

**THE ERRORS MADE BY THE SIXTH SEMESTER STUDENTS  
OF THE ENGLISH DEPARTMENT  
OF WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY  
IN CONSTRUCTING COMPOUND AND COMPLEX SENTENCES**

**A THESIS**

**By**

**AMRIN BATUBARA  
NIM : 8212705011**



No. INDUK	2177 106
TGL TERJ	11-09-2006
B. 1	Bi
No. BUKU	

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
PROGRAM PASCASARJANA  
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS  
JUNI 2006**

**THE ERRORS MADE BY THE SIXTH SEMESTER STUDENTS  
OF THE ENGLISH DEPARTMENT OF WIDYA MANDALA CATHOLIC UNIVERSITY  
IN CONSTRUCTING COMPOUND AND COMPLEX SENTENCES**

**A THESIS**

**Submitted to Widya Mandala Surabaya Catholic University Master's  
Program in Teaching English as a Foreign Language.  
In a partial fulfillment of the requirements for the degree of Master of  
Arts in TEFL.**

**By**

**Amrin Batubara  
Nim 8212705011**

**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA  
PROGRAM PASCASARJANA  
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS  
JUNI 2006**

## **APPROVAL SHEET (1)**

**This thesis entitled:**

**THE ERRORS MADE BY THE SIXTH SEMESTER STUDENTS  
OF THE ENGLISH DEPARTMENT OF WIDYA MANDALA CATHOLIC  
UNIVERSITY IN CONSTRUCTING COMPOUND AND COMPLEX  
SENTENCES**

prepared and submitted by Amrin Batubara (Nim 8212705011) has been approved to be examined by the Board of Examiners for acquiring the Master's Degree in Teaching English as a Foreign Language by the following advisor.

A handwritten signature in black ink, appearing to read 'E. Sadtono', is positioned above the printed name of the thesis advisor.

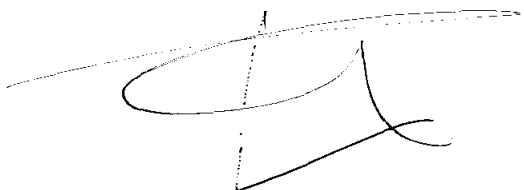
**Prof. Eugenius Sadtono, Ph.D.**  
Thesis Advisor

## APPROVAL SHEET (2)

This thesis entitled:

**THE ERRORS MADE BY THE SIXTH SEMESTER STUDENTS  
OF THE ENGLISH DEPARTMENT OF WIDYA MANDALA SURABAYA  
CATHOLIC UNIVERSITY IN CONSTRUCTING COMPOUND AND  
COMPLEX SENTENCES**

prepared and submitted by Amrin Batubara (Nim 8212705011) was  
examined by the following Board of Examiners on oral examination  
on .... June 2006.


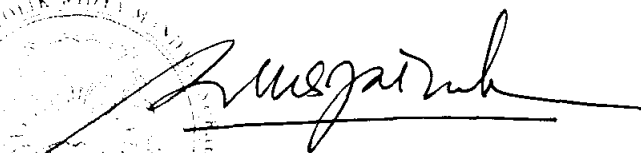


**Prof. Dr. Abbas A. Badib, MA, MA**  
Chairman



**Prof. Dr. Wuri Soedjatmiko**  
Member

**Prof. Eugenius Sadtono, Ph.D.**  
Member



**Prof. Dr. Wuri Soedjatmiko**  
Director of Master Degree Program

## **ACKNOWLEDGEMENTS**

## **ACKNOWLEDGEMENT**

First of all, the writer praised Allah SWT for the blessing of good health that the completion of this thesis entirely depends on.

The writer also wishes to express his deepest gratitude to Prof. E. Sadtono, Ph.D., his advisor, who has given his patient guidance and encouragement from the beginning to the completion of this thesis. The writer realizes wholeheartedly that his gratitude will never be comparable to what his advisor has given to him.

