THE STUDENTS’ PROBLEMS IN WRITING COMPOUND COMPLEX SENTENCE AT ENGLISH DEPARTMENT LAMBUNG MANGKURAT UNIVERSITY BATCH 2014

Noor Azrina Azidin
Universitas Lambung Mangkurat

ABSTRACT

This paper studied the problem of writing compound complex sentence by English department students this study also describes the problems that students faced in writing compound complex sentence and the data are collected from the student of English Department batch 2014. This study used descriptive-qualitative research in order to find out and describe the students’ problem in writing compound complex sentence. Moreover, the researcher used written test as the instrument and also used simple random sampling technique in selecting the subjects of the study. Therefore, 40 students from English Department batch 2014 had been chosen to be the subjects. Finally, the researcher used descriptive method to describe the problems that the researcher found and then explained the problems in the discussion part based on the data in the first test and the second test. The research results showed that there are three problems that the students faced in writing compound complex sentence. The major is in the conjunction. It happened because the students have difficulties in choosing the conjunctions that are usually used in writing compound-complex sentences. The second major problem is the punctuation. It happened because they forget to put the punctuation or they put the punctuation in the wrong place. The minor problem is the less knowledge about compound complex sentence. The less knowledge here means the students already know about compound complex but the subjects still have difficulties in choosing the conjunction and the punctuation.

Keywords: problem, writing, compound complex sentence
INTRODUCTION

English has four skills namely Listening, Speaking, Reading and Writing. All the skills should be mastered by students who study English as their major. One of the skills that must be learned is writing skill. Naturally, writing skill is a specific ability, which helps the writers put their thoughts into words in meaningful form and mentally interacts with the message. By writing, students can express an idea or feeling in the written form, therefore the students should be able to produce sentences and develop it into a good paragraph. In order to do that, the students need to integrate every language element such as vocabularies, grammar, organization, and mechanics (spelling, punctuation, and capitalization).

The English department students should master the writing skills as one of the important activities to be learned. They must take Writing II course in the 3rd semester which in that course they learned any kinds of sentence, paragraph, essay etc. One of the Writing II course objective is the students are able to write compound-complex sentence.

According to Andersen (2014:2) a compound-complex sentence combines complex sentence and compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses. In other words, compound complex sentence is one type of sentence that combines more than one independent and dependent clause into one sentence. Additionally, Andersen (2014:1) also explained about independent and dependent clause. Independent clause is a complete thought that can stand by itself, and dependent clause is an incomplete thought that cannot stand by itself.

Since there are too many things that should be included to make compound complex sentence such as two independent clauses, one dependent clause, coordinate and subordinate conjunctions. The students of English Department still find difficulties in making the sentence correctly. Based on the researcher’s preliminary study, some data that lead necessity of conducting a research in this topic are found. At a glance, the students have different problems in writing compound-complex sentence itself. The first problem is some student has already understood what compound-complex is, but they are having difficulties on how to make a compound-complex sentence. In addition, they are also having a problem to identify where the dependent and independent clause are. The second problem is the students do not really understand what compound-complex sentence is, and they also think that it is hard to make the sentence coherence with the coordinate and subordinating conjunctions. The last problem is the students know only a little bit about compound-complex sentence, they also did not really know the coordinate and subordinating conjunction, and they have problem to decide the dependent and independent clause.

Therefore, based on those conditions, the researcher would like to conduct a study entitled “Descriptive study on students’ problem in writing compound-complex sentence”. The English Department students in 2014 batch are chosen because they have been taught Writing I, II, and III in previous semester. Moreover, the objective of the research is to describe and analyze the students’ problems in writing compound complex sentence in writing course.
REVIEW OF RELATED LITERATURE

Definition of Writing
Writing is a skill that people in all walks of life must perform almost daily (Oshima&Hogue, 1991). It means that writing is a part of our life in daily activities, even though we are not good writers. According to Raimes (1983:2), writing is a communication act, a way of sharing observation, information, and change ideas with other. Harmer (2001) also said that writing is a productive skill besides speaking skill. Troyka (1987) in Muthim (2009:2) says that writing is understood as way of communicating a message to a reader for a purpose. It begins with learning to use language to communicate message that fulfill a specific purpose.

River (1968) in Muth’im (2009:2) defines writing in different angels. If it is the act of putting down on conventional graphic form something, which has been spoken, it is called notation. If the student is asked to discriminate various sounds, it is called spelling. If it involves student in grammatical exercises, the construction of simple dialogues, and uncomplicated translation exercises, it is called writing practice. When it refers to the expression of ides in a consecutive way, according to the graphic conventions of language, it is called composition.

