

CHAPTER V

DISCUSSION

In this chapter, the writer presents and discusses the data result from the previous chapter. After analyze them, she would like to discuss the result which has been found in the finding of analysis of types of sentence used in the abstracts of the English proceeding of national and international conference.

5.1 Sentence Types Found in the Abstracts of the English Proceeding of National and International Conference

In this sense, the writer wants to give deeper explanation about sentence types found in the abstracts of the English proceeding of national and international conference.

5.1.1 Sentence Types Found in the Abstracts of the English Proceeding of National Conference.

After analyzing the data in previous chapter, we know that there are four types of sentence; they are simple sentence, compound sentence, complex sentence, and compound-complex sentence. Then, the nine abstracts are taken by the writer as data sources. That is why in this chapter she would like to present the discussion of the obtained data. The result shows that all types of sentence are used in nine abstracts selected in the English proceeding of national conference. The occurrences of sentence types are (87 sentences). Then, the occurrences of simple sentence are (46), compound sentence (8), complex sentence (31) and

compound-complex sentence (2). This session discusses about the four types of sentence in the abstracts of the English proceeding of national conference.

5.1.1.1 Simple Sentence

Simple Sentence is a sentence with only one verb or verb phrase; it also can be defined as an independent clause. Meanwhile, although the pattern seems simple, there are many ways to add it with phrases. We can see the variety in this short, simple sentence from the abstracts of the English proceeding of national conference:

- a. *The RSBI program is characterized with the use English as a medium of instruction, particularly in Mathematics, Physics, Chemistry, and Biology.* (1st sentence in the 2nd abstract entitled “Teachers’ Communication Strategies in the RSBI Classes”).

The example above is simple sentence, it consist of a subject and a verb. Here, the subject is “*The RSBI program*”. This subject categorized as noun phrase which the head is “*program*”. While the verb is “*is characterized*” this verb also added by a long prepositional phrase, that is “*with the use English as a medium of instruction, particularly in Mathematics, Physics, Chemistry, and Biology.*”

- b. *Critical thinking is an important element of all professional fields and academic disciplines.* (1st in the 3rd abstract entitled “The Effectiveness of British Parliamentary Debate System on Students’ Critical Thinking Ability”).

The example above is also simple sentence, it consist of a subject and a verb. Here, the subject is “*Critical thinking*”. While the verb is “*is an important element*” is here indicates the auxiliary verb that shows the state of the subject ‘*critical thinking*’ as being ‘*important*’.

- c. *Students face many kinds of subject in their daily routine at their college.* (First sentence in the 4th abstract entitled “Teaching Speaking: Outdoor Activity”).

The example above is also simple sentence, it consist of a subject and a verb. Here, the subject is “*Students*”. While the verb is “*face*” is here indicates the stative verb that shows the thinking of the subject ‘*students*’ towards the object, which is “*many kinds of subject*”.

- d. *In all the four skills in FL learning (listening, speaking, reading, and writing), speaking seems to be the most important skill.* (First sentence in the 5th abstract entitled “Arising Learners’ Awareness on LS and Communication Strategies to Enhance Learners’ Speaking Skill”).

Even the example above is too long, it still simple sentence, because it consist of a subject and a verb. The independent clause is “*speaking seems to be the most important skill*”. Here, the subject is “*speaking*”. While the verb is “*seems*” hence, it indicates the linking verb and not an action verb. As “*seems*” here is simply connecting the subject (“*speaking*”) to the adjective (“*important*”). Meanwhile, “*In all the four skills in FL learning (listening, speaking, reading, and writing)*” is called a prepositional phrase. This phrase can be placed either before or after the main clause.

- e. *Furthermore, the conferences made them realize and learn from others about their weaknesses and strength in writing.* (Ninth sentence in the 8th abstract entitled “Using Conferences to Develop Students’ Writing Skill”).

Furthermore, there is also a simple sentence with compound subject or compound predicates (verbs). The example above is simple sentence with compound verbs; they are “*realize*” and “*learn*” that modified phrase.

- f. *Secondly, it concerns Reading Comprehension Skill for English foreign language learners.* (Eight sentence in the 9th abstract entitled “Improving Students’ Reading Comprehension Skill Using MOODLE”).