The writer would also like to express his sincere gratitude to the head of the English Department, the Director of Master Degree Program, and the Rector of Widya Mandala Surabaya Catholic University who have given their valuable guidance and time that make the completion of his study possible.

The writer's deepest gratitude and appreciation are also delivered to the Head and the Members of Examination Board who have examined this thesis and given worthy insights and corrections to improve this thesis.

His sincere gratitude also goes to all the lecturers at the MPBI Program at Widya Mandala Surabaya Catholic University who have taught him valuable knowledge so that he can accomplish this thesis.

His gratitude and appreciation should also be extended to the lecturer of the writing course who allowed the writer to use her students for the try-out test, the lecturers of the translation classes who permitted the writer to use their students for the tests, and the 2006 sixth semester students of the English Department of Widya Mandala Catholic University, without whose willingness in doing the tests given, this thesis would never have been completed.

And last but not least, his special expression of thanks also goes to his wife, daughters and son for their patience and encouragement while he was writing this thesis.

## **ABSTRACT**

## ABSTRACT

Batubara, Amrin. *The Errors Made by the Sixth Semester Students of the English Department of Widya Mandala Surabaya Catholic University in Constructing Compound and Complex Sentences*. Thesis. Master of Arts Program in Teaching English as a Foreign Language. English Education Department. Graduate School. Widya Mandala Surabaya Catholic University.

Key terms: Errors, Compound and Complex Sentences, Coordinators, Subordinators.

The mastery of English compound and complex sentences is of a paramount importance because it can help us to study the basic utterances of English spoken and written sentences. In addition, compound and complex sentences can also be used to express ideas that are impossible to express in one word, one phrase, or even in one simple sentence. In fact, they can be used to produce the effectiveness and clarity in English oral or written communication. Thus, the analysis of errors in English compound and complex sentences can be used as an input for the remedial teaching program. The present research tries to study three types of compound sentences and three types of complex sentences with the limitation on twenty five coordinators and thirty five subordinators being tested.

The problems which were investigated in this study were: 1) the types of errors made by the students in constructing English compound and complex sentences, 2) the frequency of occurrence of each type of error made by the students in constructing compound and complex sentences, and 3) the areas of difficulties encountered by the students in constructing compound and complex sentences.

With these problems, the present study had three purposes: 1) to find out the types of errors made by the students in constructing compound and complex sentences, 2) to find out the frequency of the occurrence of each type of error made by the students in constructing compound and complex sentences, and 3) to describe the areas of difficulties encountered by the students in constructing compound and complex sentences.

The subjects of this study consisted of 79 sixth semester students of the English Department who were taking the translation course at Widya Mandala Surabaya Catholic University. The instrument used to collect the data was a pencil and paper test on compound and complex sentences in sentence combining and translation with 25 coordinators and 35 subordinators. This test was administered to the subjects who had finished their grammar courses.

The study reveals the following findings:

- 1) The types of errors made by the students in constructing compound and complex sentences consisted of (1) 11.51 % errors of omission, (2) 80.93 % errors of misinformation, and (3) 7.57 % errors of disorder.



The results further show that in constructing compound and complex sentences, the students made 40.48 % errors on the average from the test. This means that the students' qualitative mastery in constructing compound and complex sentences was fair.

- 2) With regard to the frequency of occurrence of errors of each coordinator and subordinator, it can be concluded that:
  - a) Six coordinators were difficult i.e. (1) correlative conjunctions: either...or, neither...nor; (2) conjunctive adverbs: however, otherwise, besides, and likewise
  - b) Three coordinators are fair, i.e. (1) correlative conjunctions: both...and (2) conjunctive adverbs: moreover, then, and meanwhile
  - c) Five coordinators are easy, i.e. (1) Coordinate conjunctions: but, or, for ; (2) Correlative conjunctions: not only...but also ; (3) conjunctive adverbs: therefore .
  - d) Thirteen Subordinators are difficult, i.e. (1) Noun clause: that-request, what-exclamation; (2) Adverb clause: while, since, before, after, as soon as, whereas, in order to, unless, only if, whether or not, and in case.
  - e) Three Subordinators are fair, i.e. (1) Adjective clause: whose ; (2) Adverb clause: when, and although
  - f) Nineteen Subordinators are easy, i.e. (1) Noun clause: that-statement, whether, who, which, what, when, where, how, why, how-exclamation; (2) Adjective clause: who, whom, which, when, where, that ; (3) Adverb clause: then, because, if.