Type of Sentence
Sentences is a combination of words that consist of a subject and verb that produces a thought. It can be form of of a statement, question, instruction, or exclamation and if it is in written form, it starts with a capital letter. Sentence also has a part that make it into a good sentence, such as; subject, predicate, object, clauses. Sentence also have four types, they are; simple sentence, compound sentence, complex sentence, and compound-complex sentence.

Problems in Writing English

According to Bryne (in Muth’im, 2009:8) there are three kinds of problem in writing, they are:

Psychological problems
Speech is the natural and normal medium of communication for us in most circumstance and accustoms us both to having someone physically present when we use language and getting feedback of some kind. Writing, on the other hand, is essentially a solitary activity and the fact that we required to write on our own, without the possibility of interaction or the benefit of feedback, in it self makes the act of writing difficult.

Linguistic problems
Oral communication is sustained through a process of interaction and, except in special circumstances, such as lecture, all the participant help to keep going. Because speech is spontaneously, we have a little time to pay attention either organizing our sentence structure or to continuing our sentence. When someone read our writing, we have to make sure that the reader get the point or understanding our writing. It seems like we communicate through written form.
The mistake of the choice of sentence must be avoided. The writer have to pay attention in every aspects of their writing, such as: the sentence structures, the use of article, pronoun and prepositions, errors of spelling, punctuation, which can cause misinterpretation of the reader.

**Cognitive problems**

Writing is thought as a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech, but which important for effective communication in writing. We also learn to organize our idea such as a way that can be understood by the reader. Finally, writing is a task which is often imposed on us, perhaps by circumstances. This is not only has a psychological effect: it may also cause a problem an terms of content what to say. Being at loss of ideas is a familiar experience to most of us when we are obliged to write.

**General Problem in Writing Compound-Complex**

According to Ngabut (2003:20) there are four common problems in writing they are content, organizing, vocabulary, and grammar. First is content, when student were encountered with the problem of identifying the main ideas and supporting sentences they could not produce an effective paragraph of text. This happens since they are not able to formulate main ideas and supporting sentence in paragraph. Second is organizing. An effective or good paragraph of text describes all the things in paragraph logically, clearly, and easily to make the readers understand. The good paragraph of the text appears in the topic of text and it describes specifically in details. Third is vocabulary. Vocabulary plays very important role in constructing a good paragraph. By choosing appropriate words, the writer will be able to communicate his/her ideas, opinions, even disagreements smoothly. Fourth is grammar. A good paragraph of a text describe the sentence structure comprehensively covers the patterns of sentence construction and the good order of the words in sentence sequence. Moreover, based on Ellis and Barkhuizen (2005:61), there are four categories that were proposed to explain how sentences derivate from the correct forms because the learners change the surface structure. Those categories are:

**Addition** is indicated by the presence of an ‘unwanted’ item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. Example: *He didn’t to come.

**Omission** is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition. Example: *My sisters very pretty.

**Missformation** is indicated by the use of wrong forms of certain morphemes or structures. Example: *Me don’t like.

**Missordering** is indicated by the incorrect placement of certain morphemes. Example: *She fights all the time her brother.
Furthermore, problem in writing compound complex here means problem that students face when they write or make a compound complex sentence. The problem will come from: the use of the correct coordinate and subordinate conjunction, the uses of punctuation, and the knowledge about compound complex

**METHODOLOGY**

This study used the qualitative approach because in this research the researcher describes the problem of the students’ faced in writing compound complex sentence. According to Richard (2008) that states a qualitative approach is a general way of thinking about conducting qualitative research. In this research the first step is the researcher describes the problem in general and after that the researcher does the test to explore the problem that students face. In step two the researcher describes the problems that researcher found and then explains the problem.

This research also uses descriptive method because the researcher described the problem that the student faced in detail. Population is generalization, which consist of object/subject, which certain characteristics and quality that determined by the researcher to be learned and to be conclude (Sugiyono, 2011: 117). Arikunto, 2006:130 also said that population is all individuals from whom the data are collected. It means that population is the total research subjects. In this research, the researcher choose English Department student in 2014 batch because they have been taught Writing I, II, III course on the previous semester and they already have background knowledge about compound complex sentence. The total number of the students is 152 students; the sampling technique used in this research is simple random samplings. There are 40 student are chosen as the sample of the research. Based on Arikunto (2006:120) if the number of the population is more than 100 to be investigated, the researcher take 10-15% or 20-25% of population as sample. Moreover, according to Ary (2009) is that all members of the population have an equal and independent chance of being included in the random sample. Sample is part of the amount and characteristic of the population (Sugiyono, 2011: 118). Arikunto (2006:117) also said that the sample is a part of the population being the real object of the research. The sampling method is used because the population is heterogenic. There are male and female student and they have different level ability.

