not only to types of literary texts but also to the predictable and recurring patterns of everyday, academic and literary texts occurring within a particular culture.” The French word *genre*, meaning ‘type’ or ‘kind’, when applied to English literature, has been used to denote literary categories, such as types of novel or short story involving categorization of texts in terms of arrangement of structural and stylistic features. Subsequently other non-print media, such as film, stage drama and graphic art have appropriated the term *genre* as a categorizer of creative outputs.

In the last few decades, *genre* has also been applied to categories of non-literary written texts, sometimes for the purpose of characterizing the features of such texts for the teaching of writing. For example, newspaper editorials, letters, obituaries and different types of academic texts have also been identified as *genres*.

¹²Alice Savage and Patricia Mayer, *Effective Academic Writing*, (Oxford: Oxford University Press, 2005), p. 5.

¹³Alice Oshima and Ann Hogue, *Writing Academic English*,..., p. 40.

These are often characterized in terms of similarities of content, the staging of the content, and the linguistic resources employed.¹⁴

In the western countries, 'genre' or 'text-type', either spoken or written, is often identified or grouped according to its primary social purposes.¹⁵ A culturally specific text-type which results from using language (written or spoken) is to accomplish something. Thus, genre is a term of grouping text together, representing how written typically use language to respond to recure situation.¹⁶

Martin (1984) defines genre as 'a staged, goal-oriented, purposeful activity in whichspeakers engage as members of our culture'. Later, a similar definitionis proposed by Eggins and Martin (1997): "Different genres are differentways of using language to achieve different culturally established tasks, andtexts of different genres are texts which are achieving different purposesin the culture." Martin's definition has been particularly influential in the work of theAustralian genre-based approach for the teaching writing.¹⁷ Further examination ofMartin's work, in which he gives examples of genres such as poems,narratives, expositions, lectures, seminars, recipes, manuals,appointment-making, service encounters, and news broadcasts, clearlyshows that his definition takes largely the same perspective on genre asthat of Biber (1988).

Swales' (1990: 58) definition of genre as "a class ofcommunicative events, the members of whichshare some set ofcommunicative purposes which are recognized by the expert membersofthe parent discourse community" shows that he, too, views the notionof genre from a similar perspective to that expressed by Biber. Besides, Swale (1990) also stated that the genres which share the same purposes belong to the same text-types.¹⁸

Genre can be recognized from three retorichal structures. They are social function, schematic structures, and language or linguistic features.¹⁹ Meyer (1975) in

¹⁴Ian Bruce, *Academic Writing and Genre*, (UK: British Library Cataloguing in Publication Data, 2008), p.6.

¹⁵Luu Trong Tuan, *Theory and Practice in Language Studies*, (Finland: Academy Publisher, 2011), p.1471.

¹⁶Entika Fani P and Siti Musarokah, *Writing 3*, (Semarang: IKIP PGRI Semarang, 2010), p. 9.

¹⁷Ian Bruce, *Academic Writing and Genre*,..., p. 13-16.

¹⁸Brian Paltridge, *Genre, Text Type, and the Language Learning Classroom*, (Oxford: Oxford University Press, 1996), p. 237-238.

¹⁹Entika Fani P and Siti Musarokah, *Writing 3*,..., p. 10.

an analysis of the rhetorical organization of ‘expositions’, presents four main types of text structure: time order, collections of descriptions, comparisons, and cause and effect. Other discussions of rhetorical patterning in texts can be found in the work of Hoey (1983) who discusses problem-solution, general-particular, matching contrast, and hypothetical-real texts, and Crombie (1985), who presents examples of the problem-solution and the topic-restriction-illustration type of text.

Genre differs in terms of their social purposes for which of a culture interact. These social purposes of the text-genres in turn decide the linguistic inputs of the text (i.e. their linguistic conventions, often in form of schematic structure and linguistic features). Besides, they differ with respect to the stages or schematic structures through which the social processes are achieved. Specifically, schematic structure refers to internal structure or text organization of the text-type in forms of introduction, body and conclusion while language features consist of linguistic aspects such as grammar, vocabulary, connectors and etc.²⁰ Genre has attracted growing interest because the idea of genre can help us to understand the way individual uses language to engage in particular communicative situation and to employ this knowledge to help student create communicatively effective texts.²¹

2. Categories of the text types

Texts can be classified into the broad categories of literary and factual texts. Literary texts include those spoken and written texts that explore and interpret human experience, usually in such a way as to evoke in the reader or listener a reflective, imaginative and/or emotional response. There is a wide variety of literary texts, many of which may overlap, as in the case of narrative poetry, drama and poetic use of language in prose.

Literary texts are an important part of the English program. The engagement of a student with a literary text can be a powerful and evocative experience that shapes the student’s imagination and thought. Reading quality literature can have a significant impact on how students see and relate to the world around them. While literary texts are commonly thought of in terms of books, they may also be transmitted through other media such as magazines, film, radio, television and computers and in different combinations of media.

²⁰Luu Trong Tuan, *Theory and Practice in Language Studies*,..., p.1471.

²¹Entika Fani P and Siti Musarokah, *Writing 3*,..., p. 10.

Meanwhile, factual texts may be spoken or written and may include visual elements. In spoken texts an important part of the meaning may derive from facial expression, from gesture or from the use of technology.²² Factual texts deal with the exchange of knowledge (learning) in all of the learning areas. In the everyday sense they include all of the texts that we use from day to day to ‘get things done’. Many factual texts such as technical descriptions, explanations and procedures tend to be driven by purpose and seek to be efficient and effective in their transmission. Other factual texts, such as essays, reviews and arguments, are more rhetorical and take time to position and persuade readers.²³

Hedge (1988) presents text type categories such as static descriptions, process descriptions, narratives, cause and effect, discussions, compare and contrast, classifications, definitions, and reviews. While Derewianka (1991), for example, in her discussion of writing in schools, presents as genre categories texts which she labels as recounts, narratives, information reports, explanations, and arguments.

Categories such as these can also be found in the work of Hammond *et al.* (1992) who, in a work focusing on adult second language literacy development, list as genre categories anecdotes, descriptions, expositions, news items, procedures, recounts, reports, and reviews.²⁴

3. News Item

One of genres used in this research is News Item. News Item gives information about important events of the day. The social function of News Item is to inform the reader, listeners or viewers about events of the day which are considered newsworthy or important.

The schematic or generic structure of News Item is newsworthy event, background events, and sources. Based on the newsworthy event recounts the event in summary form, in the background events elaborate what happened, to whom, in what circumstances, and in the sources comment by participants in, witnesses to and authorities expert on the event.

Besides, news Item has some language features such as short, telegraphic information about story captured in headline, use of material processes to retell the

²²Cathy Young, *Text Types*, (Sydney: Dubbo School of Distance Education, 1998), p. 4-5.

²³Peter Knapp and Megan Watkins, *Genre, Text, Grammar*, (Australia: University of New South Wales Press Ltd, 2005), p. 30.

²⁴Brian Paltridge, *Genre, Text Type, and the Language Learning Classroom*,..., p. 238.

event, use of projecting verbal processes in sources stage, and focus on circumstances.²⁵

D. Sentence

1. Definition of Sentence

According to Verspoor (2000), “Sentence is derived from Latin *sententia*, which literally meant ‘feeling’ or ‘opinion’.” In the field of grammar, this meaning has specialized to mean ‘an utterance that expresses a feeling an assertion, a question, a command, a wish, or an exclamation, which in writing usually begins with a capital letter ends with a period, question mark, or exclamation mark.’²⁶Hornby (1995) stated “A written English sentence begin with a capital letter and end with a full stop, a question mark, or an exclamation mark.”²⁷

A sentence is a set of words expressing a statement, a question or a command. A sentence is a complete unit of meaning when we speak, our sentences may be extremely involved or even unfinished, yet we can still convey our meaning through intonation, gesture, facial expression, etc. When we write, these devices are not available, so sentences have to be carefully structured and punctuated.²⁸According to Frank (1972), sentences can be classified into two types, such as: first, by meaning and the second by function. Based on the meaning, sentence is a complete thought. However, based on the function, a sentence consists of subject and predicate. For example, there is a mother said to her son as following:

Mother: Jhon, dinner is ready !

Son: Coming!

Based on the dialogue above, the son gave answer with a single word only. The word has given a complete definition. Because, his mother has understood what her son said is I am coming.

²⁵Darminah, Rahayu Dwi R, dkk, *Structure 2*, (Jakarta: Universitas Terbuka, 2011), p. 51-52.

²⁶Marjolijn Verspoor and Kim Sauter, *English Sentence Analysis: An Introductory Course*, (Amsterdam: John Benjamins Publishing Company, 2000), P. 33.

²⁷A. S. Hornby, *Oxford Advanced Learner's dictionary*, (New York: Oxford University Press, 1995), p. 1071.

²⁸L. G. Alexander, *Longman English Grammar*, (England: British Library Cataloguing, 2003), p. 13.

The second definition will be more complete. Structurally, a sentence consists of subject and predicate. So, a sentence is a group of word that has subject, predicate and express a complete information.²⁹

Sentences are made of clauses; clauses are groups of word that express a single idea. There are two types of clauses; they are independent and dependent clauses. Independent sentence can stand alone as complete sentences. A dependent clause needs an independent clause to complete its meaning; it means that a dependent clause can not stand alone. Different types of sentences are made of different combinations of these two types of clauses.³⁰

2. The Elements of Sentence

According to Eastwood (1994), the elements of sentence are subject, verb, object, and complement.³¹ The two crucial parts of sentence are the subject and the verb. The subject is who or what causes the action or expresses a state of being. The verb indicates who or what the subject is doing or is being. The subject and verb often carry the meaning of the sentence. Consider this example:

The woman left work
Subject Verb

The subject *woman* and the verb *left* indicate the basic content of the sentence while providing structure. So the important are the subject and the verb that they alone are sufficient to create a complete sentence. For example:

Jacob runs.

Grace thinks.

The parts of sentence are not only subject and predicate, but also object and complement. It can be seen as follows:

a. Subject

The simple subject of a sentence is usually a single noun or pronoun.

Example: The judge's reputation for order in the

Simple subject

courtroom is well known.

The complete subject is the simple subject with all its modifiers that is, with all the words that describe or qualify it.

²⁹Darminah, Rahayu Dwi R, dkk, *Structure 2*,..., p. 16-17.

³⁰Darminah, Rahayu Dwi R, dkk, *Structure 2*,..., p. 2-4.

³¹John Eastwood, *Oxford Guide to English Grammar*, (Oxford: Oxford University Press, 1994), p.4.

Example: The judge's reputation for
Complete subject

order in the courtroom is well known.

Subject also can be compound subject, implied subject and trouble spots. Compound subject is a subject may be compound. That is, it may consist of two or more subjects, usually joined by *and* or *or*, that function together.

Example:

- The *prosecutor* and the *attorney* for the defense made opening statements.
- *Luke* and his *friends* listened carefully.

Implied subject is a subject may be implied or understood. An imperative sentence is a sentence that gives a command—has *you* as the implied subject.

Example:

- (You) Sit in that chair, please.
- (You) Now take the oath.
- (You) Please read the notes carefully.