In terms of each coordinator and subordinator being tested in this study, an attempt was made to trace back the causes of errors from the areas of difficulties with the limitation on interlingual and intralingual errors. These errors were mostly caused by the students' insufficient knowledge of the target language rules in constructing compound and complex sentences. Semantically, compound and complex sentences between Indonesian and English are similar but it did not guarantee the students could master English compound and complex sentences in general. It implies that those errors representing the students' language background were due to intralingual errors rather than interference from Indonesian, as the students' native language.

## ABSTRACT

Batubara, Amrin. *The Errors Made by the Sixth Semester Students of the English Department of Widya Mandala Surabaya Catholic University in Constructing Compound and Complex Sentences*. Thesis. Master Program in Teaching English as a Foreign Language. English Education Department. Graduate School. Widya Mandala Surabaya Catholic University.

Key terms: Errors, Compound and Complex Sentences, Coordinators, Subordinators.

Penguasaan kalimat majemuk bahasa Inggris, baik kalimat majemuk setara maupun kalimat majemuk bertingkat, sangatlah penting karena hal tersebut dapat membantu kita untuk memahami ujaran dasar lisan maupun tulisan. Disamping itu, kalimat-kalimat majemuk dapat juga digunakan untuk mengungkapkan gagasan-gagasan yang sulit disampaikan dengan satu kata, atau satu frasa dan bahkan dengan sebuah kalimat tunggal. Kenyataannya, kalimat-kalimat majemuk dapat digunakan untuk menghasilkan keefektifan dan kejelasan komunikasi lisan maupun tulisan dalam bahasa Inggris. Dengan demikian, hasil suatu analisis kesalahan kalimat majemuk bahasa Inggris dapat digunakan sebagai masukan untuk program pengajaran remedi. Penelitian ini mencoba mempelajari 3 jenis kalimat majemuk setara dan 3 kalimat majemuk bertingkat dengan batasan pada 25 coordinators (kata-kata tugas koordinatif) dan 35 subordinators (kata-kata tugas subordinatif) yang diujikan.

Permasalahan-permasalahan yang dianalisis dalam penelitian ini adalah 1) jenis kesalahan yang dibuat mahasiswa dalam menulis kalimat majemuk bahasa Inggris, 2) frekuensi terjadinya setiap jenis kesalahan yang dibuat mahasiswa dalam menulis kalimat majemuk bahasa Inggris, 3) lingkup bidang kesulitan yang dialami mahasiswa pada saat menulis kalimat majemuk bahasa Inggris.

Dalam lingkup permasalahan tersebut, penelitian ini meliputi tiga tujuan: 1) menemukan jenis kesalahan yang dibuat mahasiswa dalam menulis kalimat majemuk bahasa Inggris, 2) memperhitungkan frekuensi terjadinya setiap jenis kesalahan yang dibuat mahasiswa dalam menulis kalimat majemuk bahasa Inggris, 3) menguraikan lingkup bidang kesulitan yang ditemukan mahasiswa dalam menulis kalimat majemuk bahasa Inggris.

Subject penelitian ini terdiri dari 79 mahasiswa semester VI jurusan bahasa Inggris yang sedang mengikuti mata kuliah Translation di Universitas Katholik Widya Mandala Surabaya. Instrument yang digunakan untuk mendapatkan data adalah tes menulis kalimat majemuk bahasa Inggris dalam bentuk menggabungkan dua kalimat tunggal menjadi kalimat majemuk dan menterjemahkan kalimat-kalimat majemuk bahasa Inggris yang menggunakan 25 coordinators (kata-kata tugas koordinatif)

dan 35 subordinators (kata-kata tugas subordinatif). Ujian tersebut diberikan kepada mahasiswa semester VI jurusan bahasa Inggris yang telah mengikuti semua mata kuliah Grammar.