The example above is simple sentence which the subject is “*it*” and the verb is “*concerns*” which is telling about the relation between the subject ‘*it*’ and the object “*skill*”. And “*reading comprehension skill*” is categorized as noun phrase which the head is “*skill*”, while “*for English foreign language learners*” prepositional phrase that modified the noun “*reading comprehension skill*”.

- g. *Thus, their English should be reflected in the classroom communication.* (4th sentence in the 2nd abstract entitled “Teachers’ Communication Strategies in the RSBI Classes”).

The writer also found the simple sentence with the form of modal verb like the example above. Here the subject is “*English*” and “*should*” is the modal verb. Modal verb in this sentence is used to suggest that something is advisable, that is English should be reflected in the classroom communication.

- h. *The lecturers could create the dialogues in the real world.* (7th sentence in the 4th abstract entitled “Teaching Speaking: Outdoor Activity”).

The sentence above is also categorized as simple sentence with modal verb. Here, the subject is “*The lecturers*” and “*could create*” is the modal verb. Modal verb in this sentence is “*could*” used to refer to skills and abilities, and states that the lecturers are able to create the dialogues in the real world.

In conclusion, the writer found variety types of simple sentence in the abstracts of the English proceeding of national conference written by Indonesian writers. In the examples above, she found the simple sentence with auxiliary verb, linking verb, compound verbs, and also modal verbs.

5.1.1.2 Compound Sentence

The writer of the national proceeding uses compound sentence to show a close relationship between ideas that are about equal in importance. A sentence can be said a compound sentence if it consist of two or more independent clauses.

Commonly the conjunctions which typically signal compound form are abbreviated as (FANBOYS) “for”, “and”, “nor”, “but”, “or”, “yet”, “so” and sometimes only separated by comma (.). Furthermore, clauses which construct compound sentence have contradictory meaning (signaled by conjunction “but”) and related meaning (signaled by conjunction “and” and “or”)

The following are the examples of compound sentence with coordinating conjunction “and”:

- a. *Teaching strategies were the independent variable, **and** the dependent variable was the students’ critical thinking ability.* (6th sentence in the third abstract entitled “The Effectiveness of British Parliamentary Debate System on Students’ Critical Thinking Ability”).

The sentence above is compound sentences. It contains two independent clauses, and both clauses can stand by itself as a simple sentence. The first independent clause is “*Teaching strategies were the independent variable*” and the second independent clause is “*the dependent variable was the students’ critical thinking ability*”. They are joined by a coordinator conjunction “**and**” that has a related meaning with a comma preceding it.

- b. *The subject of the study was seventeen freshmen, **and** the instruments used were reflection questions and assessment checklist.* (2nd sentence in the eight abstract entitled “Using Conferences to Develop Students’ Writing Skill”).

The sentence above is compound sentences. It contains two independent clauses, and both clauses can stand by itself as a simple sentence. The first

independent clause is “*The subject of the study was seventeen freshmen*” and the second independent clause is “*the instruments used were reflection questions and assessment checklist*”. They are joined by a coordinator conjunction “**and**” that has a related meaning with a comma preceding it.

- c. *In the conferences, the students presented their paragraphs to obtain feedback from their peers, **and** they assessed their peer’s paragraphs by using the checklist.* (3th sentence in the eight abstract entitled “Using Conferences to Develop Students’ Writing Skill”).

The sentence above is compound sentences. It contains two independent clauses, and both clauses can stand by itself as a simple sentence. The first independent clause is “*the students presented their paragraphs to obtain feedback from their peers*” and the second independent clause is “*they assessed their peer’s paragraphs by using the checklist*”. They are joined by a coordinator conjunction “**and**” that has a related meaning with a comma preceding it.

We also find conjunction “**or**” in the abstracts of the English proceeding of national conference.

The example:

*It could also be done at a park with different themes, such as: the family gathering, child upbringing, etc. **or** it could be done in tourism destination such as beaches with other themes, such as: having fun, entertaining, enjoying holidays, etc.* (10th sentence in the fourth abstract entitled “Teaching Speaking: Outdoor Activity”).

The sentence above is compound sentences. It contains two independent clauses, and both clauses can stand by itself as a simple sentence. The first independent clause is “*It could also be done at a park with different themes*” and the second independent clause is “*it could be done in tourism destination such as*

beaches with other themes". They are joined by a coordinator conjunction "**or**" that has a related meaning.