Trouble spots are a prepositional phrase starts with a preposition (a word such as *at*, *in*, *of*, *to*, or *with*) and ends with one or more nouns or pronouns with their modifiers: *at the time*, *by the jury*, *in the courtroom*, *tot he judge and the media*, *with controlled anger*. Some of the most common prepositions are the following:

about	before	but	Into	Past
above	behind	by	like	to
across	below	despite	near	toward
after	beneath	down	of	under
againts	beside	for	off	until
among	between	from	on	upon
around	beyond	in	over	with

Some prepositions are composed of more than one word and are formed from other parts of speech:

according to	as far as	because of	in spite of
ahead of	as well as	in back of	instead of
along with	aside from	in from of	together with

Be careful not to confuse the subject of a sentence with the noun or pronoun (known as the object of the preposition) in a prepositional phrase. The object of a preposition (the final noun or pronoun of a prepositional phrase) cannot be the subject of a sentence.

Example:

The car with the dents is mine.
Subject/Prepositional Phrase

The subject of the sentence is *car*. The word *dents* is the object of the preposition *with* and cannot be the subject of the sentence.

The words *there* and *here* are adverbs (or filler words) and cannot be subjects.

There is no problem.
Subject

Here is the issue.
Subject

To more easily identify simple subjects of sentences, we can review the following information about nouns and pronouns. Nouns are naming words. Nouns may name persons, animals, plants, places, things, substances, qualities, or ideas. For example: *Manny*, *armadillo*, *Atlanta*, *tree*, *rock*, *cloud*, *love*, *ghost*, *music*, and *virtue*. A Pronoun is a word that is used in place of a noun. There are some pronoun as follows:

1) Pronouns that can be used as subjects of sentences may represent specific persons or things and are called personal pronouns:

Subject	Object
I	me
You	you
We	us
They	them
She	her
He	him
It	it
who	Whom, whomever

Example: They recommended my
Subject

sister for the coaching position.

Tao *understood* her main theories.

Being verbs indicate existence. Few in number, they include *is*, *was*, *were*, *am*, and *are*.

Examples:

The movie *is* sad.

The book *was* comprehensive.

They *were* responsible.

I *am* concerned.

We are organized.

Verbs may occur as single words or as phrases. A verb phrase is made up of a main verb and one or more helping verbs such as the following:

is	was	can	have
are	were	could	had
am	will	would	has

Here are some sentences that contain verb phrases:

The judge *has presided* over many capital cases.

His rulings *are seldom overturned* on appeal.

I *should have known* the answer.

Verb also can be compound verbs and verbal. Compound verbs are Verbs that are joined by a word such as *and* or *or* are called compound verbs.

Example:

The prosecutor *had presented* and *had won* famous cases.

Karla *prepared* carefully and *presented* her ideas with clarity.

We *will go* out for dinner or *skip* it entirely.

Compound verbs show two physical or mental actions performed by a simple or a compound subject. Meanwhile, Verbalis a verb like words in certain respects, but they function as other parts of speech. The three kinds of verbal are infinitives, gerunds, and participles.

An infinitive is made up of the word *to* and a verb. An infinitive provides information, but, unlike the true verb, it is not tied to the subject of the sentence. It acts as a noun or describing unit.

Example:

He wanted *to get* a bachelor's degree. (As an object of the verb *wanted*, *to get* acts as a noun and is an infinitive.)

A bachelor's degree is not easy *to obtain*. (As a modifier, or describer, of *easy*, *to obtain* acts as an adverb and is an infinitive.)

A gerund is a verb like word ending in *-ing* that acts as a noun. For examples:

Going to work was her main objective. (The activity of going to work) She thought about *going* to work. (The act of going)

Going in each sentence acts as a noun. In the first sentence, it is the subject of the sentence. In the second, it is the object of the preposition *about*.

A participle is a verb like word that usually has an *-ing* or an *-ed* ending.

Examples:

Walking to town in the dark, Luther lost his way.

Wanted by the FBI, Rachel was on the run.

In the first example, the word *walking* answers the question *When?* In the second, the word *wanted* answers the question *Which one?* Both *walking* and *wanted* are describing words; they are not the true verbs in the sentences. Verbal serves as nouns or modifiers. *Never*, *not*, and *hardly* are also modifiers, not verbs.

For example:

- The attorney could *not* win the case without key witnesses. (*Not* is an adverb. The verb phrase is *could win*.)
- The jury could *hardly* hear the witness. (*Hardly* is an adverb; *could hear* is the verb phrase.)

Although the subject *usually* appears before the verb, it may follow the verb instead:

Into the court stumbled the defendant.

Verb Subject

From tiny acorns grow mighty oaks.

Verb Subject

There was little support for him in the

Verb Subject

audience.

Here are your books and your papers.

Verb Subject Subject

Verb phrases are often broken up in a question. Do not overlook a part of the verb that is separated from another in a question such as "Where had the defendant gone on that fateful night?" If we have trouble finding the verb phrase,

recast the question, making it into a statement: “The defendant *had gone* where on that fateful night.” The result will not necessarily be a smooth or complete statement, but we will be able to see the basic elements more easily. For example:

- Can the defense lawyer control the direction of the trial?

Change the question to a statement to find the verb phrase as follows:

The defense lawyer *can control* the direction of the trial.³²

c. Objects

According to Owen Watson, Object is a noun or substantive that directly or indirectly receives the action of a verb, or one that governed by noun phrase and prepositional phrase. Object is divided into two kinds; they are direct object (DO) and indirect object (IO).

Example:

I have a new book.

O

I buy an elephant.

O

He gives me a golden ring.

IO DO

They lend me much money.

IO DO

d. Complement

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

Example:

- She is a nurse

Complement

- He runs quickly.

Complement

- We are in the living room.

Complement

- You were policemen.

Complement

³²Lee Brandon, *At a Glance: Sentences*, (United state of America: Wadsworth Cengage Learning, 2012), Fifth Edition, p. 12-22.

We can modify the main subject and predicate with other words, phrase or clause. Phrase is combination of two words or more that have characteristics non predicative and it can be understood. For example: New book, A new book, and My new English book.³³ Meanwhile, A clause is a group of words containing a subject +finite verb (+ complement).³⁴

Example:

- *After* she went to the cave.
S V
- *When* I love you.
S V
- *Before* she cleans your house.
S V
- *Since* you leaved me.
S V

The following is a table of sentence pattern.

Table 1.Sentence Pattern

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

³³Lukluatul Fuadiyah, *An Analysis on the Types of Sentences Used In Bilingual Text Books of the Junior High School Level*, (Tulungagung: Unpublished Thesis, 2010), p. 12.

³⁴L. G. Alexander, *Longman English Grammar*,..., p. 13.

3. Clauses

A clause is a group of words containing a subject and a verb. It can either be an independent clause (simple sentence), or it can be a dependent clause that relies on an independent clause to form a complete sentence. There are two kinds of clauses. They are independent clause and dependent clause. Independent clause is a complete sentence. It contains the main subject and verb of sentence. Is also called a main clause.

Example:

Bangkok is the capital of Thailand

Surfing is a popular sport

While dependent clause is not a complete sentence. It can not stand alone. It must be connected to an independent clause.³⁵

Example:

- Although a steady drizzle was falling...

- Since the building was almost complete...

In these example are incomplete because there is no independent clause. The independent clause carries the essential action of the sentence.³⁶ Dependent clause has three types of clauses which classified based on their function in the sentence, they are:

a. Noun clause

The clause is doing the same work as the noun, it is called a noun clause. Noun is used as a subject or an object. A noun clause is used as a subject or an object. In other words, a noun clause is used in the same ways as a noun. There are some function of noun clause. The function of noun clause as follows:

Table 2. The Function of Noun Clause

No.	The function of noun clause	Examples
1	As a subject	<i>Whatever</i> you want for dessert is fine with me
2	As subjective complement	What I wonder is <i>whether</i> He will come
3	As direct object	I don't know what I should do.
4	As object of preposition	We are interested in what he does for a living.

³⁵Betty Schramper Azar, *Understanding and Using English Grammar*, Second edition, (United State of America, 1989), p. 238.

³⁶Jeanne Dawson, *The Writing Construction Manual*,..., p. 13.

b. Adjective clause

An adjective clause is a dependent clause that modifies a noun and pronoun. It describes, identifies, or gives further information about a noun. An adjective clause is also called a relative clause. The the function of adjective clause as follows:³⁷

Table 3. The Function of Adjective Clause

Noun Antecedent Meaning	Pronoun	Illustrative Sentence
A person	Who (whom or whose) or that	<ul style="list-style-type: none"> - Using subject pronoun: e.g. I thanked the woman who helped me. - Using object pronoun: e.g. The man whom I saw was Mr. Jones. - Using possessive adjective: e.g. My friend, whose daughter an actress, gives me a cat.
Things	Which, that	<ul style="list-style-type: none"> - Using subject pronoun: e.g. The book which is on the table is mine. - Pronoun used as the object of verb: e.g. The movie that we saw last night was not very good. - Pronoun used as the object of preposition: e.g. She is the woman about whom I told you.
A place	Where	Where is used in adjective clause to modify a place (city, country, room, house, etc.) e.g. The bilding where he lives is very old.
A time	When	When is used in an adjective clause to modify a noun of time (year, day, time, century, etc.) e.g.

³⁷Betty Schramper Azar, *Understanding and Using English Grammar*,..., p. 238-257.

		I'll never forget the day when I met you.
A reason	Why	Example: Give me a reason why you resign from the company.

c. Adverbial clause

Adverbial clause is the clause that performs the function of the adverb which modifies verb, adverb, etc. like another clause; adverbial clause is introduced by a word conjunction to join with another part of the sentence. Adverbial clauses can be classified as follows:³⁸

Table 4. The Classification of Adverbial Clause

Classification	Subordinate conjunction	Example
Time	After, before, when, while, as, by the time, since, until, till, as soon as, once, as long as, whenever, every time, at the first time, the last time, the next time	- I will leave before he comes. - The first time I went to Malaysia, I went to Petronas Twin Tower.
Place	Where, wherever, whither, anywhere, nowhere, everywhere, anyplace.	- Where there is a will, there is a way. - They sat down wherever they could find empty seats.
Cause and effect	Because, since, now that, as, as long as, inasmuch as, in order that, because of, owing to, due to, therefore, consequently, so... that, such...that.	- Because he was sleepy, he went to bed. - Now that the semester is finished, I'm going to rest a few days and then take a trip.
Purpose	So that, in order that (in order to + verb 1), in hope that.	- I turned off the TV in order to enable my roommate to study in peace and quite.
Opposition (unexpected result)	Even though, although, though, but...anyway, but... still, yet... still, nevertheless, nonetheless, however, despite, in spite of.	- Even though it was cold, I went swimming. - I went swimming despite the cold weather.

³⁸L. G. Alexander, *Longman English Grammar*,..., p. 35-40.

