

**IDENTIFYING MAIN CLAUSE OF COMPOUND, COMPLEX, AND
COMPOUND-COMPLEX SENTENCES: STUDENTS' ABILITY AND
PERCEPTION TOWARD ACADEMIC READING COMPREHENSION**

THESIS

Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
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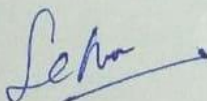
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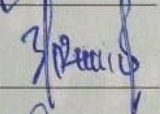
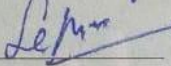
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ABSTRACT

Lestari, Rizki Puji (2022). Identifying Main Clause of Compound, Complex, and Compound-Complex Sentence: *Students' Ability and Perception Toward Academic Reading Comprehension*. Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

There is a new reading strategy namely text simplification. One of the processes of text simplification is to find the main clause of Compound, Complex, and Compound-Complex Sentences that it can help students to improve their reading comprehension. This research aims to assess students' ability in identifying main clause of compound, complex, and compound-complex sentences in academic reading and to know the perception of the students whether their ability in identifying those main clauses can help them improve their academic reading comprehension. The third year students of English education of UNP were the sample of this research. The instrument of this research was a test to identify the main idea of compound, complex, and compound-complex sentences, and an interview to know the perception of the students whether their ability to identify main clause help them in understanding any academic text. However, the finding showed that only 4% or 3 students who were in the good level, 4% or 3 students who were in the fair level, 3% or 2 students who were in the good level, and 89% or 66 students who were in the extremely low level. Based on the foregoing data, it can even be revealed that students' ability to identify the main clause of compound, complex, and compound-complex sentences is extremely low. From the interview session, student who had ability in doing the test agreed that the strategy of identifying main clause can help improve their reading comprehension. Therefore, this strategy is worth further testing for its use in the classroom activity.

Keywords: *Text simplification, reading strategy, identifying main clause, compound sentence, complex sentence, academic reading comprehension.*

ABSTRAK

Lestari, Rizki Puji (2022). Identifying Main Clause of Compound, Complex Compound-Complex Sentence: *Students' Ability and Perception toward Academic Reading Comprehension*. Thesis. Padang: Jurusan Pendidikan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Ada strategi membaca baru yaitu penyederhanaan teks. Salah satu proses penyederhanaan teks adalah menemukan klausa utama dari Kalimat Majemuk, Kompleks, dan Majemuk-Kompleks yang dapat membantu siswa untuk meningkatkan pemahaman bacaan mereka. Penelitian ini bertujuan untuk menilai kemampuan siswa dalam mengidentifikasi klausa utama kalimat majemuk, kompleks, dan kalimat majemuk kompleks dalam bacaan akademik dan untuk mengetahui persepsi siswa apakah kemampuan mereka dalam mengidentifikasi klausa utama tersebut dapat membantu mereka meningkatkan pemahaman bacaan akademik mereka. Mahasiswa tahun ketiga pendidikan bahasa Inggris UNP menjadi sampel penelitian ini. Instrumen penelitian ini adalah tes untuk mengidentifikasi gagasan utama kalimat majemuk, kompleks, dan kompleks, dan wawancara untuk mengetahui persepsi siswa apakah kemampuan mereka untuk mengidentifikasi klausa utama membantu mereka dalam memahami teks akademik. Namun, temuan menunjukkan bahwa hanya 4% atau 3 siswa yang berada di level bagus, 4% atau 3 siswa yang berada di level cukup, 3% atau 2 siswa yang berada di level rendah, dan 89% atau 66 siswa yang berada di level sangat rendah. Berdasarkan data di atas, dapat diketahui bahwa kemampuan siswa dalam mengidentifikasi klausa utama dari kalimat majemuk, kompleks, dan majemuk-kompleks masih rendah. Dari sesi wawancara, siswa yang memiliki kemampuan dalam mengerjakan tes setuju bahwa strategi mengidentifikasi klausa utama dapat membantu meningkatkan pemahaman bacaan mereka. Oleh karena itu, strategi ini layak untuk diuji lebih lanjut penggunaannya dalam kegiatan kelas.