5.1.1.3 Complex Sentence

A sentence consisting of one independent clause and one or more subordinate clause are called a complex sentence. Dependent clauses cannot be sentences on their own. They depend on an independent clause to support them. The independent clause in a complex sentence carries the main meaning, but either clause may come first. When the dependent clause comes first, it is always followed by a comma.

The subordinate clause functions within a sentence as an adjective, adverb, or noun. If the subordinate clause modifies a noun or pronoun, it is an *adjective clause*. If it modifies a verb, an adjective, or an adverb, it is an adverbial clause. If the subordinate clause functions as a noun, it is a noun clause.

In the following are the examples of complex sentence found in the abstracts of the English proceeding of national conference that function as an **adjective clause**. Adjectival clause is a dependent clause that modifies a noun or a pronoun. It can't stand alone. It usually starts with "who", "whom", "which" or "that."

- a. *This case is also experienced by Indonesian students **who** are participating in the Youth Exchange and Study Program (YES).* (6th sentence in the first abstract entitled "Communication Strategies Used by Indonesian Students in an Exchange Program to the USA").

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where "*This case is also experienced by Indonesian students*" is the main clause,

“who are participating in the Youth Exchange and Study Program (YES)” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adjective clause that introduced by relative pronoun *“who”*.

- b. *The government of the Republic of Indonesia is now launching a form of education **which** is based on character known as “character education”*. (1st sentence in the ninth abstract entitled “Improving Students’ Reading Comprehension Skill Using MOODLE”).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where *“The government of the Republic of Indonesia is now launching a form of education”* is the main clause, *“**which** known as “character education”* is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adjective clause that introduced by relative pronoun *“which”*.

- c. *At the end of the semester, the students wrote their reflection about the learning experiences **that** they gained from the conferences*. (6th sentence in the eighth abstract entitled “Using Conferences to Develop Students’ Writing Skill”).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where *“the students wrote their reflection about the learning experiences”* is the main clause, *“**that** they gained from the conferences”* is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adjective clause that introduced by relative pronoun *“that”*.

- d. *The research design is descriptive qualitative by experiment method **in which** the number of the subjects are the students of English Department STKIP PGRI Bangkalan*. (8th sentence in the seventh abstract entitled “Speaking Proficiency of English Language Learner”).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “*The research design is descriptive qualitative by experiment method*” is the main clause, “***in which** the number of the subjects are the students of English Department STKIP PGRI Bangkalan*” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adjective clause that introduced by relative pronoun “***in which***”.

Then, the following are the examples of complex sentence found in the abstracts of the English proceeding of national conference that function as an **Adverbial Clause**. Adverbial clause is a dependent clause that modifies a verb, an adjective, or an adverb. It also can't stand alone as a sentence. It usually answers the questions "where," "when," "that," "why," “so that,” “because,” "than," or "under what condition.”

- a. *On the other hand, it is a must for them to survive in such foreign environment using the language **so that** they can interact with and be accepted in the society.* (4th sentence in the first abstract entitled “Communication Strategies Used by Indonesian Students in an Exchange Program to the USA”).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “*it is a must for them to survive in such foreign environment using the language*” is the main clause, “***so that** they can interact with and be accepted in the society.*” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adverbial clause of purpose that introduced by “***so that***”.

- b. *This article aims at describing communication strategies used by Indonesian students **when** they undergo the YES program in the USA, as testified by some returnees as well as those currently experiencing the program.* (8th sentence in the first abstract entitled “Communication Strategies Used by Indonesian Students in an Exchange Program to the USA”).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “*This article aims at describing communication strategies used by Indonesian students*” is the main clause, “***when** they undergo the YES program in the USA, as testified by some returnees as well as those currently experiencing the program*” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adverbial clause of time that introduced by “***when***”.

- c. *MOODLE could be applied in teaching reading that lead the students to the amazing atmosphere of teaching learning process **because** in the MOODLE website they could contribute and talk about what they are reading interactively.* (5th sentence in the ninth abstract entitled “Improving Students’ Reading Comprehension Skill Using MOODLE”).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “*MOODLE could be applied in teaching reading that lead the students to the amazing atmosphere of teaching learning process*” is the main clause, “***because** in the MOODLE website they could contribute and talk about what they are reading interactively.*” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adverbial clause of reason that introduced by “***because***”.

- d. *Students who are taught using BPDS have better arguments **than** those who are taught using group discussion.* (8th sentence in the third

abstract entitled “The Effectiveness of British Parliamentary Debate System on Students’ Critical Thinking Ability”).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “*Students who are taught using BPDS have better arguments*” is the main clause, “*than those who are taught using group discussion.*” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adverbial clause of comparison that introduced by “*than*”.