Conditions	If, whether or not, even if, in case (that), in the event (that), unless, only if, providing (that), provided (that).	- If it rains tomorrow, I will take my umbrella. - Even if Mary studies hard, she won't pass the exam.
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4. Kinds of Basic Sentence

Jeanne Dawson in his book entitled “The Writing Construction Manual” stated “There are three basic of sentences such as simple sentence, complex sentence, compound sentence.”³⁹ According to Brandon (2012), “The four kinds of basic sentence in English are simple, compound, complex, and compound-complex.”⁴⁰ Oshima and Hogue (2008) said, “The kind of sentences is determined by the kind of clauses used to form it.”⁴¹ It can be seen as follows:

a. Simple sentence

Simple sentence is a sentence that contains a subject and a predicate. it communicate one complete idea as an independent clause. It is a complete sentence. A simple sentence consists of one independent clause and no dependent clauses. It may contain phrases and have more than one subject or verb.⁴² Simple sentence is the smallest sentence-unit. there are five simple sentence patterns within each of the five groups. There are different sub-patterns. The five patterns differ from each other according to what (if anything) follows the verb.

1) Subject + Verb

Example: My head aches

Verbs used in this pattern are either always intransitive or verbs which can be transitive or intransitive, here used intransitively.

2) Subject + Verb + Complement

Example: Frank is an architect

The verb in this pattern is always be or a verb related to be, such as appear, become, look, seem, sound, and taste. While the complement may be as follows:

³⁹Jeanne Dawson, *The Writing Construction Manual*,..., p. 9.

⁴⁰Lee Brandon, *At a Glance: Sentences*, Fifth Edition, ..., p. 27.

⁴¹Alice Oshima and Ann Hogue, *Writing Academic English*, ..., p. 164.

⁴²Lee Brandon, *At a Glance: Sentences*, Fifth Edition, ..., p. 30.

- a) An adjective, e.g. Frank is clever
- b) A noun, e.g. Frank is an architect
- c) An adjective + noun, e.g. Frank is clever architect
- d) A pronoun, e.g. It's mine
- e) An adverb of place or time, e.g. The meeting is here or at 2.30
- f) A prepositional phrase, e.g. Alice is like her father

3) Subject + Verb + Direct Object

Example: My sister enjoyed the play

Most verbs in the language can be used in this pattern. The direct object may take a variety of forms, some of which are:

- a) A noun, e.g. we parked the car in the car park
- b) A pronoun, e.g. we fetched her from the station
- c) A reflexive pronoun, e.g. we enjoyed ourselves at the party
- d) An infinitive, e.g. I want to go home now
- e) An *-ing* form, e.g. I enjoy sitting in the sun

4) Subject + Verb + Indirect Object + Direct Object

Example: The firm gave Sam a watch

Verbs like *bring*, *buy* and *give* can have two objects. The indirect object always follows the verb and usually refers to a person.

Based on the example above, Sam is an indirect object. However, the direct object can come after the verb if we wish to emphasize it when this is the case, the indirect object is replaced by a prepositional phrase beginning with *to* or *for*.

The firm gave **a watch with a beautiful inscription on it to Sam**

They bought **a beautiful gold watch for Sam**

The indirect object does not have to be a person.

I gave **the car a wash**

If the direct object is a pronoun (very often *it* or *them*) it normally comes immediately after the verb. The indirect object is replaced by a prepositional phrase

They gave **it to Sam**

They gave **it to him**

However, if both direct and indirect objects are pronouns, some verbs such as *bring buy fetch give hand pass send show* and *teach* can be used as follows, particularly in everyday speech:

Give **me it**

Show **me it**

Give **it me**

Show **it me**

Give me it is more common than *Give it me*. The pattern *give it me* does not often occur with verbs other than *give*. The use of the object pronoun *them* (*give them me*) is very rare.

5) Subject + Verb + Object + Complement

Example: They made Sam redundant chairman

Verbs used in this pattern are often in the passive. The example listed above are reduced to a bare minimum to this minimum. We can add adjective and adverbs.

Example:

His old firm gave Sam a beautiful gold watch on his retirement.

Based on the previous explanation that simple sentence can be joined by two or more subjects, objects, complements or verbs. Simple sentence with conjunctions like *and but both and either or neither nor* and *not only but also*. The agreement between subject and verb in the following:

The boss **is flying** to Paris. His secretary **is flying** to Paris

The boss **and** his secretary **are flying** to Paris

Both the boss **and** his secretary **are flying** to Paris

The objects of two simple sentences may be joined to make one simple sentence with conjunctions such as *and, both and*:

I met Jane I met her husband

I met Jane **and** her husband

I met **both** Jane **and** her husband

I didn't meet Jane. I didn't meet her husband

I didn't meet **either** Jane **or** her husband

I met **neither** Jane **nor** her husband

Adjective complements can be joined in the same way:

It was cold. It was wet

It was cold **and** wet

It wasn't cold. It wasn't wet

It wasn't cold **or** wet

It was **neither** cold **nor** wet

Two or more finite verbs can be joined to make a simple sentence:

We sang all night. **We danced** all night

We sang and danced all night

b. Compound sentence

A compound sentence is the logical combination of two complete thoughts or independent clauses to form one sentence. In other words, a compound sentence is one in which there are two or more control units (simple sentence). It is usually linked by a coordinating conjunction or a semicolon, but subordinating conjunctions used in a complex sentence can be used as coordinators as well to form a compound sentence as it were.⁴³ We often need to join ideas. One way we can do this is to link simple sentences to form compound sentences. This linking is achieved by any of the following:

- 1) A semi-colon: We fished all day; we didn't catch a thing
- 2) A semi-colon, followed by a connecting adverb: We fished all day; **however**, we didn't catch a thing
- 3) A co-ordinating conjunction (e.g. *and*, *but*, *so*, *yet*) often preceded by a comma: We fished all day, **but** we didn't catch a thing

In a compound sentence, there is no single main clause with subordinate clauses depending on it: all the clauses are of equal importance and can stand on their own, though of course they follow a logical order as required by the context. We often refer to clauses in a compound sentence as **co-ordinate main clauses**.

The co-ordinating conjunction which can be used to form compound sentences are: and, an then, but, for, nor, or, so, yet, either or, neither nor, not only but also. These can be used for the purposes of addition (and), contrast (but, yet),

⁴³Jeanne Dawson, *The Writing Construction Manual*,..., p. 20.

choice (or), reason (for), continuation (and then), and consequence or result (so). However, a single conjunction like *and* can serve a variety of purposes to express.

- 1) Addition: We were talking **and** laughing(= in addition to)
- 2) Result: He fell heavily **and** broke his arm(= so)
- 3) Condition: Weed the garden **and** I'll pay you \$5(= If...then)
- 4) Sequence: He finished lunch **and** went shopping(= then)
- 5) Contrast: Tom's 15 **and** still sucks his thumb(= despite this)⁴⁴

c. Complex sentence

A complex sentence is a sentence that includes a dependent clause linked to an independent clause by a subordinating conjunction of some kinds to form a complete sentence. A complex sentence is one in which the control unit has a support unit added to it. A support unit is a group of words supporting the meaning of the control unit by adding more meanings to it.⁴⁵ Complex sentence can be formed in two ways:

- 1) By joining subordinate clauses to the main clause with conjunctions.

Example: The alarm was raised (main clause) as soon as the fire was discovered (subordinate clause)

- 2) By using infinitive or participle constructions. These are non-finite and phrases rather than clauses, but they form part of complex (not simple) sentences because they can be re-expressed as clauses which are subordinate to the main clause.

Example:

To get into university, you have to pass a number of examinations (= If you want to get into university)

Seeing the door open, the stranger entered the house (= When he saw the door open)

The subject of the main clause must be replaced by a pronoun in a subordinate clause if a reference is made to it, e.g. **the racing car** went out of control before **it** hit the barrier

⁴⁴L. G. Alexander, *Longman English Grammar*,..., p. 21-22.

⁴⁵Jeanne Dawson, *The Writing Construction Manual*,..., p. 13.

A pronoun can occur in a subordinate clause before the subject is mentioned. This is not possible with co-ordinate clauses, e.g. When **she** got on the tram **Mrs. Tomkins** realized she had made a dreadful mistake

Co-ordinate and subordinate clauses can combine in one sentence, e.g. the racing car went out of control **and** hit the barrier several times **before** it came to a stop on a grassy bank

The five simple sentence patterns can be combined in an endless variety of ways. Subordinate clauses can be classified under three headings:

- 1) Noun clauses: He told me **that the match had been cancelled**
- 2) Relative or adjectival clauses: Holiday resorts **which are very crowded** are not very pleasant
- 3) Adverbial clauses: **However hard I try** I can't remember people's names⁴⁶

d. Compound complex sentence

A compound-complex sentence is a sentence that consists of two or more independent clauses and one or more dependent clauses.

Example:

Compound-complex sentence:

Albert enlisted in the Army, and Robert, who was his older brother, joined him a day later.

Independent clauses:

Albert enlisted in the Army
Robert joined him a day later

Dependent clause:

who was his older brother

Compound-complex sentence:

Because Mr Roberts was a talented teacher, he was voted Teacher of the Year, and his students prospered.

Independent clauses:

he was voted Teacher of the Year
his student prospered

Dependent clause:

Because Mr. Roberts was a talented teacher

⁴⁶L. G. Alexander, *Longman English Grammar*,..., p. 23-24.

The example above used a comma to separate between independent clause and dependent clauses, and also between dependent clause and independent clause.⁴⁷ Compound-complex sentence consists of minimum two main clauses that connected by coordinate conjunctions, such as *and*, *but*, *or*, and *so* or we called it compound sentence, and minimum one dependent clause after subordinate conjunction, such as *whenever*, *although*, and *whenever*.⁴⁸

⁴⁷Lee Brandon, *At a Glance: Sentences*, Fifth Edition, ..., p. 33.

⁴⁸Darminah, Rahayu Dwi R, dkk, *Structure 2*, ..., p. 26.

CHAPTER III

RESEARCH METHOD

This chapter presents research design, Subject of the study, technique of the data collection, and technique of the data analysis.

A. Research Design

Bassey (1999) stated, “Research is systematic, critical and self-critical enquiry which aims to contribute to the advancement of knowledge and wisdom.”¹ Research is one of many different ways of knowing or understanding. It is different from other ways of knowing, such as insight, divine inspiration, and acceptance of authoritative dictates, in that it is a process of systematic inquiry that is designed to collect, analyze, interpret, and use data.

Besides, Mertens stated, “ Research is conducted for a variety of reasons, including to understand, describe, predict, or control an educational or psychological phenomenon or to empower individuals in such context.”²The design of this research is descriptive research. Ary (2006) explains that descriptive research studies are designed to obtain information concerning the status of phenomena. The aim of descriptive research is to describe what is exist with respect to variables or conditions in a situation. Descriptive research is not generally directed toward hypothesis testing.³

This research uses qualitative. Qualitative research, also called interpretative research or field research. Qualitative research involves an interpretative, naturalistic approach to the world. This means that qualitative researchers study things in their natural setting, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them. This study aims to describe the types of sentences used in students’ writing.⁴

¹ Michael Bassey, *Case Study Research in Educational Setting*, (Buckingham: Open University Press, 1999), p. 38.

² Donna M. Mertens, *Research and Evaluation in Education and Psychology*, (United State of America: Sage Publications, 2010), Third Edition, p. 2.

³ Donald Ary et al, *Introduction to Research in Education*, (United States of America: McGraw-Hill, 2006), p. 332.

⁴ Marguerite G. Lodico et al, *Methods in Educational Research from the Theory and Practice*, (United State of America: Jossey-Bass, 2006), p. 264.