Penelitian ini mengungkapkan penemuan-penemuan berikut ini:

- 1) Jenis kesalahan yang dibuat mahasiswa dalam menulis kalimat majemuk bahasa Inggris terdiri dari (1) 11.51 % kesalahan omission, (2) 80.93 % kesalahan misformation, dan (3) 7.57 % kesalahan misorder. Hasil penelitian lebih lanjut menyebutkan bahwa didalam menulis kalimat majemuk, mahasiswa membuat kesalahan rata-rata 40.48 %. Hal ini berarti penguasaan kalimat majemuk bahasa Inggris oleh mahasiswa secara kualitatif adalah sedang (Fair)
- 2) Berkaitan dengan frekwensi terjadinya kesalahan untuk tiap jenis coordinator maupun subordinator ( kata tugas koordinatif maupun subordinatif) dapat disimpulkan bahwa:
  - a) 6 coordinators (kata-kata tugas koordinatif) sukar, diantaranya (1) correlative conjunctions: either...or, neither...nor; (2) conjunctive adverbs: however, otherwise, besides, and likewise.
  - b) 3 coordinators (kata-kata tugas koordinatif) sedang, diantaranya (1) correlative conjunction: both...and; (2) conjunctive adverbs: moreover, then, meanwhile.
  - c) 5 coordinators (kata-kata tugas koordinatif) mudah, (1) coordinate conjunctions: but, or, for; (2) correlative conjunction: not only...but also; (3) conjunctive adverb: therefore.
  - d) 13 subordinators (kata-kata tugas subordinatif) sukar, diantaranya (1) naoun clause: that-request, what-exclamation; (2) adverb clause: while, since, before, after, as soon as, whereas, in order to, unless, only if, whether or not, in case.
  - e) 3 subordinators (kata-kata tugas subordinatif) sedang, diantaranya (1) adjective clause: whose; adverb clause: when, although.
  - f) 19 subordinators (kata-kata tugas subordinatif) mudah, diantaranya (1) noun clause: that-statement, whether, who, which, what, when, where, how, why, how-exclamation; (2) adjective clause: who, whom, which, when, where, that; (3) adverb clause: then, because, if.

Untuk setiap coordinator dan subordinator (kata-kata tugas koordinatif dan subordinatif) yang diujikan dalam penelitian ini, usaha penelusuran penyebab kesalahan dalam lingkup bidang kesulitan dilakukan terbatas pada kesalahan interlingual dan kesalahan intralingual. Kesalahan-kesalahan tersebut pada umumnya disebabkan kurangnya pemahaman kaedah-kaedah penulisan kalimat majemuk bahasa Inggris. Secara semantis, kalimat majemuk bahasa Inggris mirip dengan kalimat majemuk bahasa Indonesia, namun hal itu secara umum tidak dapat menjamin bahwa mahasiswa dapat menguasai penulisan kalimat majemuk bahasa Inggris. Hal tersebut mengimplikasikan bahwa kesalahan-kesalahan tersebut adalah kesalahan intralingual dan bukanlah kesalahan sebagai akibat intervensi bahasa Indonesia sebagai bahasa ibu mahasiswa.

Dari penemuan-penemuan tersebut, guru diharapkan memberi perhatian lebih terhadap kata-kata tugas yang sukar agar penguasaan mahasiswa dalam menulis kalimat majemuk bahasa Inggris dapat meningkat. Diharapkan juga agar penelitian replikasi dilakukan dengan menggunakan instrumen yang lain dan dengan sampel yang lebih banyak agar dapat diambil kesimpulan yang lebih sahih.