- e. *The results of data analysis using independent t-test concluded that the application of BPDS has positive effect on students’ critical thinking ability.* (7th sentence in the third abstract entitled “The Effectiveness of British Parliamentary Debate System on Students’ Critical Thinking Ability”).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “*The results of data analysis using independent t-test concluded*” is the main clause, “*that the application of BPDS has positive effect on students’ critical thinking ability*” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adverbial clause of result that introduced by “*that*”.

In conclusion, the characteristics of complex sentence are when a sentence has coordinate clause and a subordinate clause or, in other word, a dependent clause and independent clause. Besides, complex sentence apply conjunction in their constructions. The most conjunction which is used in the abstracts of the English proceeding of national conference are “that” and “which”, even we can also find some other conjunctions. The conjunctions “that” and “which” do not

only function as conjunction, but also function as relative pronoun. Relative pronoun functions as modifier in a noun phrase or prepositional phrase.

5.1.1.4 Compound-Complex Sentence

Compound-Complex Sentences; compound sentences in which either or both of the independent clauses contain elements which are modified by subordinate clauses. Compound-complex sentences consist of two or more verb clauses and one or more adverb clauses. In other words, compound-complex sentences are combinations of one or more compound sentences and one or more complex sentences.

The following are examples of Compound-Complex Sentence found in the abstracts of the English proceeding of national conference:

*In the context of character education in schools, it is expected **that** all the courses taught in all levels **and** in all kinds of education are directly to the building of good character. (2nd sentence in the sixth abstract entitled “Teaching Writing to Build Students’ Character by Using Google Docs”).*

There are three clauses here. The first clause is “*it is expected*”, the second clause is “***that** all the courses taught in all levels*”, and the third clause is “*all kinds of education are directly to the building of good character*”. The second and the third clause both can stand on its own and make good sense by themselves and therefore are complete sentences. In other words, if we take the first two parts, “*all the courses taught in all levels **and** in all kinds of education are directly to the building of good character*” this is a compound sentence as explained previously but the second clause which is a dependent clause will make sense only if it is read with the first clause. Therefore this sentence called compound-complex

sentence because it is made up of two independent clauses with one dependent clause.

5.1.2 The Types of Sentence in the Abstracts of the English Proceeding of International Conference.

After discuss the data in previous sub-chapter, we know that there are four types of sentence; they are simple sentence, compound sentence, complex sentence, and compound-complex sentence. That is why in this chapter she would like to present the discussion of the obtained data. The result shows that all types of sentence used in nine abstracts selected in the English proceeding of international conference. The occurrences of sentence types are (75 sentences).

Then, the occurrences of simple sentence (41), compound sentence (3), complex sentence (30), and compound-complex sentence (1). This session discusses about the four types of sentence in the abstracts of the English proceeding of international conference.

5.1.2.1 Simple Sentence

Simple Sentence is a sentence with only one verb or verb phrase; it also can be defined as an independent clause. Meanwhile, although the pattern seems simple, there are many ways to add it with phrases. We can see the variety in this short, simple sentence from the abstracts of the English proceeding of national conference:

Here are the examples of short simple sentence:

- a. *In fact, various studies have reported its significance even in the ESL/EFL environment.* (2nd sentence in the fifteenth abstract entitled “Using Newspaper Corpus to Create English Language Learning Materials”).

- b. *An awareness of this word list will help in materials development.* (11th sentence in the tenth abstract entitled “Developing a Word List of English for Nursing Purposes (ENP)”).
- c. *In addition, the production of nursing dictionaries will become more efficient.* (12th sentence in the tenth abstract entitled “Developing a Word List of English for Nursing Purposes (ENP)”).
- d. *This paper is about using learners’ narratives in a multi-cultural and multi-lingual classroom.* (1st sentence in the twelfth abstract entitled Narratives: a Dialogue with the (Inter) cultural-self”).
- e. *The use of newspapers in English language classroom is not new.* (1st sentence in the fifteenth abstract entitled “Using Newspaper Corpus to Create English Language Learning Materials”).
- f. *The control group didn’t receive such treatment.* (4th sentence in the seventeenth abstract entitled “Task-based Cycle in Reading Comprehension Classes”).