B. Subject of the Study

The Subjects of the study were English Students at the Third Semester of UIN Walisongo Semarang in the Academic Year 2016/2017. The data that researcher took in this research was News Item text of students. There were 18 data used in this research which is taken from 36 students who did in pair.

C. Technique of the Data Collection

Data collection technique was used to get the material needed. It needs one or more kinds of technique that are chosen and used. Arikunto (2002) stated, "There are five methods in data collection technique." Technique of data collection namely, test, questionnaire, interview, observation, and documentation. The technique of data collection given in this study is documentation. Documentation may refer to technique of collecting data by gathering and analyzing document. According to Arikunto, "Documentation method is searching the data such as note, transcript, book, newspaper, magazine, agenda, etc."⁵The researcher used this method to collect documents which relating to the research. It refers to the archival data that help the writer to collect the data needed. This method was used to get the data that related to the object of the research as News Item text of students.

There are some steps to collect the data, First, the researcher took the documentation from the lecturer document of News Item texts of the third semester. Then, the data are collected. Second, after the data were collected, the researcher reads the News Item texts. Then, identify the types of sentence used in the News Item text and the sentences are underlined based on the types. The last is classification, the data is classified based on the kinds of English sentence. Then, it is analyzed by using the theory of Brandon (2012) based on the sentence pattern used by sentence types.

D. Technique of the Data Analysis

According to Bogdan, "Data analysis is the process of systematically searching and arranging the interview transcript, field note, and other materials that you accumulate to increase your own understanding of them and to enable you to present

⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2002), p. 227.

what you have discovered to others.”⁶In order to answer the research problems, the data that had been gathered then analyzed and interpreted with regard to the research design. To find out the types of sentences and the frequency occurrence of sentence types, it can be seen in the following explanation.

To determine the types of sentences used in students’ writing, the writer described based on the theory of Brandon (2012) as follows:

1. Simple sentence

A Simple sentence is analyzed based on the independent clause that consist of subject and verb which expresses a complete thought. It has more than subject or verb. There are five patterns in simple sentence as follows:

- a. Subject + Verb
- b. Subject + Verb + Complement
- c. Subject + Verb + Direct Object
- d. Subject + Verb + Indirect Object + Direct Object
- e. Subject + verb + Object + Complement

2. Compound sentence

A Compound sentence is analyzed based on the logical combination of two complete thoughts or independent clauses to form one sentence. It has two or more control unit or simple sentence. A compound sentence needs a coordinating conjunction or a semicolon to link ideas. The compound sentence pattern as follows:
Independent Clause (Control Unit) + Coordinating Conjunction + Independent Clause (Control Unit)

3. Complex sentence

A complex sentence is analyzed based on an independent clause and one or more dependent clause. A complex sentence needs a subordinating conjunction to link between independent clause and dependent clause or between dependent clause and independent clause. The complex sentence patterns as follows:

Independent Clause + Subordinating Conjunction + Dependent Clause

Dependent Clause + Subordinating Conjunction + Independent Clause

4. Compound-complex sentence

A compound-complex sentence is analyzed based on two or more independent clauses and one or more dependent clauses. A compound-complex sentence needs a

⁶Sugiyono, *Metode Penelitian Pendidikan*, (Bandung:Alfabeta, 2015), p. 334.

comma to separate between independent clause and dependent clauses, and also between dependent clauses and independent clauses. A compound-complex sentence consists of minimum two main clauses that connected by coordinate conjunction, it is called a compound sentence, and minimum one dependent clause after subordinate conjunction. A compound-complex sentence pattern as follows:

Independent Clause + Coordinating Conjunction + Independent Clause + Comma + Dependent Clause

Dependent Clause + Comma + Independent Clause + Coordinating Conjunction + Independent Clause⁷

To know the frequency occurrence of the sentence types used in students' writing, the procedures as follows:

1. Note and count the frequency occurrence of each sentence types used in News Item text.
2. Count the number of frequency occurrence of each sentence types used in News Item text.
3. Count the whole number of all sentence types occur.

To count the frequency occurrence of sentence types in News Item text, the following table is used.

Table 5. Step to Count the Types of Sentence in News Item Text of Students.

No	Students' writing title	The Types of sentences								Total	Percentage
		SS		CMS		CXS		CCS			
		N	%	N	%	N	%	N	%		
	Total										

Note: SS = Simple Sentence

CMS = Compound Sentence

CXS = Complex Sentence

CCM = Compound-Complex Sentence

In the sentences are found dependent clauses, namely; noun clause, adjective clause, and adverbial clause. To know the frequency of clauses, the table is used as follows:

⁷Lee Brandon, *At a Glance: Sentences, ...,* p. 30-33.

Table 6. Step to Count the Clauses in News Item Text of Students.

No	Student' writing title	The Kinds of clauses						Total	Percentage
		NC		AC		AVC			
		N	%	N	%	N	%		
	Total								

Note:

NC = Noun Clause

AC = Adjective Clause

AVC = Adverbial Clause

In this case, the result of the counting sentence types is used in students' writing transformed into percentage as follows:⁸

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

Note:

P= Percentage

F= Number of sentence types

N= The Total Number of sentence types

⁸AnasSudijono, *PengantarStatistikPendidikan*, (Jakarta:PT. Raja GrafindoPersada, 2008), p. 43.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the findings of the research and discussion based on the data obtained this research.

A. Finding

According to data of the News Item text of students, the researcher found the types of sentence such as simple sentence, compound sentence, complex sentence, and compound-complex sentence however it was discussed below:

1. Sentences Used in Students' Writing

a. Simple sentence

- 1) Title of students' writing: Flood in kaligawe semarang.

In this writing there were four simple sentences that can be seen as follows:

- a) Kaligawe is one of the city in Semarang.
- b) Several days ago, almost everyday, heavy rain happened in this city.
- c) It was flooded.
- d) Of course, it will be dangerous for road user.

- 2) Title of students' writing: Agus Harimurti Yudhoyono registered as a candidate of Jakarta's Governor.

In this writing there were six simple sentences that can be seen as follows:

- a) Agus Harimurti Yudhoyono registered as a candidate of Jakarta's Governor.
- b) Agus was registered by Zulkifli Hasan at the conference in Bogor.
- c) He will be coupled with Sylfiana Murni.
- d) She is a bureaucrat.
- e) Actually, Agus was shocked.
- f) It will be a suitable couple to lead Jakarta.

- 3) Title of students' writing: Agus Yudhoyono, shining without a star.

In this writing had one simple sentence that can be seen as follows:

- a) Furthermore, this is not strange for Agus Yudhoyono, because of his family background as the oldest son of the Indonesia ex President Mr. Susilo Bambang Yudhoyono.

- 4) Title of students' writing: Zika travel advisory issued for all Southeast Asia countries.

In this writing had two simple sentences that can be seen as follows:

- a) The advisory issued Thursday targets travel to Brunei, Cambodia, East Timor, Indonesia, Laos, Malaysia, the Maldives, Myanmar, the Philippines, Thailand, and Vietnam.
 - b) The virus is spread primarily by bites from infected mosquitoes.
- 5) Title of students' writing: 178 jobseekers do training in Japan.

All of the sentences in this writing were simple sentence but it used long sentences that can be seen as follows:

- a) 178 jobseekers do training in Japan.
 - b) 178 jobseekers were asked to work in Japan for 3 years.
 - c) They would join the training program in 45 Japan companies with the different department.
 - d) Training program in Japan was a cooperation between employee minister of Indonesia and International Manpower Development Organization Japan (IM Japan) since 1903 until February 2016.
 - e) 37.734 jobseekers had gone there.
 - f) Training program in Japan was designed to develop the competence of jobseeker.
- 6) The title of students' writing: This reason for Iphone 7 and Iphone 7 plus jet black rare in market.

This writing had three simple sentences that can be seen as follows:

- a) That is Iphone 7 and Iphone 7 plus jet black variant.
 - b) Tekno information Liputan6.com said from business insider, reportedly due to the scarcity of the production of case Iphone and Iphone 7 plus jet black.
 - c) Because most of consumers prefer to choose jet black than traditional metallic color.
- 7) The title of students' writing: Mount Barujari erupted, hundreds of hikers are evacuated.

This writing had two simple sentences that can be seen as follows:

- a) Hundreds of tourist were evacuated from mount Rinjani because the eruption of mount Barujari, East Lombok, West Nusa Tenggara.
 - b) After that, the police closed those two tracks and evacuated the hikers and brought them down.
- 8) The title of students' writing: Military conflict between Philiphines and America.

In this writing there were two simple sentences can be seen as follows:

- a) Cooperation Philiphines and as has ended, said that Duterte in a speech before the Philiphines community in the Vietnames capital Hanoi.
 - b) The Philiphines is our most important ally in Asia the pasific.
- 9) The title of students' writing: Immunotherapy new approaches to fighting cancer.

In this writing had one simple sentences as follows:

- a) A new discover in health world in against cancer was released in the New York times.
- 10) The title of students' writing: Awkarin blocked by KPAI

In this writing there were two simple sentences can be seen as follows:

- a) KPAI and Kemenkoinfo held a meeting with the owner of the Instagram account @awkarin or Karin Novilda.
 - b) In the meeting there were some things discussed, in particular aspect regarding the law and morality against the uploaded content and video as well as receive complaints from society especially parents.
- 11) The title of students' writing: The accident of Mio's driver.

In this writing there were two simple sentences can be seen as follows:

- a) Kendal, a Mio's driver was died in location after crashing the bus in pantura Nolakerto traffic, Kaliwungu, Kendal, Jawa Tengah, on Thursday (29th 9 2016)
- b) The head of units police resistant Kendal, Ipda Agus Supriyadi said the the accident and describe it.

- 12) The title of students' writing: Indonesia growth won't reach 6% up to 2018.

In this writing had one simple sentence as follows:

- a) Indonesia growth won't reach 6% up to 2018.
- 13) The title of students' writing: Accident in Kendal.

In this writing there were eight simple sentences can be seen as follows:

- a) Kendal, Fenesia is a new student in State Islamic University of Walisongo.
- b) She is from Kendal, a student of S1 Syari'ah banking 2016 Faculty Economics and Business.
- c) Yesterday, 29th September 2016, exactly a month she studied at State Islamic University of Walisongo.
- d) In the same time there was a bus from east.
- e) The driver of the bus was shock and tried to stop but can not because distance between of them so near.
- f) The police investigated a number of witness in the location to enactive cause of the accident.
- g) Remains was brought to the hospital Soewondo Kendal.
- h) This is handling the police of Kendal (MJ-01).

14) The title of students' writing: Two boss of Indofood and Yusuf Mansyur follow tax amnesty.

There were seven simple sentences can be seen as follows:

- a) Two boss of Indofood and Yusuf Mansyur follow tax amnesty.
- b) Two boss Indofood, Anthoni Salim and Frankly Welirang will follow the program of tax amnesty in office center of tax directure in street Gatot Subroto, Jakarta Center.
- c) Beside that Yusuf Mansyur will follow the program of tax amnesty in the same location too.
- d) They are listed arrived in the location at 11 p.m in the last of firstperiod in tax amnesty with the ransom tarif.
- e) Before that, both of boss Indofood listed to follow in the program of tax amnesty in the KPP office.
- f) But, both of them changed the directionto follow tax amnesty in the office center of tax amnesty.