In this section, the researcher used test as the researcher instrument. Seliger and Shohamy (1989:176) say that a test is procedure used to collect data on subject’s ability or knowledge of certain discipline. Fraenkel and Wallen (2008:112) said that the device (such as a pencil, and-paper test, a questionnaire, or a rating scale) the researcher uses to collect data is called an instrument. The instrument used is writing test that consist of three parts of test. In part A the students are required to combine 10 independent clause and 10 dependent clause and the subject of the test should make compound-complex sentence using right subordinate and coordinate conjunction. In part B the students are required to identify the independent clause, dependent clause, the coordinate conjuncti and subordinate conjunction. The last part of the test is the students are required to make ten compound complex sentence.

Therefore, the researcher uses writing test to get the description of students’ problem in writing compound-complex sentence. After the researcher will get different score in different criteria. The researcher calculates all of the score by finding the percentages of every criteria. The
final score of the percentages will be described by the researcher to find the students’ problem. Moreover, the percentages are counted based on the total of students’ scores, such as the percentage of the total students who got good score or poor score based on the scoring rubric.

**FINDINGS AND DISCUSSION**

**Findings**
The written test result shows the general description about the students’ problem in writing compound complex sentence.

1. **Research Findings of the First Test**
The first test consist of three parts, which is part A, part B, and part C. Each part of the result test would be given in the tables below:

**Table 1**

<table>
<thead>
<tr>
<th>Number of Item Test</th>
<th>Punctuation</th>
<th>Coordinate Conjunction and Subordinate Conjunction</th>
<th>Capitalization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very good</td>
<td>Good</td>
<td>Poor</td>
</tr>
<tr>
<td>1.</td>
<td>20%</td>
<td>32.5%</td>
<td>47.5%</td>
</tr>
<tr>
<td>2.</td>
<td>-</td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td>3.</td>
<td>-</td>
<td>42.5%</td>
<td>57.5%</td>
</tr>
<tr>
<td>4.</td>
<td>-</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>5.</td>
<td>-</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>6.</td>
<td>-</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>7.</td>
<td>-</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>8.</td>
<td>-</td>
<td>27.5%</td>
<td>72.5%</td>
</tr>
<tr>
<td>9.</td>
<td>2.5%</td>
<td>25%</td>
<td>70%</td>
</tr>
<tr>
<td>10.</td>
<td>-</td>
<td>32.5%</td>
<td>67.5%</td>
</tr>
</tbody>
</table>

According to the table above, it can be seen that the major problem that happened to the subjects are in using the correct conjunction and subordinating. The subjects got more poor score in that part, and it occurred in almost of the number of item test which the subjects got more than 90% of poor score. Moreover, the second major problem problem that happened to the subjects are in using the punctuation. The subjects also got more poor score in that part, and it also occurred in almost of the number of item test, but the poor score is only around 50-70%. Additionally, in capitalization, the subjects have minor problem. They got more the good score than the poor score. In summary, the major problem that happened to the subjects are incorrect conjunction and subordinating part, and the minor problem that happened to the subjects are in capitalization part.

**Table 2**

<table>
<thead>
<tr>
<th>Total Right Answer in Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Clause</td>
</tr>
<tr>
<td>87.5%</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the subjects have no problem in this part. They got high score in all contents. They could identify the independent clauses, dependent clauses, subordinating conjunction, and coordinating conjunction which are given in the test.
According to the table above, it can be seen that the subjects have no major problem in writing the compound-complex sentence in their own words. They could use the subordinating conjunction and coordinating conjunction as they want in writing the compound-complex sentence. In contrast, they have problem in putting the punctuation, some of them forget to put the punctuation. 