Here is the example of simple sentence with **compound predicate** (verb):

*A qualitative analysis of these students self evaluations **helped** the researcher and **highlight** the areas of difficulties faced by these students.* (6th sentence in the eleventh abstract entitled “Problems amongst ESL Learners in Writing Narratives”).

Here are the examples of simple sentence with long **verb phrase**:

- a. *Their written narratives display the learners’ responses of opinion, belief, and tension as a process of making sense of their inter-cultural and inter- linguistics self in an English-speaking West (Holliday, 2005) context.* (6th sentence in the twelfth abstract entitled Narratives: a Dialogue with the (Inter) cultural-self”).
- b. *All the participants read more and less familiar script based narratives containing nonsense words for at least 6 times in three different sessions.* (3rd sentence in the thirteenth abstract entitled “The Role of Topic Familiarity and Cognitive Style in Incidental Vocabulary Acquisition through Reading for Iranian Language Learners”).
- c. *Furthermore, the study investigated the relationship between lexical intake and vocabulary gain, and lexical intake and vocabulary retention.* (2nd sentence in the thirteenth abstract entitled “The Role of Topic Familiarity and Cognitive Style in Incidental Vocabulary Acquisition through Reading for Iranian Language Learners”).
- d. *Therefore, the aim of this paper is to investigate the relationship between collocational competence and general language proficiency of Iranian students.* (5th sentence in the fourteenth abstract entitled “Measuring Collocational Competence of Iranian Learners by Using C-Test”).

- e. *This study will highlight the importance of articles, difficulties faced by teachers and students in using the articles and the distribution and pattern of articles presented in the Malaysian Secondary School English Language textbooks. (6th sentence in the sixteenth abstract entitled “Analysis on the Use of Articles in Malaysian Secondary School English Language Textbooks”).*

Here are the examples of simple sentence in **passive** form:

- a. *The language proficiency level of the subjects **was scrutinized** through their performance on a cloze test. (7th sentence in the fourteenth abstract entitled “Measuring Collocational Competence of Iranian Learners by Using C-Test”).*
- b. *Corpus-based study **is carried out** on the textbooks to provide more detail information on the textbooks content to enable the textbook to be written based on empirical studies and not by hunch. (5th sentence in the sixteenth abstract entitled “Analysis on the Use of Articles in Malaysian Secondary School English Language Textbooks”).*
- c. *To reach this goal, two tests **were administered** to Iranian learners, namely a cloze test and a c-test. (6th sentence in the fourteenth abstract entitled “Measuring Collocational Competence of Iranian Learners by Using C-Test”).*

Here are the examples of simple sentence with **modal verb**:

- a. *This study **will** highlight the importance of articles, difficulties faced by teachers and students in using the articles and the distribution and pattern of articles presented in the Malaysian Secondary School English Language textbooks. (6th sentence in the sixteenth abstract entitled “Analysis on the Use of Articles in Malaysian Secondary School English Language Textbooks”).*
- b. *In addition, the production of nursing dictionaries **will become** more efficient. (12th sentence in the tenth abstract entitled “Developing a Word List of English for Nursing Purposes (ENP)”).*
- c. *An awareness of this word list **will help** in materials development. (11th sentence in the tenth abstract entitled “Developing a Word List of English for Nursing Purposes (ENP)”).*

5.1.2.2 Compound Sentence

The writer of the international proceeding uses compound sentence to show a close relationship between ideas that are about equal in importance. A

sentence can be said a compound sentence if it consist of two or more independent clauses.

Commonly the conjunctions which typically signal compound form are abbreviated as (FANBOYS) “for”, “and”, “nor”, “but”, “or”, “yet”, “so” and sometimes only separated by comma (.). Furthermore, clauses which construct compound sentence have contradictory meaning (signaled by conjunction “but”) and related meaning (signaled by conjunction “and” and “or”).

The following are the examples of compound sentence with coordinating conjunction “**but**”:

- a. *Twenty eight days after reading, the gain measure was repeated, **but** the presentation of the test was counterbalanced.* (6th sentence in the thirteenth abstract entitled “The Role of Topic Familiarity and Cognitive Style in Incidental Vocabulary Acquisition through Reading for Iranian Language Learners”).

The sentence above is compound sentences. It contains two independent clauses, and both clauses can stand by itself as a simple sentence. The first independent clause is “*the gain measure was repeated*” and the second independent clause is “*the presentation of the test was counterbalanced*”. They are joined by a coordinator conjunction “**but**” that has a contradictory meaning.