15) The title of students' writing: Crowds swarm for amnesty.

In this writing there were three simple sentences can be seen as follows:

- a) It might have been a once-in-a sight lifetime: hundreds, nearly a thousand people flocking to the Texation Directorate general's

Headquarters in South Jakarta to register for the government ambitious tax amnesty program.

- b) Some others were placidly browsing the internet on their mobile phones to dispel their boredom.
- c) The tax office even provided two big screens in its auditorium to entertain the taxpayers Marvel's blockbuster.

16) The title of students' writing: China warns Japan not to play with fire in South China Sea.

In this writing there were eight simple sentences can be seen as follows:

- a) China warns Japan not to play with fire in South China Sea.
- b) China also sent fighter planes for the first time over a strait near Japan on Monday as part of a group of more than 40 jets headed to train in the west pasific.
- c) Beijing asserts sovereignty over almost all of the South China Sea.
- d) Dismissing rival partinal claims from its Southeast Asian neighbours.
- e) It rejects any intervention by Japan in the waterway.
- f) Tokyo, a key US ally, is also strengthening defence ties with other countries in the disputedregion.
- g) Japan and China are already at loggerheads over a longstanding territorial row in the Eat China Sea.
- h) That dispute relates to uninhabited islets controlled by Japan known as the *Senkakus* in Japanese and the *Diaoyus* in Chenese.

17) The title of students' writing: Trump trapped.

In this writing there were four simple sentences can be seen as follows:

- a) Trump trapped.
- b) New York-Upcoming election of US president begin 35 days later.
- c) First debate for candidate that happened 2 days ago in white house.
- d) Huffington post was later to describe it as one point for Hillary and zero for Trump.

The sentences above were simple sentences which each sentence has subject and verb and they used 'to be' like *is, am, are, was, and were* in the sentences. Even though they used simple sentences in their writing but most of

them used long sentences. Besides, simple sentences used by students in their writing consist of active and passive sentences which can be seen as follows:

1. Active sentence

There are active sentences in the simple sentences used in the students' writing as follows:

- a. Agus Harimurti Yudhoyono registered as a candidate of Jakarta's Governor.
- b. Two boss of Indofood and Yusuf Mansyur follow tax amnesty.
- c. The police investigated a number of witness in the location to enactive cause of the accident.

The sentences above are active sentences which can be seen from the pattern. They consist of a subject, predicate, and object. For example, *Agus Harimurti Yudhoyono registered as a candidate of Jakarta's Governor*. It can be analyzed which subject, predicate, and object are. Here, *AgusHarimurtiYudhoyono* as subject, *registeredas* predicate, and *as a candidate of Jakarta's Governoras* object.

2. Passive sentence

There are passive sentence in the simple sentences used in the students' writing as follow:

- a. Hundreds of tourist were evacuated from mount Rinjani because the eruption of mount Barujari, East Lombok, West Nusa Tenggara.
- b. Training program in Japan was designed to develop the competence of jobseeker.
- c. 178 jobseekers were asked to work in Japan for 3 years.

The sentences above are passive sentences which can be seen in their pattern also. In the passive sentence, the object of an active verb becomes the subject of the passive verb then, only transitive verb are used in the passive. For example, *Hundreds of tourist were evacuated from mount Rinjani because the eruption of mount Barujari, East Lombok, West Nusa Tenggara*. Here, *Hundreds of tourist* as object of passive but it is the subject of passive, *were evacuated* as predicate which has 'be + past participle' form in making passive meaning, and *from mount Rinjani because the eruption of mount Barujari, East Lombok, West Nusa Tenggara*asadverb of place. In this example does not use an

object because it does not perform the action. The ‘ by phrase’ is used when it is important to know who performs the action.

b. Compound Sentence

- 1) The title of students’ writing: Agus Yudhoyono, shinning without a star.

In this writing there were two compound sentences can be seen as follows:

- a) Agus is paired with Sylviana Murni, and this pair of candidate is observed by Dems party, but some netizen were dissappointed with his decision to leave army area.
 - b) Unfortunately, the decision had agreed, and Agus had left the army and hang the star for forever, we do hope Agus can get successto become the Jakarta Governor, so he can continued his debut to war in politics area.
- 2) The title of students’ writing: Zika travel advisory issued for 11 Southeast Asia Countries.

In this writing had one compound sentence can be seen as follows:

- a) Most infected people suffer a mild and temporary illness at worst, but infection during pregnancy can cause severe brain-related birth defects.
- 3) The title of students’ writing: Mount Barujari erupted, hundreds of hikers are evacuated.

In this writing had one compound sentence can be seen as follows:

- a) Sutopo said, mount Barujari often erupts suddently and unexpectedly; the evacuation should be done soon for the safety of the tourists.
- 4) The title of students’ writing: Awkarin blocked by KPAI.

In this writing there were two compound sentences can be seen as follows:

- a) She likes to uploaded her activity with her boyfriend than she say about a relationship goals.
- b) Than the parent reported her to KPAI about her account now; Awkarin got some advise from general manager to avoid about bad content.

- 5) The title of students’ writing: Indonesia growth won’t reach 6% up to 2018.

In this writing there were two compound sentences can be seen as follows:

- a) The bank’s prediction of Indonesian economic growth is 5,1 percent this year, 5,3 percent in 2017, and 5,5 percent in 2018, “The prediction considers the weak performance of global trade and countinuing uncertainty of fed rate hike”, said World Bank Indonesia Senior

Economist Hans Anand Beck during East Asia and Pacific economic update in Jakarta on Wednesday.

- b) Trade and tax collection are too weak to support fiscal policies, so the country will continue to have supportive macro economic policies including a central bank rate cut due to low inflation and US decision to not raise fed found rate despite brexit.

Compound sentence contained of two independent clauses and it usually linked by coordinating conjunctions or semicolon. In this compound sentences consist of active and passive sentence also. The example of active sentence is *most infected people suffer a mild and temporary illness at worst, but infection during pregnancy can cause severe brain-related birth defects* and the example of passive sentence is *Agus is paired with Sylviana Murni, and this pair of candidate is observed by Dems party, but some netizen were dissappointed with his decision to leave army area.*

c. Complex Sentence

- 1) The title of students' writing: Flood in Kaligawe Semarang.

In this writing there were two complex sentences can be seen as follows:

- a) The fooded that happened in this city made the road broken.
- b) Most of the society that live in Kaligawe, said the area flooded every rainy season.

- 2) The title of students' writing: Agus Harimurti Yudhoyono registered as a candidate of Jakarta Governor.

In this writing there were three complex sentences in this writing can be seen as follows:

- a) Zulkifli said that Agus has a leader competence, because he has a good career in a military.
- b) Syarief said that Agus was in Australia when the conference happened.
- c) Zulkifli Hasan said that Agus from military and Sylviana from bureaucrat.

- 3) The title of students' writing: Agus Yudhoyono, shinning without a star.

In this writing had one somplex sentence can be seen as follows:

- a) As the candidate of Jakarta Governor Election 2016, Agus Yudhoyono the new comer in politic area, suprised almost the Indonesian, because his army career that is shinning as the mayor.
- 4) The title of students' writing: Zika travel advisory issued for 11 Southeast Asia Countries.

In this writing had one complex sentence can be seen as follows:

- a) US health officials are advising pregnantwomen to postpone travel to 11 countries in Southeast Asia because of zika outbreaks in the region.
- 5) The title of students' writing: This reason for Iphone 7 and Iphone 7 plus jet black rare in market.

In this writing there were two complex sentences can be seen as follows:

- a) I phone 7 and I phone 7 Plus which released recently in market enthused I phone lovers.
- b) Even though there is a variant which most difficult to be obtained with I phone lovers.
- c) If consumer order Iphone 7 and Iphone 7 Plus Jet Black variant, possibility that phone which susceptible to be grazed will be sent until next November.
- d) Kuo regard, it is this which makes the Iphone 7 and Iphone 7 Plus Jet Black is very limited.
- 6) The title of students' writing: Mount Barujari erupted, hundreds of hikers are evacuated.

In this writing had one compound sentence can be seen as follows:

- a) Based on the National Park Mount Rinjani data, around 1.023 tourists were still at mount Rinjani when the eruption happened on Tuesday (27/9) at 2.45 p.m.
- 7) The title of students' writing: Reveal the Dimas Kanjeng's crime.

All of this writing used complex sentences can be seen as follows:

- a) Probolinggo-22nd of September 2016, a police officer escorts one of the cult leader Dimas Kanjeng Taat Pribadi who has been in trouble murdering his ex-followers (Abdul Gani and Ismail Hidayah).
- b) The police has presumed that the victims was killed because they wanted to reveal that he could double bank-notes with his magic power.

- c) Cecep Ibrahim, an officer with east Java police's general crimes unit, said that Dimas had been reported for Fraud causing total financial losses of Rp. 1,5 billion.
 - d) The police will investigate this case further, because it hasn't been proved that the money is real or not.
 - e) Mahfud, the constitutional Court Chief Justice argued that means the money was stolen from some place.
 - f) Thus, there should be further investigation into how he acquired that money.
- 8) The title of students' writing: Military conflict between Philipines and Amerika.

In this writing six complex sentences can be seen as follows:

- a) President of the Philipines Rodrigo announced that a joint military exercise between the country with the Amerika schedule in October 2016 was the last period of cooperation during his tenure.
 - b) The announcement was made Duterte on Wednesday, 28 of September 2016 during a visit ao Vietnam, as well as signal termination of military cooperation between the two countries are considered the longest in Asia.
 - c) The amerika is scheduled war games, while China does not want to.
 - d) I will convey to the US that this is the last military training.
 - e) Military landing excercise in the Philipines involving 500 soldiers and 1.400 Filipino troops, as it was scheduled for 4-12 October 2016, as well as the first agenda in government Duterte.
 - f) In a statement delivered at Al Jazeera, as the foreign ministry, said the country would remain focused continuing foreign relations with the Philipines.
- 9) The title of students' writing: Immunotherapy new approaches to fighting cancer.

In this writing there were two complex sentences can be seen as follows:

- a) Immunotherapy is treatment that use the immune system to fight diseases, including cancer.