# **TABLE OF CONTENTS**

## TABLE OF CONTENTS

	PAGE
APPROVAL SHEET (1) .....	iii
APPROVAL SHEET (2) .....	iv
ACKNOWLEDGEMENT .....	v
ABSTRACT .....	vi
TABLE OF CONTENTS .....	viii
LIST OF TABLES .....	xvii
I. INTRODUCTION .....	1
1.1 Background .....	1
1.2 Statement of the Problem .....	3
1.3 Purpose of the Study .....	4
1.4 Significance of the Study .....	5
1.5 Scope and Limitation of the Study .....	6
1.6 Assumptions .....	7
1.7 Theoretical Framework .....	7
1.8 Definition of the Key Terms .....	9
II. REVIEW OF RELATED LITERATURE .....	12
2.1 The Nature and Function of Theory .....	12
2.2 Errors and Mistakes .....	13
2.3 Contrastive Analysis .....	15
2.4 Error Analysis related to Language Learning and Teaching .....	19
2.5 Classification of Errors .....	25
2.6 Overview of Compound and Complex Sentences .....	29
2.6.1 Noun Clause .....	31
2.6.2 Adjective Clause .....	32
2.6.3 Adverbial Clause .....	34

2.6.3.1	Adverbial Clause of Time .....	35
2.6.3.2	Adverbial Clause of Place .....	36
2.6.3.3	Adverbial Clause of Manner .....	36
2.6.3.4	Adverbial Clause of Comparison.....	37
2.6.3.5	Adverbial Clause of Reason.....	37
2.6.3.6	Adverbial Clause of Purpose.....	38
2.6.3.7	Adverbial Clause of Result.....	38
2.6.3.8	Adverbial Clause of Condition.....	39
2.6.3.9	Adverbial Clause of Contrast.....	39
2.6.3.10	The Position and Function of Adverbial Clauses...	40
2.6.4	The Limitation of Coordinators and Subordinators	
	Tested .....	41
III.	RESEARCH METHODODO.....	44
3.1	The Research Design .....	44
3.2	The Subjects .....	48
3.3	The Instruments.....	48
3.3.1	The First Type of the Test .....	48
3.3.2	The Second Type of the Test .....	49
3.4	Try Out Test .....	50
3.4.1	Difficulty and Discrimination Indices .....	51
3.4.2	Reliability of the Test .....	52
3.4.3	Validity of the Test .....	53
3.5	Procedures of Collecting Data .....	55
3.6	The Data Collection .....	55
3.7	The Data Analysis .....	55
3.7.1	Qualitative Analysis .....	55
3.7.1.1	Classification of Error Types .....	56
3.7.1.2	Interpretation of Error Types on Comparative	
	Taxonomy .....	56
3.7.2	Quantitative Analysis .....	56

<b>IV. RESULT AND DISCUSSION .....</b>	<b>58</b>
<b>4.1 The Results of the Qualitative Analysis .....</b>	<b>58</b>
<b>4.1.1 The Results of The Qualitative Analysis from the Test .....</b>	<b>58</b>
<b>4.1.1.1 Classification of Error Types .....</b>	<b>58</b>
<b>4.1.1.1.1 Errors of Omission .....</b>	<b>59</b>
<b>4.1.1.1.2 Summary of Errors of Omission .....</b>	<b>64</b>
<b>4.1.1.1.3 Errors of Misformation .....</b>	<b>64</b>
<b>4.1.1.1.4 Summary of Errors of Misformation .....</b>	<b>78</b>
<b>4.1.1.1.5 Errors of Misorder .....</b>	<b>79</b>
<b>4.1.1.1.6 Summary of Errors of Misorder.....</b>	<b>82</b>
<b>4.2 The Results of the Quantitative Analysis .....</b>	<b>82</b>
<b>4.2.1 Treatment of the Test on Compound and Complex</b> <b>Sentences .....</b>	<b>85</b>
<b>4.3 Discussion .....</b>	<b>90</b>
<b>4.3.1 Compound Sentences with Coordinate and Correlative</b> <b>Conjunctions .....</b>	<b>91</b>
<b>4.3.1.1 Omission of <i>either...or</i> in Compound Sentences with</b> <b>Correlative Conjunctions .....</b>	<b>92</b>
<b>4.3.1.2 Omission of <i>both...and</i> in Compound Sentences with</b> <b>Correlative Conjunctions .....</b>	<b>92</b>
<b>4.3.1.3 Omission of <i>neither...nor</i> in Compound Sentences</b> <b>with Correlative Conjunctions .....</b>	<b>92</b>
<b>4.3.1.4 Misformation of <i>but</i> in Compound Sentences with</b> <b>Coordinate Conjunctions .....</b>	<b>93</b>
<b>4.3.1.5 Misformation of <i>for</i> in Compound Sentences with</b> <b>Coordinate Conjunctions .....</b>	<b>93</b>
<b>4.3.1.6 Misformation of <i>either...or</i> in Compound Sentences</b> <b>With Correlative Conjunctions .....</b>	<b>94</b>
<b>4.3.1.7 Misformation of <i>both...and</i> in Compound Sentences</b> <b>With Correlative Conjunctions .....</b>	<b>94</b>
<b>4.3.1.8 Misformation of <i>neither...nor</i> in Compound Sentences</b> <b>With Correlative Conjunctions .....</b>	<b>95</b>