Kata Kunci: *Penyederhanaan teks, strategi membaca, mengidentifikasi klausa utama, kalimat majemuk bertingkat, kalimat kompleks, pemahaman bacaan akademik.*

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The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Reading is an activity of studying written or printed words or symbols and deciphering their meaning (Hornby, 2000). Kukreja (2021) said that people read as they want to get satisfaction and enjoyment, to get a general idea, to obtain information related to a certain location, to figure out what the main idea or theme is, and to get a thorough and critical understanding. Reading is also beneficial for language learners where the more students read, the better they get at it. It also can help students in improving their vocabulary. Reading allows them to optimize vocabulary words they have already acquired by providing repetition. According to Schmitt (2000) reading the word aloud enables learners to memorize it stronger. As the most essential thing, to produce good output in English, someone needs to get receptive skills input intensively, where reading is one of them. Someone has to read and listen as much as possible to gain appropriate input so they can produce speaking and writing outputs adequately. As Mart (2012) said that as someone's reading skills strengthen, they get more sophisticated speaking abilities.

In educational level, students will discover that the demands of reading are greater as they go to the higher level, especially when they become university students. The more advanced their level, the more difficult the reading material

become. For example, they will find longer text and more complex text in their reading. The university students are expected to be able to read journals and articles to support them when writing their thesis. For example, in academic writing class in the English department of UNP, students are required to read journal articles. One of main issues found from EFL students is they tend to get difficulties in comprehending reading text as the longer the text the more challenging it could be, and many researches have highlighted this issue, not to mention in the English department of UNP context.

To begin with, Kheirzadeh & Tavakoli (2012) discuss the difficulties of students in comprehending reading, where they found that lack of topic understanding was identified as a factor that makes reading a book difficult for post-graduate students, whereas unfamiliar vocabulary was identified as an issue for undergraduate students. Next, Qarqez & Rashid (2017) have similar studies. They found that secondary school EFL students struggle with reading comprehension when confronted with ambiguous terms, new terminology, and limited time to cognitively process the material. Kasim & Raisha (2017) study result revealed that the students had a variety of linguistic and non-linguistic reading comprehension problems. This problem has also happened in the English department of Universitas Negeri Padang, where the students have difficulties in reading comprehension. According to Italia, Saun, & Fitrawati (2019) some students were still unable to comprehend an expository text. A total of 12% of students received a C- to an E, indicating that they are still having difficulty reading an expository book. Kurniawan & Fitrawati (2020) also found that

the reading comprehension of third-year students in the reading TOEFL exam was determined to be low based on the analysis of 1.100 items. Indirect Answered Questions and Vocabulary Questions were also shown to be the most difficult for students. Discovering Ideas and Directly Answered Question Type were the second and third most challenging abilities to achieve.

Based on theories and some literature studies, comprehending reading text can be done by several strategies. Khoshsima & Tiyar (2014) found that when students are introduced to the summarizing strategy, they become aware of the processes that can be used to better understanding reading texts, and they can see the text as a whole unit in which understanding of the components can be gained by considering the passage's previous and subsequent portions. According to Firhamsyah (2021) by modifying the content regarding descriptive text to the students' wants, interests, and other factors, the deployment of a prediction strategy might increase students' reading comprehension. Wahyuni & Jufri (2016) said that making connections strategy encourages students to consider the text not just in terms of the material given by the authors in the text, but also in terms of their own experiences, prior knowledge, and the environment around them. Wirastuti, Arsan, & Dewi (2020) also found that reading comprehension of the students could be improved through visualization strategy. Jumiathy (2014) stated that Inference Strategy can improve the students' reading comprehension. According to Fransisca, Syafitri, & Ardayati (2020) The Questioning the Author (QTA) strategy was shown to be extremely successful in teaching reading comprehension.

Reading comprehension strategies has developed along with the development of knowledge. Another reading strategy that is still new is text simplification. According to Siddharthan (2002), text simplification is any approach or procedure that simplifies text while retaining its information. Text simplification discovers aspects of a sentence that may be split and converts each of them into independent, simpler sentences (Chandrasekar, Doran, & Srinivas, 1996). Separating one complex sentence into two simple sentences is one method of text simplification; and another method of it is separating the main clause from the complex sentence. Hansol Lee (2017) in his study found that separating complex sentences into simpler sentences has a positive impact on students' reading comprehension. His study result revealed that simplifying complex sentence methods received substantially higher syntactic scores than other methods. Zahrida & Elfrida (2021) also found that this activity helped students to identify complex sentences and also help them to improve their reading comprehension. From research above it can be concluded that the ability to analyze complex and compound sentences, identifying the main idea can benefit someone reading comprehension. However, there is still a lack of study on text simplification, particularly in Indonesian context.