- b. *The paper focuses on one language point **and** that is the teaching and learning of adjectives.* (9th sentence in the fifteenth abstract entitled “Using Newspaper Corpus to Create English Language Learning Materials”).

The sentence above is compound sentences. It contains two independent clauses, and both clauses can stand by itself as a simple sentence. The first independent clause is “*The paper focuses on one language point*” and the second independent clause is “*that is the teaching and learning of adjectives*”. They are joined by a coordinator conjunction “**and**” that has a related meaning.

5.1.2.3 Complex Sentence

A sentence consisting of one independent clause and one or more subordinate clause are called a complex sentence. Dependent clauses cannot be sentences on their own. They depend on an independent clause to support them. The independent clause in a complex sentence carries the main meaning, but either clause may come first. When the dependent clause comes first, it is always followed by a comma.

The subordinate clause functions within a sentence as an adjective, adverb, or noun. If the subordinate clause modifies a noun or pronoun, it is an *adjective clause*. If it modifies a verb, an adjective, or an adverb, it is an adverbial clause. If the subordinate clause functions as a noun, it is a noun clause.

In the following are the examples of complex sentence found in the abstracts of the English proceeding of international conference that function as an **adjective clause**. Adjective clause is a dependent clause that modifies a noun or a pronoun. It can't stand alone. It usually starts with “who”, “whom”, “which” or “that.”

- a. *The context of the teaching was a multi-cultural undergrad classroom in **which** learners were introduced to the current phenomenon of Englishes in the world.* (5th sentence in the twelfth abstract entitled “Narratives: a Dialogue with the (Inter) cultural-self”).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “*The context of the teaching was a multi-cultural undergrad classroom*” is the main clause, “***which*** learners were introduced to the current phenomenon of Englishes in the world” is the subordinate clause that modifies an element in the

main clause. This complex sentence includes the adjective clause that introduced by relative pronoun “**which**”.

- b. *A crucial part of native speakers’ communicative competence is collocational competence **which** can be defined as native speakers intuitively “know” which words usually come together and which do not.* (2nd sentence in the fourteenth abstract entitled “Measuring Collocational Competence of Iranian Learners by Using C-Test”).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “*A crucial part of native speakers’ communicative competence is collocational competence*” is the main clause, “**which** can be defined as native speakers intuitively “know” which words usually come together and which do not” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adjective clause that introduced by relative pronoun “**which**”.

- c. *Persona Poems is a poem **that** employs the use of noun and adjective phrases.* (2nd sentence in the fourteenth abstract entitled “Measuring Collocational Competence of Iranian Learners by Using C-Test”). (1st sentence in the eightieth abstract entitled “Here’s Poem about You, Lady Macbeth”: Poems on Characters in Literature Texts).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “*Persona Poems is a poem*” is the main clause, “**that** employs the use of noun and adjective phrases.” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adjective clause that introduced by relative pronoun “**that**”.

- d. *The participants included are Teaching English as a Second Language (TESL) learners (n=30), **who** had been assigned to write*

narrative of 600 words. (5th sentence in the eleventh abstract entitled “Problems amongst ESL Learners in Writing Narratives”).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “*The participants included are Teaching English as a Second Language (TESL) learners*” is the main clause, “*who had been assigned to write narrative of 600 words.*” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adjective clause that introduced by relative pronoun “*who*”.

- e. *This word list is created for determining the words that relates specifically for nursing.* (10th sentence in the tenth abstract entitled “Developing a Word List of English for Nursing Purposes (ENP)”.

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “*This word list is created for determining the words*” is the main clause, “*that relates specifically for nursing*” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adjective clause that introduced by relative pronoun “*that*”.

Then, the following are the examples of complex sentence found in the abstracts of the English proceeding of national conference that function as an **Adverbial Clause**. Adverbial clause is a dependent clause that modifies a verb, an adjective, or an adverb. It also can't stand alone as a sentence. It usually answers the questions "where," "when," "that," "why," “so that,” “because,” "than," or "under what condition.”

- a. *The list will also benefit teachers, book writers, and publishers as it will be a guide to efficient production of nursing materials.* (13th

sentence in the tenth abstract entitled “Developing a Word List of English for Nursing Purposes (ENP)”

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “*The list will also benefit teachers, book writers, and publishers*” is the main clause, “*it will be a guide to efficient production of nursing materials*” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adverbial clause of reason that introduced by “*as*”.