2. Research Findings of the Second Test

The second test also consist of three parts, which is part A, part B, and part C. Each part of the result test would be given in the tables below:

### Table 4
#### Part A

<table>
<thead>
<tr>
<th>Number of Item Test</th>
<th>Punctuation</th>
<th>Coordinate Conjunction and Subordinate Conjunction</th>
<th>Capitalization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very good</td>
<td>Good</td>
<td>Poor</td>
</tr>
<tr>
<td>1.</td>
<td>5%</td>
<td>72.5%</td>
<td>22.5%</td>
</tr>
<tr>
<td>2.</td>
<td>2.5%</td>
<td>55%</td>
<td>42.5%</td>
</tr>
<tr>
<td>3.</td>
<td>2.5%</td>
<td>67.5%</td>
<td>30%</td>
</tr>
<tr>
<td>4.</td>
<td>2.5%</td>
<td>60%</td>
<td>37.5%</td>
</tr>
<tr>
<td>5.</td>
<td>2.5%</td>
<td>57.5%</td>
<td>40%</td>
</tr>
<tr>
<td>6.</td>
<td>2.5%</td>
<td>55%</td>
<td>42.5%</td>
</tr>
<tr>
<td>7.</td>
<td>-</td>
<td>55%</td>
<td>45%</td>
</tr>
<tr>
<td>8.</td>
<td>-</td>
<td>52.5%</td>
<td>47.5%</td>
</tr>
<tr>
<td>9.</td>
<td>-</td>
<td>47.5%</td>
<td>52.5%</td>
</tr>
<tr>
<td>10.</td>
<td>-</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the major problem that happened to the subjects are like the first test. The major problem are also in using the correct conjunction and subordinating. They got more poor score in that part, and it occured in almost of the number of item test, but the different between good and poor score are not significant. It indicated that the subjects have learn from their mistake in the first test. Furthermore, in punctuation, it is not like the first test. They got more good score in that part, but the different between good and poor score are
not significant. Additionally, in capitalization, the subjects have minor problem. They got more the good score than the poor score.

**Table 5**
**Part B**

<table>
<thead>
<tr>
<th>Total Right Answer in Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Clause</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>82.5%</td>
</tr>
</tbody>
</table>

According to the table above, it can be seen that the subjects have no problem in this part like the first test. They also got high score in all contents. They could identify the independent clauses, dependent clauses, subordinating conjunction, and coordinating conjunction which is given in the test.

**Table 6**
**Part C**

<table>
<thead>
<tr>
<th>Total Score in Each Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
</tr>
<tr>
<td>Verb</td>
</tr>
<tr>
<td>Object/Adverb</td>
</tr>
<tr>
<td>S-V Agreement</td>
</tr>
<tr>
<td>Compound-Complex Sentence</td>
</tr>
<tr>
<td>Tenses</td>
</tr>
<tr>
<td>Punctuation</td>
</tr>
<tr>
<td>Capitalization</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the subjects have no problem in writing the compound-complex sentence in their own words like the first test. They also could use the subordinating conjunction and coordinating conjunction as they want in writing the compound-complex sentence. In contrast, they also have problem in putting the punctuation, some of them forget to put the punctuation.

**Figure 4.1**
**Punctuation**
According to the figure above, in punctuation part, the good score increased from test 1 into test 2. However, the poor score decreased from test 1 into test 2. The very good score has no significant alteration.

**Figure 4.2**

*Coordinate Conjunction and Subordinate Conjunction*

According to the figure above, in correct conjunction and subordinating part, the good score decreased from test 1 into test 2. However, the poor score increased from test 1 into test 2.

**Figure 4.3**

*Capitalization*

According to the figure above, in capitalization part, the good score decreased from test 1 into test 2, but the different is not significant. However, the poor score increased from test 1 into test 2, but the different is also not significant.
Based on the figure above, in part B, there is no significant distance score between the test 1 and the test 2.

**Figure 4.5**

**Part C**

Based on the figure above, in part C, there is no significant distance score between the test 1 and the test 2.

In summary, based on all the figure above, the researcher concluded that there are two problems that happened to the subjects, it is in using the correct coordinate conjunction, subordinate conjunction, and the punctuation. In part A, the subjects have problem in using the correct coordinate conjunction, subordinate conjunction, and the punctuation when they are asked to combine the sentences given on the test, the problem happened in first and second test. Moreover, in part B, the subjects have no problem in identifying the components of compound-complex sentence based on the text given on the test, it happened in first and second test.
Furthermore, in part C, the subject could write the compound-complex sentences on their own words, it indicated that the subjects have knowledge about compound-complex sentence.