4.3.1.9 Misorder of <i>for</i> in Compound Sentences with Coordinate Conjunctions .....	95
4.3.1.10 Misorder of <i>either...or</i> in Compound Sentences with Correlative Conjunctions .....	95
4.3.1.11 Misorder of <i>not only...but also</i> in Compound Sentences with Correlative Conjunctions .....	96
4.3.1.12 Misorder of <i>both...and</i> in Compound Sentences with Correlative Conjunctions .....	96
4.3.1.13 Misorder of <i>neither...nor</i> in Compound Sentences with Correlative Conjunctions .....	97
4.3.2 Compound Sentences with Conjunctive Adverbs .....	97
4.3.2.1 Omission of <i>however</i> in Compound Sentences with Conjunctive Adverbs .....	97
4.3.2.2 Omission of <i>therefore</i> in Compound Sentences with Conjunctive Adverbs .....	98
4.3.2.3 Omission of <i>moreover</i> in Compound Sentences with Conjunctive Adverbs .....	98
4.3.2.4 Omission of <i>then</i> in Compound Sentences with Conjunctive Adverbs .....	98
4.3.2.5 Omission of <i>besides</i> in Compound Sentences with Conjunctive Adverbs .....	99
4.3.2.6 Omission of <i>likewise</i> in Compound Sentences with Conjunctive Adverbs .....	99
4.3.2.7 Omission of <i>meanwhile</i> in Compound Sentences with Conjunctive Adverbs .....	99
4.3.2.8 Misformation of <i>however</i> in Compound Sentences with Conjunctive Adverbs .....	100
4.3.2.9 Misformation of <i>therefore</i> in Compound Sentences with Conjunctive Adverbs .....	100

4.3.2.10	Misformation of <i>otherwise</i> in Compound Sentences with Conjunctive Adverbs .....	100
4.3.2.11	Misformation of <i>moreover</i> in Compound Sentences with Conjunctive Adverbs .....	101
4.3.2.12	Misformation of <i>then</i> in Compound Sentences with Conjunctive Adverbs .....	101
4.3.2.13	Misformation of <i>besides</i> in Compound Sentences with Conjunctive Adverbs .....	102
4.3.2.14	Misformation of <i>likewise</i> in Compound Sentences with Conjunctive Adverbs .....	102
4.3.2.15	Misformation of <i>meanwhile</i> in Compound Sentences with Conjunctive Adverbs .....	102
4.3.2.16	Misorder of <i>however</i> in Compound Sentences with Conjunctive Adverbs .....	103
4.3.2.17	Misorder of <i>moreover</i> in Compound Sentences with Conjunctive Adverbs .....	103
4.3.2.18	Misorder of <i>besides</i> in Compound Sentences with Conjunctive Adverbs .....	103
4.3.2.19	Misorder of <i>likewise</i> in Compound Sentences with Conjunctive Adverbs .....	104
4.3.3	Complex Sentences with Noun Clauses .....	104
4.3.3.1	Omission of <i>that</i> in Noun Clauses Derived from a Statement .....	105
4.3.3.2	Omission of <i>whether</i> in Noun Clauses Derived from a Question .....	105
4.3.3.3	Omission of <i>who</i> in Noun Clauses Derived from a Question .....	105
4.3.3.4	Omission of <i>how</i> in Noun Clauses Derived from a Question .....	106