- b.** *The presentation may prove useful for English Language teachers because it recommends solutions for these problems.* (7th sentence in the eleventh abstract entitled “Problems amongst ESL Learners in Writing Narratives”).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “*The presentation may prove useful for English Language teachers*” is the main clause, “*it recommends solutions for these problems*” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adverbial clause of reason that introduced by “*because*”.

- c.** *The results of the statistical analysis demonstrate that there is a high relationship between collocational competence and general language proficiency of learners.* (9th sentence in the fourteenth abstract entitled “Measuring Collocational Competence of Iranian Learners by Using C-Test”).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “*The results of the statistical analysis demonstrate*” is the main clause,

“that there is a high relationship between collocational competence and general language proficiency of learners” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adverbial clause of result that introduced by *“that”*.

- d. *It can be concluded that the c-test is an effective measurement to assess learners’ collocatioanal competence.* (10th sentence in the fourteenth abstract entitled “Measuring Collocational Competence of Iranian Learners by Using C-Test”).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where *“It can be concluded”* is the main clause, *“that the c-test is an effective measurement to assess learners’ collocatioanal competence”* is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adverbial clause of result that introduced by *“that”*.

- e. *Although there are only three articles to be learned in the English Language Grammar, students faced difficulties in learning how to use them as “article usage is complicated”* (DeCapua & Springer, 2008:61). (2nd sentence in the sixteenth abstract entitled “Analysis is the Use of Articles in Malaysian Secondary School English Language Textbooks”

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where *“students faced difficulties in learning how to use them as “article usage is complicated””* is the main clause, *“Although there are only three articles to be learned in the English Language Grammar”* is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adverbial clause of contrast that introduced by *“Although”*.

- f. ***In order to*** accomplish the research, 48 learners were chosen in one of the private institutions (Jahad-e-Daneshgahi) in Tabriz, Iran. (2nd sentence in the seventeenth abstract entitled “Task-based Cycle in Reading Comprehension Classes”).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “48 learners were chosen in one of the private institutions (Jahad-e-Daneshgahi) in Tabriz, Iran.” is the main clause, “***In order to*** accomplish the research” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adverbial clause of purpose that introduced by “***in order to***”.

- g. One of the many uses of the Persona Poem include an ice-breaking activity to get students acquainted at the beginning of the term ***where*** they can write about their new friends using the information they have gathered. (3rd sentence in the eighteenth abstract entitled “Here’s Poem about You, Lady Macbeth”: Poems on Characters in Literature Texts).

The sentence above called complex sentence because it consist of an independent clause (main clause) and a dependent clause (subordinate clause), where “One of the many uses of the Persona Poem include an ice-breaking activity to get students acquainted at the beginning of the term” is the main clause, “***where*** they can write about their new friends using the information they have gathered” is the subordinate clause that modifies an element in the main clause. This complex sentence includes the adverbial clause of purpose that introduced by “***in order to***”.

In conclusion, the characteristics of complex sentence are when a sentence has coordinate clause and a subordinate clause or, in other word, a dependent clause and independent clause. Besides, complex sentence apply conjunction in

their constructions. The most conjunction which is used in the abstracts of the English proceeding of international conference are “that”, “as”, and “which”, even we can also find some other conjunctions. The conjunctions “that” and “which” do not only function as conjunction, but also function as relative pronoun. Relative pronoun functions as modifier in a noun phrase or prepositional phrase.

5.1.2.4 Compound-Complex Sentence

Compound-Complex Sentences; compound sentences in which either or both of the independent clauses contain elements which are modified by subordinate clauses. Compound-complex sentences consist of two or more verb clauses and one or more adverb clauses. In other words, compound-complex sentences are combinations of one or more compound sentences and one or more complex sentences.

The following is the example of Compound-Complex Sentence found in the abstracts of the English proceeding of international conference:

The teaching and learning of English for Nursing Purposes (ENP) can be challenging as there is no comprehensive wordlist, material developers might just develop books in an ad hoc manner based on intuitions and this can lead to the use of numerous varieties of words which are not exclusive to nursing. (2nd sentence in the tenth abstract entitled “Developing a Word List of English for Nursing Purposes (ENP)”).