Discussion
Based on the researchs finding on the first test, the students have a problem in choosing right conjunction when they are asked to combine three sentences provided, for example, there are some students that use conjunction ‘but’ in combining all sentence and another student uses conjunction for complex sentence in compound sentence. Another problem may come from the use of comma (,) and semi colon (;) the student use comma after word ‘but’ and the correct one is the comma should use before word ‘but’. In result of test B the student got a good score because they know how to identify the components of compound-complex sentence itself. The students do not have a problem when identifying eventhough there are some students have a problem when determine the independent clause and dependent clause. It shows different result when the researcher ask the students to make compound-complex sentence half of the students do not have a problem when make a compound-complex sentence but a half of another student have a problem. They only make complex sentence and some of them only make compound sentence or they make compound-complex sentence in simple form. It means the student confuse what compound-complex is and how to make compound-complex sentence.

The result shown different result from the previous test when the researcher did the second test. Moreover, in part A, the researcher found that only some of the students that still have a problem in combine the sentence into compound-complex using right coordinate and subordinate conjunction and the punctuation and another student try to learn from the previous test they learn about the conjunction and the punctuation. In part B the result same with the previous test because the students do not have a problem when identifying the component of compound-complex sentence and the student that have a problem in first test also did not have a problem in this second test of part B. In part C the result show different score from every student there are some students do not have a problem in making compound-complex sentence but some of the still have a problem. The problem same with the previous test that some of the student make compound-complex sentence in simple form but some of the student make only compound sentence or complex sentence.

Moreover, the problem that happened above could be come from the use of the correct coordinate and subordinate conjunction, the uses of punctuation, and the knowledge about compound complex, that are:
1. The use of Coordinate and Subordinate Conjunction
    Coordinate and subordinate is the conjunction that connected the independent clause and dependent clause into compound complex sentence. In this research the use of conjunction is the first problem that student faced while their make compound-complex sentence if they use wrong conjunction the sentence will have different meaning. As we can see the score on table, there are score from first test of part A and second test of part A. In part A the student are required to combine 3 sentence that consist of dependent and independent clause into compound complex sentence. While the student are required to combine the student should use the right conjunction but, some of them use wrong conjunction for example the sentence is dependent clause they use subordinate conjunction and another sentence is independent clause and they combine using subordinating conjunction but, the correct form is if the sentence is independent clause the
conjunction use is the coordinate and if the sentence is dependent clause so, the conjunction that use is subordinate.

In part C the student are required to make ten compound complex sentence on their own, half of the student does not have a problem even some of them make compound complex sentence in simple form but, another student still have difficulties. The difficulties is how they use the coordinate and subordinate conjunction. As we can see the score on the table above, there are score from first test and second test if in first test the student confuse to make compound complex sentence and they also confuse to choose the right conjunction in their sentence but some of them can make a good compound complex sentence. In second test the result shown different score the student who got a bad score in first test got a good score in second test if in first test half of them confuse to choose what is the right conjunction for their sentence it is not happen in second test their more understand what is the right conjunction for their sentences.

2. The use of Punctuation

Based on the student answer of the test the researcher found that some of the student use comma after word “but” and “so” in fact punctuation comma use at the end of the first clause before the coordinating conjunction (for, and, nor, but, or, yet, co). When the complex part of the sentence begin with a dependent clause, a comma is placed at the end of this clause and before the independent clause. Sometimes they also forget to put full stop at the end of the sentence and only some of them that relize there is one number that using punctuation semi colon it means only some of them know that in compound complex there is another punctuation except comma that is semi colon. It is also means that they do not understand how to use and what conditions that using semi colon punctuation.

This problem also happened while the researcher are ask the student to make ten compound complex sentence in part C. There is the student who make the sentence and also put the punctuation, there is the student who make the sentence and did not put any punctuation. It is happen because they forget to put or they did not much know about the punctuation or they put the punctuation but in wrong place.

3. Less Knowledge about Compound-Complex Sentence

Less knowledge here means the student only know little bit about compound complex they know the definition about compound complex sentence but when the teacher ask them to make compound complex sentence the student feel confuse. When the researcher do the test the researcher found that the student know the definition and then the component of compound complex sentence itself it can be seen in tableabove, the score showed the result of the test part B the researcher ask the student to identify the component of compound complex sentence such us independent clause, dependent clause, subordinating conjunction and coordinate conjunction. The researcher think that the student do not have the problem because they have the clue when they looking for the component of compound-complex. Eventhough there are some students that have problem in choosing what are the sentence of independent clause and dependent clause and there are some student that write the wrong answer in identify the subordinating conjunction and coordinate conjunction. All of the student got a good score because they know about compound complex and their teacher has been explain in Writing Class or Structure Class.