- b) Unlike chemotherapy which kills cancer cells, immunotherapy acts on the cell of the immune system to help them attack the cancer.
- 6) The title of students' writing: Awkarin blocked by KPAI.
In this writing there were two complex sentences can be seen as follows:
- a) This is justified KPAI chairman, Asrorun Niam, who say there is some agreement reached by all parties.
- b) A parents who have a grow child is worries when their child see about her picture and videos.
- 7) The title of students' writing: The accident of Mio's driver.
In this writing had one complex sentence can be seen as follows:
- a) The accident started when the motorcycle that drived Fenisa Nur Eldiana strike the other motorcycle in fron of her motorcycle.
- 8) The title of students' writing: Accident in Kendal.
In this writing there were two complex sentences can be seen as follows:
- a) But when she went to campus, occured accident pantura Nolakerto's street Kaliwungu, Kendal.
- b) The accident begun when her motorcycle hit motorcycle in front of her and both of them were fell.
- 9) The title of students' writing: Two boss of Indofood and Yusuf Mansyur follow tax amnesty.
in this writing had one complex sentence can be seen as follows:
- a) Mr. Yusuf Mansyur, Mr. Frankly, and Mr. Salim also in here (office ceuter of tax directure) "that us good, because they are entrepreneur and Ustad," said who must Ani, tax directure, Ani Natalia to Detik Finance in the office center of tax directure, Jakarta Friday (30/9/2016).
- 10) The title of students' writing: Crowds swarm for amnesty
In this writing six complex sentences can be seen as follows:
- a) Some groups of people were seen taking 'wefies' as if they were having a gleeful holiday.
- b) Captain American was being screened when the Jakrta post observed the room

- c) For Thursday's registration, which was the penultimate day of the amnesty's first phase, the tax office prepared 2000 queue numbers for amnesty participants, the highest since the program was launched in July.
- d) A security officer at the auditorium said the office usually served as many as 700 applicants daily prior to Thursday.
- e) People have been waiting to submit their tax amnesty applications since 5 a.m. while the tax office only opens at 8 a.m. he said.
- f) The government hopes the tax amnesty which aims to widen the country's notoriously low tax base can generate 165 billion (US \$12.74 billion) in redemption payments to plug this year, State budget deficit, preventing the deficit from touching the legal limit of 3 percent of **gross** domestic product.

11) The title of students' writing: China warns Japan not to play with fire in South China Sea.

In this writing there were three complex sentences can be seen as follows:

- a) Beijing-China on Thursday warned Japan against 'playing with fire' in the contested waters of the South China Sea, after Tokyo announced it may patrol alongside the US in the region.
- b) The Chinese defence ministry said the aim of the announcement was to mess up the South China Sea situation and try to gain interests from the troubled waters.
- c) In recent months Japanese Prime Minister Shinzo Abe has criticised China for rejecting a July ruling by an International tribunal, which said Beijing's extensive claims to the waters had no legal basis.

12) The title of students' writing: Trump trapped

In this writing there were four complex sentences can be seen as follows:

- a) Trump cannot answer what is being questioned by Hillary.
- b) Hillary Clinton, 62 years old woman who being hard rival for Donald Trump who is being 75 years across political life in United States.
- c) Hillary seem understood what is Trump's hole of weakness, so she adjusted a question that made Trump face reddish.
- d) Hillary set the trap about how so far he paid the tax because many of his factory troubled.

In the complex sentence also found some clauses that can be described as follows:

1. An adjective clause found in the students' writing can be seen as the following table:

Table 7. Adjective Clause in the News Item Text of Students.

Function of adjective clause	Relative pronoun	Sentences in the students' writing
A person	Who, whom, whose, that	<ul style="list-style-type: none"> - Most of the society that live in Kaligawe, said the area flooded every rainy season. - A police officer escorts one of the cult leader 'Dimas Kanjeng Taat Pribadi' who has been in trouble murdering his ex-followers (Abdul Gani and Ismail Hidayah). - Asrorun Niam, who say there is some agreement reached by all parties. - A parents who have a grow child is worries when the children see about her picture and videos. - Hillary Clinton, 62 years old woman who being hard rival for Donald Trump who is being 75 years across political life in United States.
Things	That, which	<ul style="list-style-type: none"> - One of the cities in Semarang which has important road in Semarang was flooded. - The flooded that happened in this city made the road broken. - I phone 7 and I phone 7 Plus which released recently in market enthused I phone lovers. - Even though there is a variant which most difficult to be obtained with I phone lovers. - Possibility that phone which susceptible to be grazed will be sent until next November.

		<ul style="list-style-type: none"> - Jet Black I phone casing 7 has a low production level, which is only 60-70 percent. - It is this which makes the I phone 7 and I phone 7 Plus Jet Black is very limited. - It hasn't been proved that the money is real or not. - Immunotherapy is treatment that use the immune system to fight diseases, including cancer. - Unlike chemotherapy which kills cancer cells, immunotherapy acts on the cell of the immune system to help them attack the cancer. - Drugs that unleash the body's immune system to combat tumors could allow patients with advanced melanoma to live far longer than ever before. - She has a controversial thing that makes worried of every parent. - Victim's motorcycles which want to precede other vehicle after that accident, immediately the victim fall into other way and there are bus from other way and strike her motorcycle. - For Thursday's registration, which was the penultimate day of the amnesty's first phase, the tax offices prepared 2000 queue numbers for amnesty participants. - The government hopes the tax amnesty which aims to widen the country's notoriously low tax base can generate 165 billion (US \$12.74 billion) in redemption payments to plug this year. - In recent months Japanese Prime Minister Shinzo Abe has criticised China for
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		rejecting a July ruling by an International tribunal, which said Beijing's extensive claims to the waters had no legal basis. - She adjusted a question that made Trump face reddish.
A time	when	-
A place	Where	-
A reason	why	-

The table above shows the function of adjective clause. There were various relative pronouns used here which each clause has different connectors such as 'who, whom, whose, that, which' that the function is to modify the person. Here, the researcher did not find the relative pronoun of adjective clause such as 'when, where, and why'.

2. A noun clause found in the students' writing can be seen as the following table:

Table 8. Noun Clause in the News Item Text of Students.

Function of nounclause	Relative pronoun	Sentences in the students' writing
As a subject	Whoever, what	-
As subjective complement	Whether, If	-
As direct object	What, How, That	- Zulkifli said that Agus has a leader competence, because he has a good career in a military. - Syarief said that Agus was n Australia when the conference happened. - Agus said that he chosen to nation importance and leading Jakarta. - The police has presumed that the victims was killed because they wanted to reveal that he could double

		<p>bank-notes with his magic power.</p> <ul style="list-style-type: none"> - Cecep Ibrahim, an officer with east Java police's general crimes unit, said that Dimas had been reported for Fraud causing total financial losses of Rp. 1,5 billion. - Mahfud, the constitutional Court Chief Justice argued that means the money was stolen from some place. - Thus, there should be further investigation into how he acquired that money. - Trump cannot answer what is being questioned by Hillary. - Hillary seems understood what Trump's hole of weakness is. - Hillary set the trap about how so far he paid the tax because many of his factories troubled. - Result released here on Monday showed that Yervoy was affective in reading the recurrence of melanoma after tumors were removed surgically Reside Melanoma. - Meanwhile, reuters reported that thousand of workers from variousunions still marched to the Presidential Palace in Central Jakarta on Thrusday to protest the government's amnesty saying. - The Chinese defence ministry said (that) the aim of the announcement was to mess up the South China Sea stuation and try to gain interests from the troubled waters.
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As object of preposition	What, Which	-
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In the noun clauses here appear in the same position as nouns which the subject appears before the verb and the object comes after the verb. The connectors found in this sentences as ‘what, how, and that’. Here, the researcher did not find the connectors as ‘whether, whoever, if, and which’.

3. An adverbial clause found in the students’ writing can be seen as the following table:

Table 9. Adverbial Clause in the News Item Text of Students.

Types of adverbial clause	Subordinating conjunction	Sentence in bilingual textbooks
Time	When (ever), while, since, before, after, until, as, as soon, as long as, once, now that, by the time (that), every time, the first time, the last time, the next time (that).	<ul style="list-style-type: none"> - Based on National Park Mount Rinjani data, around 1.023 tourists were still at Mount Rinjani when the eruption happened on Tuesday (27/9) at 2.45 p.m. - Military landing exercise in the Philipines involving 500 soldiers and 1.400 Filipino troops, as it was scheduled for 4-12 October 2016, as well as the first agenda in government Duterte. - The accident started when the motorcycle that drove Fenisa Nur Eldiana strike the other motorcycle in front of

		<p>her motorcycle.</p> <ul style="list-style-type: none"> - When she went to campus, occurred accident PanturaNolokerto's street Kaliwungu, Kendal. - The accident begun when her motorcycle hit motorcycle in front of her and both of them fell. - Captain American was being screened when the Jakarta Post observed the room. - The highest since the program was launched in July. - People have been waiting to submit their tax amnesty applications since 5 a.m while the tax office only opens at 8 a.m he said.
Place	Where, wherever, anywhere, nowhere, everywhere, anywhere, anyplace	-
Comparison	As (like), as if, as though, if	- Some groups of people were seen taking 'wefies' as if they were

		having a gleeful holiday.
Reason	because, since, now that, as, in order that, so, as long as, because of, due to, owing to, so that, in order that.	- Trade and tax collection are too weak to support fiscal policies, so the country will continue to have supportive macroeconomic policies.
Purpose	So that, in order that (in order to + verb 1), in hope that.	-
Contrast	although, while, where, whereas (despite, in spite of, regardless of)	-
Condition	If, only if, unless, even if, whether or not, provided (that), in case, in the event (that).	-

The table above showed some adverbial clauses which an adverbial clauses was considered as modifying the verb of the main clause. Those clauses also showed different connectors and different function.

d. Compound-Complex Sentence

- 1) The title of students' writing: Agus Harimuri Yudhoyono registered as a candidate of Jakarta's Governor.

In this writing there was one compound-complex sentence can be seen as follows:

- a) Agus said that he chosen to nation importance and leading Jakarta, and he optimises.
- 2) The title of students' writing: Zika travel advisory issued for 11 Southeast Asia Countries

In this writing there was one compound-complex sentence can be seen as follows:

- a) The centers for Disease Control and prevention said zika has been in some areas of Southeast Asia for years, and some residents may be immune, but a number of U.S travelers have become infected there in the last year, so there is a danger to visitors.
- 3) The title of students' writing: This reason for Iphone 7 and Iphone 7 Plus Jet Black rare in market.

In this writing there was one compound-complex sentence can be seen as follows:

- a) According to statement KGI securities analyst Ming-Chi Kuo told Business Insider, Jet Black Iphone casing 7 has a low production level, which is only 60-70 percent.
- 4) The title of students' writing: Immunotherapy, new approaches to fighting cancer.

In this writing there were two compound-complex sentences can be seen as follows:

- a) Result released here on Monday showed that Yervoy was affective in reading the recurrence of melanoma after tumors were removed surgically Reside Melanoma, the drugs are known to work againts lung and kiddey cancers.
- b) Drugs that unleash the body's immune system to combat tumors could allow patients with advanced melanoma to live far longer than ever before, researchers gathered at the nation's largest cancer conferencesay.

- 5) The title of students' writing: Awkarin blocked by KPAI

In this writing there were one compound-complex sentence can be seen as follows:

- a) Awkarin or Karin Novilda is a selebgram who famous because of her style and her relationship with her boyfriend, and now she was a role mode of children, but she has a controversional thing that makes worried of every parents.

- 6) The title of students' writing: The accident of Mio's driver.

In this writing there was one compound-complex sentence can be seen as follows:

- a) Their motorcycle move quickly from west, but victim's motorcycle which want to precede other vehicle after that accident, immediatly the victim fall into other way and there is bus from other way and strike her motorcycle.

- 7) The title of students' writing: Crowds swarm for amnesty.

In this writing there was one compound-complex sentence can be seen as follows:

- a) Meanwhile, reuters reported that thousand of workers from variousunions still marched to the Presidential Palace in Central Jakarta on Thrusday to protest the government's amnesty saying, it unfairly pardors wealthy noncompliant taxpayers.

- 8) The title of students' writing: China warns Japan not to play with fire in South China Sea.