4.3.3.5 Omission of <i>that</i> in Noun Clauses Derived from a Request.....	106
4.3.3.6 Omission of <i>what</i> in Noun Clauses Derived from an Exclamation.....	106
4.3.3.7 Omission of <i>how</i> in Noun Clauses Derived from an Exclamation .....	106
4.3.3.8 Misformation of <i>that</i> in Noun Clauses Derived from a Statement .....	107
4.3.3.9 Misformation of <i>whether</i> in Noun Clauses Derived from a Question .....	107
4.3.3.10 Misformation of <i>who</i> in Noun Clauses Derived from a Question .....	107
4.3.3.11 Misformation of <i>which</i> in Noun Clauses Derived from a Question .....	108
4.3.3.12 Misformation of <i>where</i> in Noun Clauses Derived from a Question .....	108
4.3.3.13 Misformation of <i>that</i> in Noun Clauses Derived from a Request .....	108
4.3.3.14 Misformation of <i>what</i> in Noun Clauses Derived from an Exclamation.....	109
4.3.3.15 Misorder of <i>which</i> in Noun Clauses Derived from a Question .....	109
4.3.3.16 Misorder of <i>that</i> in Noun Clauses Derived from a Request .....	109
4.3.4 Complex Sentences with Adjective Clauses .....	110
4.3.4.1 Omission of <i>who</i> in Adjective Clauses with a Noun Antecedent Meaning a Person .....	110
4.3.4.2 Omission of <i>whom</i> in Adjective Clauses with a Noun Antecedent Meaning a Person .....	110

4.3.4.3	Omission of <i>whose</i> in Adjective Clauses with a Noun Antecedent Meaning a Possession.....	111
4.3.4.4	Omission of <i>which</i> in Adjective Clauses with a Noun Antecedent Meaning a Thing .....	111
4.3.4.5	Omission of <i>when</i> in Adjective Clauses with a Noun Antecedent Meaning a Time .....	111
4.3.4.6	Omission of <i>that</i> in Adjective Clauses with a Noun Antecedent Meaning a Thing .....	112
4.3.4.7	Misformation of <i>who</i> in Adjective Clauses with a Noun Antecedent Meaning a Person .....	112
4.3.4.8	Misformation of <i>whom</i> in Adjective Clauses with a Noun Antecedent Meaning a Person .....	112
4.3.4.9	Misformation of <i>whose</i> in Adjective Clauses with a Noun Antecedent Meaning a Possession.....	113
4.3.4.10	Misformation of <i>which</i> in Adjective Clauses with a Noun Antecedent Meaning a Thing .....	113
4.3.4.11	Misformation of <i>when</i> in Adjective Clauses with a Noun Antecedent Meaning a Time .....	113
4.3.4.12	Misformation of <i>where</i> in Adjective Clauses with a Noun Antecedent Meaning a Place.....	114
4.3.4.13	Misformation of <i>that</i> in Adjective Clauses with a Noun Antecedent Meaning a Thing .....	114
4.3.5	Complex Sentences with Adverb Clauses .....	114
4.3.5.1	Omission of <i>while</i> in Adverb Clauses of Time .....	115
4.3.5.2	Omission of <i>since</i> in Adverb Clauses of Time .....	115
4.3.5.3	Omission of <i>before</i> in Adverb Clauses of Time .....	116
4.3.5.4	Omission of <i>after</i> in Adverb Clauses of Time .....	116
4.3.5.5	Omission of <i>then</i> in Adverb Clauses of Time .....	116
4.3.5.6	Omission of <i>whereas</i> in Adverb Clauses of Contrast-Adversative.....	117