In addition, this result have similar theory with the researcher review literature there are three problem in writing compound complex sentence that student face first is the less of knowledge about compound-complex sentence, second is the use of punctuation and the last is the use of
It indicated that the students have problems in writing the compound-complex sentences. Moreover, Ellis and Barkhuizen (2005:61), there are four categories that were proposed to explain how sentences derivate from the correct forms because the learners change the surface structure that have been explained in chapter II. Based on the result, there are only two categories that have been explained by Ellis and Barkhuizen (2005:61) that occurred in this research, it is omission and misordering. Omission is indicated by the absence of certain item that must appear in sentences. It happened when the students forgot to put the punctuation in a sentences that need punctuation. This usually happened in the early stages of second language acquisition. Furthermore, Misordering is indicated by the incorrect placement of certain morphemes. It happened when the students put the conjunction in the incorrect position or the students put the wrong conjunction in a sentences.

On the other word, the students have cognitive problems based on the result of the study. The cognitive problems that students face include problem in using punctuation, coordinate and subordinate conjunction. According to Byrne (in Muth’im, 2009:8) writing is thought as a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech, but which important for effective communication in writing. It can be seen that writing and speaking are different. In writing, the students have to use or consider the punctuation, coordinate and subordinate conjunction that they will use before they are writing. However, in speaking, the students speak spontaneously without using any punctuation.

Moreover, the students also have linguistic problems. According to the result of the study, they wrote the wrong punctuation, coordinate and subordinate conjunction in the test that could cause misinterpretation. In writing, the mistake of choosing punctuation must be avoided. Based on Byrne (in Muth’im, 2009:8) the writer have to pay attention in every aspects of their writing, such as: the sentence structures, the use of article, pronoun and prepositions, errors of spelling, punctuation, which can cause misinterpretation of the reader. Furthermore, the students have problem in using punctuation, coordinate and subordinate conjunction in the test because some of punctuation, coordinate and subordinate conjunction English language do not exist in Indonesian language. According to Al-Buainain (2010:18) it is especially difficult for nonnative speakers because learners are expected to create written products that demonstrate their ability to organize the content, to address the correct audience as well as to demonstrate their linguistic ability.

In summary, the biggest problem that student face is the use of punctuation comma and the use of right coordinate conjunction and subordinating conjunction. They do not have a problem in the knowledge of compound-complex sentence because they have already learnt about compound-complex in Writing II but they have a problem in choosing the right coordinate conjunction and subordinating conjunction the student still confuse when choosing the right conjunction when are ask to make a compound-complex sentence.

In this part, the researcher will analyze the data based on their intention and the reason of using condolence utterances used to condole the death of Steve Irwin. The data to be analyzed in this research is in the form of clauses, phrases, and sentences taken from virtual references called the internet. Based on the research findings, the researcher can summarize
CONCLUSION AND SUGGESTION

The chapter above has analyzed data that found of the test result, and the researcher can conclude the students of English Department in batch 2014 have a problem in writing compound-complex sentence.

The major problem that happened to the students English Department batch 2014 in writing compound-complex sentence is in the conjunction. It happened because the students still confuse what conjunction that are usually used in writing compound-complex sentences. For example, in using coordinating conjunction, most of the students combined two independent clauses by using coordinative conjunction, although they could not be combined by coordinative conjunction in compound-complex sentence.

The second major problem that happened to the students English Department batch 2014 in writing compound-complex sentence is in the punctuation. It happened because they forget to put the punctuation or they put the punctuation in the wrong place. For example, when the compound-complex sentences need semi colon, whereas the students preferred to used comma.

The minor problem that happened to the students English Department batch 2014 in writing compound-complex sentence is the less knowledge about compound complex sentence. The less knowledge here means the student already know about compound complex. The students still have problem writing compound-complex sentence because they confuse in choosing a good conjunction to combine the dependent clause and independent clause by using a right connector conjunction need more understanding deep.

The researcher would like to propose some suggestions to solve students’ problem in writing compound-complex sentence, the teacher can give more exercise in writing compound-complex sentence such us ask the student to make compound complex sentence, ask the student to combine the sentence into compound complex sentence using right conjunction or the teacher ask the student make a paragraph compound-complex sentence. Hopefully by giving more exercise students’ problem will decrease. Moreover, the researcher also suggest to solve the students’ confusing in choosing right conjunction by learning more about compound-complex sentence like the definition about compound-complex sentence, learn about the different from compound and complex sentence and try to understand the different between subordinating and coordinating conjunction.
REFERENCES