In this writing there was one compound-complex sentence can be seen as follows:

- a) If Japan wants to conduct any joint patrol or joint exercise in waters administered by China, it is just like playing with fire, and the Chinese military will not sit and watch, Ministry spokesman Yang Yujun told a regular press briefing.

In the compound-complex sentences above consist of two or more dependent and independent clause that used varieties conjunctions and combined some clauses.

2. The frequency occurrence of sentence types used in students' writing.

According to Brandon sentence classified into four kinds such as simple, compound, complex, and compound-complex sentence. Besides, there are three clauses such as noun clause, adjective clause, and adverbial clause. The result of classification and percentage analysis of the sentences and clauses in students' writing can be drawn as follows:

Table 10. The Frequency Occurrence of Sentence Types Used in News Item Text of Students.

No.	Title	Kinds of sentence								Total	%
		SS		CMS		CXS		CCS			
		N	%	N	%	N	%	N	%		
1	Flood in Kaligawe Semarang.	4	6.56 %	0	0.00 %	2	4.44 %	0	0.00 %	6	4.88 %
2	AgusHarimurtiYudhoyono registered as a candidate of Jakarta's Governor.	6	9.84 %	0	0.00 %	3	6.67 %	1	11.11 %	10	8.13 %
3	AgusYudhoyono, shining without a star.	1	1.64 %	2	25.00 %	1	2.22 %	0	0.00 %	4	3.25 %
4	Zika travel advisory issued for 11 Southeast Asia Countries.	2	3.28 %	1	12.50 %	1	2.22 %	1	11.11 %	5	4.07 %
5	178 jobseekers do training in Japan.	6	9.84 %	0	0.00 %	0	0.00 %	0	0.00 %	6	4.88 %
6	This reason for Iphone 7 and Iphone	3	4.92 %	0	0.00 %	4	8.89 %	1	11.11 %	8	6.50 %

	7 Plus Jet Black rare in market.										
7	Mount Barujari erupted, hundreds of hikers are evacuated.	2	3.28 %	1	12.5 0%	1	2.22 %	0	0.0 0%	4	3.25 %
8	Reveal the Dimas Kanjeng's crime.	0	0.00 %	0	0.00 %	6	13.3 3%	0	0.0 0%	6	4.88 %
9	Military conflict between Philipines and Amerika.	2	3.28 %	0	0.00 %	6	13.3 3%	0	0.0 0%	8	6.50 %
10	Immunotherapy, new approaches to fighting cancer.	1	1.64 %	0	0.00 %	2	4.44 %	2	22. 22 %	5	4.07 %
11	Awkarin blocked by KPAI.	2	3.28 %	2	25.0 0%	2	4.44 %	1	11. 11 %	7	5.69 %
12	The accident of Mio's driver.	2	3.28 %	0	0.00 %	1	2.22 %	1	11. 11 %	4	3.25 %
13	Indonesia growth won't reach 6% up to 2018.	1	1.64 %	2	25.0 0%	0	0.00 %	0	0.0 0%	3	2.44 %
14	Accident in Kendal.	8	13.1 1%	0	0.00 %	2	4.44 %	0	0.0 0%	10	8.13 %
15	Two bosses of Indofood and Yusuf Mansur follow tax amnesty.	6	9.84 %	0	0.00 %	1	2.22 %	0	0.0 0%	7	5.69 %

16	Crowds swarm for amnesty.	3	4.92 %	0	0.00 %	6	13.33 %	1	11.11 %	10	8.13 %
17	China warns Japan not to play with fire in South China Sea.	8	13.11 %	0	0.00 %	3	6.67 %	1	11.11 %	12	9.76 %
18	Trump trapped.	4	6.56 %	0	0.00 %	4	8.89 %	0	0.00 %	8	6.50 %
Total		61	100.00 %	8	100.00 %	45	100.00 %	9	100.00 %	123	100.00 %

Note:

SS = Simple Sentence

CMS = Compound Sentence

CXS = Complex Sentence

CCS = Compound-Complex Sentence

Based on the data above, the researcher could percentage the formula as follows:

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

Note:

P= Percentage

F= Number of sentence types

N= The Total Number of sentence types

The percentage of the types of sentence in the students' writing as follows:

a. Simple sentence

$$P = \frac{61}{123} \times 100\% = 49.59\%$$

b. Compound sentence

$$P = \frac{8}{123} \times 100\% = 6.50\%$$

c. Complex sentence

$$P = \frac{45}{123} \times 100\% = 36.59\%$$

123

d. Compound-complex sentence

$$P = \frac{9}{123} \times 100\% = 7.32\%$$

123

In this research, the types of sentence were classified into four types namely simple sentence, compound sentence, complex sentence, and compound-complex sentence. According to the percentage analysis, it found that the most frequent used by students in their writing was simple sentence which it obtained 49.59% of the whole number of sentence types found in the students' writing. The second most frequent of sentence types used by students' was complex sentence which it obtained 36.59%, while compound sentence obtained 6.50%, and compound-complex sentence obtained 7.32%.

3. Frequency occurrence of clauses used in the students' writing.

Sentences are classified based on the number of the kinds of clauses within the sentences which there are four types of sentences namely simple sentence, compound sentence, complex sentence, and compound-complex sentence and in the complex sentence found three clauses namely adjective clause, noun clause, and adverbial clause. The frequency of clauses is presented in the following table.

Table 11. The Frequency Occurrence of Clauses Used in News Item Text of Students.

No	Title	Kinds of clause						Total	%
		NC		AC		AVC			
		N	%	N	%	N	%		
1	Flood in Kaligawe Semarang.	0	0.00%	3	13.64%	0	0.00%	3	5.36%
2	Agus Harimurti Yudhoyono registered as a candidate of Jakarta's Governor.	4	17.39%	0	0.00%	0	0.00%	4	7.14%
3	Agus Yudhoyono, shinning without a star.	0	0.00%	0	0.00%	0	0.00%	0	0.00%
4	Zika travel advisory	1	4.35%	0	0.00%	0	0.00%	1	1.79%

	issued for 11 Southeast Asia Countries.								
5	178 jobseekers do training in Japan.	0	0.00%	0	0.00%	0	0.00%	0	0.00%
6	This reason for Iphone 7 and Iphone 7 Plus Jet Black rare in market.	0	0.00%	5	22.73%	1	9.09%	6	10.71%
7	Mount Barujari erupted, hundreds of hikers are evacuated.	1	4.35%	0	0.00%	1	9.09%	2	3.57%
8	Reveal the Dimas Kanjeng's crime.	4	17.39%	2	9.09%	0	0.00%	6	10.71%
9	Military conflict between Philipines and Amerika.	3	13.04%	0	0.00%	1	9.09%	4	7.14%
10	Immunotherapy, new approaches to fighting cancer.	1	4.35%	3	13.64%	0	0.00%	4	7.14%
11	Awkarin blocked by KPAI.	0	0.00%	3	13.64%	0	0.00%	3	5.36%
12	The accident of Mio's driver.	0	0.00%	1	4.55%	1	9.09%	2	3.57%
13	Indonesia growth won't reach 6% up to 2018.	1	4.35%	0	0.00%	1	9.09%	2	3.57%
14	Accident in Kendal.	0	0.00%	0	0.00%	2	18.18%	2	3.57%
15	Two bosses of Indofood and Yusuf Mansur follow tax amnesty.	1	4.35%	0	0.00%	0	0.00%	1	1.79%
16	Crowds swarm for amnesty.	2	8.70%	2	9.09%	4	36.36%	8	14.29%
17	China warns Japan not to play with fire in South China Sea.	2	8.70%	1	4.55%	0	0.00%	3	5.36%
18	Trump trapped.	3	13.04%	2	9.09%	0	0.00%	5	8.93%
Total		23	100.00%	22	100.00%	11	100.00%	56	100.00%

Note:

NC : Noun clause

AC : Adjective clause

AVC : Adverbial Clause

Based on the data above, the result of counting clauses in the students' writing which transformed into percentage as follows:

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

Note:

P= Percentage

F= Number of clauses

N= The Total Number of clauses

The percentage of the clauses in the students' writing as follows:

a. Adjective clause

$$P = \frac{22}{56} \times 100\% = 39.29\%$$

b. Noun clause

$$P = \frac{23}{56} \times 100\% = 41.07\%$$

c. Adverbial clause

$$P = \frac{11}{56} \times 100\% = 19.64\%$$

Based on the percentage of clauses used in the complex sentences, it can be known that clauses are classified into three kinds, namely adjective clause, noun clause, and adverbial clause. From the percentage above, it was found that noun clauses are most frequent which obtained 41.07%, the second most frequent clause is adjective clause which obtained 39.29%, and the last is adverbial clause which obtained 19.64%.

B. Discussion

The Result of this study showed that the sentence types used in the News Item of students was simple sentence, compound sentence, complex sentence, and compound-complex sentence. In the simple sentence used varieties sentence patterns such as Subject + Verb, Subject + Verb + Complement, Subject + Verb + Direct Object, Subject + Verb + Indirect Object + Direct Object, and Subject + Verb + Object + Complement. In the compound sentence, the writer found sentences with the coordinate conjunction and sentences with the punctuation. In the complex sentence, the writer found adjective clause, noun clause, and adverbial clause. Meanwhile, the writer found coordinate conjunction and subordinate conjunction which coordinate conjunction connected two main clauses and subordinate conjunction connected dependent clause in the compound-complex sentence.

The data showed that the types of sentence mostly used in the News Item text of students were simple sentence which it obtained 49.59% of the whole number of sentence types found in this case. It means that simple sentence is the very common used by students in their writing but the students made sentences with some various pattern of simple sentence. The second commonly used was complex sentence which it obtained 36.59%. It means that the students were able to make sentences with degree complexity as complex sentence is quite complicated because the sentence is not only consist of simple sentence but also combined by dependent clause which connected by subordinate conjunctions. In the complex sentence, the students were able to use subordinate conjunctions to connect the clause appropriately.

Besides, the compound sentence obtained 6.50%. It means that compound sentence was very rarely used by students to make News Item text but the students were able to connect every clause with coordinate conjunction. The last is compound-complex sentence, it obtained 7.32%. This sentence is very complex and difficult but it found in the News Item text of students. It means that the students were able to make this sentence even though it found only 7.32% and it was rarely used in their writing.

It showed that simple sentence was very often used by students in their writing because the pattern of simple sentence is easy. Besides, it does not need any clauses because simple sentence consists of one clause only, which is independent clause or main clause.

Even though the data showed the varieties of sentence types used in the News Item of students but they could not mix all the sentence types within writing. It found that only one writing which could mix all the types of sentence entitled “Zika travel advisory for 11 Southeast Asia Countries”. It means that the writing style used in News Item of students was good enough because to develop a good writing style can be obtained by mixing sentence types (Oshima and Hogue, 2006). In other case, the writing that mostly used simple sentence had a good content entitled “178 jobseekers do training in Japan” but the sentence used could hold together or coherence and this writing used long sentences. Meanwhile, the writing which could mix all the types of sentence such simple sentence, compound sentence, complex sentence, and compound-complex sentence could be said that it had a good writing style even though in focusing on grammar was not good enough, for example in using conjunction was not appropriate to arrange the text.