Although this research has similarities with the prior studies, there are still differences. This research analyzed the students' ability in identifying main clause of compound, complex, and compound-complex sentences, and also aimed to see on the surface of it, which is seeing students' ability to identify the main clause of compound, complex, and compound-complex sentences in academic reading and

looking for their perception whether this strategy can affect their reading comprehension.

B. Identification of the Problem

Based on the background of the problem, three problems were revealed:

1. EFL students still have problems in comprehending reading text.
2. There is a new strategy about text simplification; however there is still a lack of study about it.
3. Based on some prior studies, there is an assumption that students' ability in identifying main clause will help them to improve their reading comprehension.

C. Limitation of the Problem

This research aimed to assess students' ability in identifying main clause of Compound, Complex, and Compound-Complex Sentences in academic reading and to know the perception of the students whether their ability in identifying those main clause could help them improve their reading comprehension.

D. Formulation of the Problem

The researcher formulated the problem of the study into the following question:

1. How is the English language department students' ability in identifying main clauses of Compound, Complex, and Compound-Complex Sentences in academic reading?
2. What is their perception of text simplification strategy toward their reading comprehension?

E. Purpose of the Research

The purposes of the study were to see the English language department students' ability in identifying main clause of Compound, Complex, and Compound-Complex Sentences in academic reading, and to see their perception of the text simplification strategy toward their reading comprehension.

F. Significance of the Research

It is hoped that this research will provide useful information for further studies related to text simplification as a strategy to improve reading comprehension.

G. Definition of the Key Terms

There were several terms that the researcher used in this research:

1. Reading comprehension is the ability to analyze information of the text, perceive its meaning, and combine it with prior knowledge.
2. Reading strategy is the general word for the intentional and explicit activities that support readers in interpreting information into understanding.

3. Main clause is a set of words that includes a subject and a verb and may stand alone to make a complete sentence.
4. Complex sentence is a sentence that has at least one dependent clause and one independent clause.
5. Compound sentence is two independent clauses combine with a coordinating conjunction, a conjunctive adverb, or a semicolon.
6. Complex-compound sentence is a sentence that has two independent clauses (compound) and one or more dependent clauses (complex).
7. Academic reading is classified as reading for academic or educational purposes only.

CHAPTER V

CONCLUSION AND SUGGESTION

The result and suggestions of this research are presented in this chapter.

A. Conclusion

As mentioned earlier, this research aimed to assess students' ability in identifying main clause of academic reading and to know the perception of the students whether their ability in identifying main clause can help them improve their reading comprehension. Based on the data analysis in chapter IV, as a result, it may be determined that:

Based on the findings of this research, lack of the students' ability in identifying main clause of compound, complex, and compound-complex sentences is still low. It made students difficult to identify the main clause of compound, complex, and compound-complex sentences correctly. Mostly, the students found the same problem in identifying main clause of compound, complex, and compound-complex sentences; they did not have good enough understanding about the concept of compound, complex, and compound-complex sentence.

From the interview, most of them said that having ability in identifying main clause of Compound, Complex, and Compound-Complex Sentences will help

them in comprehending the text they read. This is because identifying the sentence's main clause will make it easier for students to grasp the text's main idea.

B. Suggestion

There are some suggestions from the researcher to English teachers, students, and future researcher as follow:

1. For students

It will assist them comprehend their reading materials if they can recognize the main clause of compound, complex, and compound-complex sentences. They must improve their ability in identifying main clause of Compound, Complex, and Compound-Complex Sentences to comprehend their reading text easily.

2. For English Lecturers

The lecturers can help the students to improve their ability in identifying main clause of compound, complex, and compound-complex sentence. Moreover, this text simplification strategy can be used in reading class so that the students can understand longer text well.

3. For other researchers

Future researchers who conduct a similar study are predicted to profit by this research. Other areas of the study that were not included in this study should be investigated by the next researcher. For instance, experimental research in teaching English for the Indonesian context can be conducted to

see if students' ability to understand the text improves after using the text simplification strategy in the classroom for several meetings.

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