4.3.5.7	Omission of <i>in order to</i> in Adverb Clauses of Purpose	117
4.3.5.8	Omission of <i>if</i> in Adverb Clauses of Condition.....	117
4.3.5.9	Omission of <i>unless</i> in Adverb Clauses of Condition...	118
4.3.5.10	Omission of <i>only if</i> in Adverb Clauses of Condition..	118
4.3.5.11	Omission of <i>whether...or not</i> in Adverb Clauses of Condition.....	118
4.3.5.12	Omission of <i>in case</i> in Adverb Clauses of Condition..	119
4.3.5.13	Misformation of <i>while</i> in Adverb Clauses of Time .....	119
4.3.5.14	Misformation of <i>when</i> in Adverb Clauses of Time ...	119
4.3.5.15	Misformation of <i>since</i> in Adverb Clauses of Time .....	120
4.3.5.16	Misformation of <i>before</i> in Adverb Clauses of Time ...	120
4.3.5.17	Misformation of <i>after</i> in Adverb Clauses of Time .....	120
4.3.5.18	Misformation of <i>as soon as</i> in Adverb Clauses of Time	121
4.3.5.19	Misformation of <i>then</i> in Adverb Clauses of Time .....	121
4.3.5.20	Misformation of <i>although</i> in Adverb Clauses of Contrast-Concessive .....	121
4.3.5.21	Misformation of <i>whereas</i> in Adverb Clauses of Contrast-Adversative .....	122
4.3.5.22	Misformation of <i>because</i> in Adverb Clauses of Cause	122
4.3.5.23	Misformation of <i>in order to</i> in Adverb Clauses of Purpose .....	122
4.3.5.24	Misformation of <i>if</i> in Adverb Clauses of Condition..	123
4.3.5.25	Misformation of <i>unless</i> in Adverb Clauses of Condition .....	123
4.3.5.26	Misformation of <i>only if</i> in Adverb Clauses of Condition.....	123
4.3.5.27	Misformation of <i>whether...or not</i> in Adverb Clauses of Condition .....	124
4.3.5.28	Misformation of <i>in case</i> in Adverb Clauses of Condition .....	124

4.3.5.29	Misorder of <i>while</i> in Adverb Clauses of Condition .....	124
4.3.5.30	Misorder of <i>since</i> in Adverb Clauses of Time.....	125
4.3.5.31	Misorder of <i>if</i> in Adverb Clauses of Condition.....	125
4.3.5.32	Misorder of <i>unless</i> in Adverb Clauses of Condition...	125
4.3.5.33	Misorder of <i>only if</i> in Adverb Clauses of Condition.....	126
4.3.5.34	Misorder of <i>whether...or not</i> in Adverb Clauses of Condition.....	126
V.	CONCLUSIONS AND SUGGESTIONS .....	127
5.1	Conclusions .....	127
5.1.1	Kinds of Errors .....	127
5.1.2	Frequency of Errors .....	128
5.1.3	Areas of Difficulty.....	128
5.1.4	Causes of Errors.....	128
5.2	Suggestions .....	129

## BIBLIOGRAPHY

## APPENDIXES

- A. The results of the computation of item difficulty and item discrimination indices of the try-out test.
- B. The computation of the coefficient of the reliability of the test.
- C. The number and percentage of errors of each subject in the test.
- D. The instrument on compound and complex sentences.
- E. The answer key of the test.

**LIST OF TABLES**

	Page
Table 4.1 Students' Mastery Level in Terms of Errors .....	81
Table 4.2 The frequency of each error type in terms of compound and complex sentences in the test.....	82
Table 4.3 The students' qualitative grade in constructing compound and complex sentences in terms of coordinators and subordinators in the test.....	85