Based on the discussion above, the researcher concluded that the students’ writing could not be said yet good enough writing. Each News Item text of students had strength and weakness. In other side, they could mix sentence types but they could not use appropriate content, organization, grammar, and vocabulary. Meanwhile, they could not mix sentence types in their writing but in organizing or arranging the sentence could be said well enough. It explained how to make good sentences, to differ the types of sentence, to use sentences, and to mix the types of sentence in writing text. Besides, in arranging a text or to write a sentence must be able to used appropriate grammar, vocabulary, and content. The researcher hopes that the students’ writer can develop their writing by combining, mixing, or using more varieties of the types of sentence because by mixing the types of sentence can develop a good writing style (Oshima and Hogue, 2006).

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the researcher presents the result of the study that has been discussed in the previous chapter. Besides, the researcher gives suggestion either for English teacher, students, and other researchers.

A. Conclusion

The research showed that the types of sentence used in News Item text of students were simple sentence, compound sentence, complex sentence, and compound-complex sentence but majority used simple sentence because it is easier sentence to write. Even though this sentence was very common used in their writing, but they wrote in long sentences. Based on the pattern, the simple sentences had five patterns that can be used in writing.

The second types was compound sentence which to combine two sentences need punctuation, conjunctive verb, and coordinative conjunction and the researcher found some of writings could use them in writing compound sentences. The third types was complex sentence, the researcher found some clauses used in complex sentence such as adjective clause, noun clause, and adverbial clause.

The last types was compound-complex sentence, this types is combination of compound and complex sentence. The writing of students also had been able to combine them well even though in grammatically still had an error. The frequency occurrence of sentence types used in students' writing showed that the frequency of simple sentence was 49.59%, compound sentence is 6.50%, complex sentence is 36.59% and compound-complex sentence is 7.32%.

Based on the result above, the researcher concluded that the writing of students were not good enough because according to Oshima and Hogue (2006) that a good writing style can be obtained by mixing the types of sentence, meanwhile the majority of students used simple sentence in their writing. In this case, the students' must be able to combine all the types of sentences in their

writing because it makes variety sentences and it can develop a good writing style.

B. Suggestion

Based on the conclusion above, it showed that there were many simple sentences used in students' writing. It explained that the writers used simple sentence commonly than other types of sentence. Even though the simple sentence gives easy understanding of information, but as a good writer must be able to mix all the types of sentence in their writing because it will be said a good writing style when they are able to mix the types of sentence. The researcher also wants to give some suggestions for:

1. For the students

As students of English, they must be able to know the pattern or the types of sentence because it can support them in their writing. By using varieties of sentence, they can be easier to express idea and the students are expected to create it as well as possible because by combining and mixing all the types of sentence, it can develop their style in writing. Besides, using variety of sentences or more complex sentences in the writing is important for the students' writer. So, they have a wide range of abilities in developing their writing.

2. For the English teachers

Based on the data above, it has found that the majority of students' writing used simple sentence. It means that the teachers should concern and give more explanation not only the theory but also it must be practiced because the sentences used by students can influence their writing either it is good or bad writing. Role of teachers is important to help and support students' ability in writing. Not only the types of sentence but also the structures of sentence must be understood by the students. Moreover, the teachers must give description as clear as possible in order to the students are able to make a good sentences based on their knowledge to create and express

their writing. Besides, the teachers are expected to use an appropriate method and technique in teaching and learning process especially in learning sentences and writing.

3. For the other researchers

The writer suggests to the other researchers who have a similar topic that to research the types of sentence may not only in the students' writing but also in the journals, books, newspaper, or thesis because it is more complicated even though the students' writing also can be said complicated also but to create new idea and new topic, the researcher suggests to conduct the research as well as possible. Besides, this study can be consideration to determine the topic and can be a guidance to create the other research. Then, the researcher suggests that the other researchers are able to use better method to collect the data and should be able to present the finding systematically, so it can be understood well and more benefit to the readers. Moreover this study is important because it can determine how far students use sentence types in their writing and how far they mix and combine sentence types in their writing because it can be known that their writing is good, enough, or bad.

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No.:

Date.:

Zika travel advisory issued for 11 southeast Asia Countries.

Headline

Newsworthy event

US Health officials are advising pregnant women to postpone travel to 11 countries in Southeast Asia because of Zika outbreaks in the region.

Background & events

The advisory issued Thursday targets travel to Brunei, Cambodia, East Timor, Indonesia, Laos, Malaysia, the Maldives, Myanmar, the Philippines, Thailand and ~~Myanmar~~ Vietnam.

The Centers for Disease Control and prevention said Zika has been in some areas of Southeast Asia for years, and some residents may be immune. But a number of U.S. travelers have become infected there in the last year, so there is a danger to visitors.

Sources

Most infected people suffer a mild and temporary illness, at worst. But infection during pregnancy can cause severe brain-related birth defects. The virus is spread primarily by bites from infected mosquitoes.

News Item

No. _____

Date. _____

1. Arum Istiqomah
2. Indah Cahya Persada

Title	178 jobseekers do training in Japan
Headline	
News worthy event	178 jobseekers were asked to work in Japan for 3 years. They would join the training program in 45 Japan companies with the different department.
Background events	Training program in Japan was a cooperation between employee Minister of Indonesia and International Manpower Development Organization Japan (IM Japan) since 1993 until February 2016. 37.734 jobseekers had gone there.
Sources	Training program in Japan was designed to develop the competence of jobseeker.

Name :

1. Novi Uhtia Zulfa (1503046118)
2. Endang Puji Lestari (1503046113)

Headline	Flood in Kaligawe Semarang.
Newsworthy Event	High rainfall in Kaligawe Semarang, Central Java, recently made Kaligawe, one of the city in Semarang which has important road in Semarang was flooded.
Background Event	Kaligawe is one of the city in Semarang. Several days ago, almost everyday, heavy rain happened in this city, it made this city was flooded. The flooded that happened in this city made the road broken. Of course, it will be dangerous for road user.
Sources	Most of the society that live in Kaligawe, said the area flooded every rainy season.

Name : (Saniyatunniswah < 1503046104 >)

Eka Khoiriyah < 1503046104 (No. 6104) >

Kelas : PBI-3C \Rightarrow Advance Writing

Accident in Kendal. \Rightarrow headline

Kendal, Feni is a new student in State Islamic University of Walisongo. She is from Kendal, a student of S1 Syariah banking 2016 Faculty economic and business. < Newsworthy events >

Yesterday 29th September 2016, exactly a month she studied at State Islamic University of Walisongo. But when she went to campus, occurred accident pantura Nolo Kerto's Street Kaluwungu, Kendal. The Accident begun when her motorcycle hit motorcycle in front of her and both of them were fell. In the same time there was a bus from east.

The driver of the bus was shock and tried to stop but can not because distance between of them so near. < Background events >

The police investigated a number of witness in the location to enactive cause of the accident. Remains was brought to the hospital Goewondo Kendal. This case is handling the police of Kendal. (Mj-01). < Source >

Military Conflict between Philippines and Amerika

by .Tempo.co

Schematic structure	
Headline	Military conflict between Philippines and Amerika.
News-worthy events	President of the Philippines Rodrigo Duterte announced that a joint military exercise between the country with the Amerika schedule in October 2016 was the last period of cooperation during his tenure. The announcement was made Duterte on Wednesday, 27 28 th of September 2016 during a visit to Vietnam, as well as signal termination of military cooperation between the two countries are considered the longest in Asia.
Background event	"The Amerika is scheduled war games, while China does not want to. I will convey to the US that this is the best last military train training. Cooperation Philippines and as has ended,

said Duterte in a speech before the Philippines community in the Vietnamese capital Hanoi.

~~Source~~
continued
Background
event 1.

Military landing exercise in the Philippines involving 500 soldiers and 1,400 Filipino troops, as it was scheduled for 4-12 October 2016, as well as the first agenda in government Duterte. In a statement delivered at Al Jazeera, as the foreign ministry, said the country would remain focused on continuing foreign relations with the Philippines. The Philippines is our most important ally in Asia the Pacific.

Source

The Philippines is our most important ally in Asia the Pacific.

Sally Kahmatika 1503046096
Mur Chanifah 1503046106

No.:

FBI 3C

Date.:

Headline = Agus Harimurti Yudhoyono Registered as a Candidate of Jakarta's Governor.

Newsworthy Event = Agus was registered by Zulkifli Hasan ~~as a Chairman~~ at the Conference in Bogor. Zulkifli said that Agus has a leader Competence, because he has a good career in a military. He will be coupled with Sylviana Murni, she is a bureaucrat.

Background event 1 =

Eyariief said that Agus was in Australia when the Conference happened. Actually Agus was shocked. Agus said that he ~~was~~ chosen to nation importance and leading Jakarta, and he optimistic.

Source = Zulkifli Hasan said that Agus from Military and Sylviana from bureaucrat, it will be a suitable couple to lead Jakarta.

firdaus - Hiawuan R. (1503096125)

Rizal P. Syifa (1503096125)

pb1_30

No.:

Date.:

Indonesia growth won't reach 6% up to 2018

indonesian economic growth will fall short of six percent up to 2018 due to the weak performance of global trade, the world bank predicts.

The bank's prediction of indonesian economic growth is 5,1 percent this year, 5,3 percent in 2017 and 5,5 percent in 2018. "The prediction considers the weak performance of global trade and continuing uncertainty of fed rate hike," said World Bank Indonesia senior Economist Hans Anand Beck during East Asia and Pacific Economic Update in Jakarta on wednesday.

Trade and tax collection is too weak to support fiscal policies, so the country will continue to have supportive macroeconomic policies including a central bank rate cut due to low inflation and US decision to not raise fed found rate despite Brexit.

CURRICULUM OF VITAE

PERSONAL DATA



Name : Siti Mamdudatul Umriyah
Place of Birth : Demak
Date of Birth : August, 02nd 1995
Religion : Islam
Gender : Female
Civic : Indonesia
Address : Tugu village, Sayung Distric,
Demak Regency

FORMAL EDUCATION

2001-2007 : SD Negeri Tugu 1
2007-2010 : SMP Negeri 2 Sayung
2010-2013 : SMA Negeri 1 Sayung
2013-2018 : English Education Department, Faculty of Education
and Teacher Training, Walisongo State Islamic
University, Semarang.

ORGANISATION EXPERIENCE

- a. OSIS
- b. SAMAPTA
- c. Resimen Mahasiswa
- d. Karang Taruna

ACHIEVEMENT

- 2011: Performance Contest of Tax (Lomba performance pajak tingkat kabupaten) as a winner
- 2012: Quiz Contest of Tax (Lomba Cerdas Cermat tentang pajak tingkat kabupaten) at the third position
- 2012: Civil Ceremony Contest (Lomba Tata Upacara Sipil (TUS) tingkat kabupaten) at the fourth position
- 2015: Cross Country (Lomba Lari Lintas Medan V tingkat nasional) at the sixth position
- 2015: Napak Tilas and Long march (Lomba Napak Tilas and Long March tingkat Nasional) as a Winner

EXPERIENCE

- 2015: International Entrepreneurship, Leadership and Management Training at Malaka, Malaysia.

SKILLS

- Language: Bahasa and English.
- Software skills: Corel draw, Ms. Office.

Sincerely,

Siti Mamdudatul Umriyah