There are four clauses here. The first clause is “*The teaching and learning of English for Nursing Purposes (ENP) can be challenging*”, the second clause is “*as there is no comprehensive wordlist*”, the third clause is “*material developers might just develop books in an ad hoc manner based on intuitions*”, and the fourth clause is “*this can lead to the use of numerous varieties of words which are not exclusive to nursing*”. The first clause, third clause and the fourth clause are

independent clauses; they can stand on its own and make good sense and therefore are complete sentences. While the second clause is a dependent clause that can't stand on its own, and it modifies the main clause.

In other words, if we take the first and two clauses, *“The teaching and learning of English for Nursing Purposes (ENP) can be challenging as there is no comprehensive wordlist,”* this is a complex sentence as explained previously but the third clause and the fourth clause, *“material developers might just develop books in an ad hoc manner based on intuitions and this can lead to the use of numerous varieties of words which are not exclusive to nursing”*, it called compound sentence. Therefore this sentence called compound-complex sentence because it is made up of combination of compound sentence and complex sentence.

5.2 The Percentages of the Types of Sentence Found in the Abstracts of the English Proceeding of National and International Conference

After discusses the types of sentence in the previous sub-chapter, now the writer would like to discuss about the percentages of the types of sentence found in the abstracts of the English proceeding of national and international conference.

As explained in chapter IV that there are 18 abstracts that have been analyzed in the English proceeding of national and international conference. It consists of 9 abstracts of the English proceeding of national conference written by Indonesian writers and 9 abstracts of the English proceeding of international conference written by foreign writers.

In the table 4.21, the percentages of sentence types in abstracts of the English proceeding of national and international conference show that there are 162 types of sentence including 87 sentences in the abstracts of the English proceeding of national conference and 75 sentences in the abstracts of the English proceeding of international conference. From the table we know that in the abstracts of the English proceeding of national conference have 45 occurrences of simple sentence, 8 occurrences of compound sentence, 32 occurrences of complex sentence, and 2 occurrences of compound-complex sentence. On the other hand, the abstracts of the English proceeding of international conference have 41 occurrences of simple sentence, 3 occurrences of compound sentence, 30 occurrences of complex sentence, and 1 occurrence of compound-complex sentence.

After the writer calculated the total number of sentence types in the abstracts of the English proceeding of national and international conference by using formula, it is found that the percentage of the types of sentence in the abstracts of the English proceeding of national conference is 53.70% while the percentage of the types of sentence in the abstracts of the English proceeding of international conference is 46.30%. It can be concluded that the highest percentage of sentence types in the abstracts of both proceeding is sentence types in the abstracts of the English proceeding of national conference written by Indonesian writers with the percentage 53.70%.

5.3 The Similarities and the Differences between the Types of Sentence Found in the Abstracts of the English Proceeding of National and International Conference

In this section, the writer would like to present the similarities and the differences of sentence types found in the abstracts of the English proceeding of national and international conference. Hence, she wants to give deeper discussion about it.

First, the writer wants to explain the similarities of sentence types in both abstracts. Based on the data retrieved, the similarities of sentence types found in both abstracts of the English proceeding of national and international conference are they both used all the types of sentence, they are simple sentence, compound sentence, complex sentence, and compound-complex sentence. The next similarities is highest frequency of the types of sentence in both abstracts of the English proceeding of national and international conference are placed by simple sentence, the second position followed by complex sentence, compound sentence, and the lowest frequency is compound-complex sentence.

Second, the writer wants to explain the differences. The differences of the types of sentence found in the abstracts of the English proceeding of national and international conference can be seen from the total number and the percentage of all types of sentence. The total numbers of sentence types in the abstracts of the English proceeding of national conference there are 87 (53.70%) sentences; while in the abstracts of the English proceeding of international conference have 75 (46.30%) sentences. The differences can be classified by total number of each

abstracts and the percentages of the types of sentence in the abstracts. The abstracts of the English proceeding of national conference have 45 occurrences (51.72%) of simple sentence while the abstracts of the English proceeding of international conference have 41 occurrences (54.67%) of simple sentence. In addition, we also can find complex sentence in both abstracts. The abstracts of the English proceeding of national conference have 32 occurrences (36.78%) of complex sentence while the abstracts of the English proceeding of international conference have 30 occurrences (40%). The next, the abstracts of the English proceeding of national conference have 8 occurrences (9.19%) of compound sentence while the abstracts of the English proceeding of international conference have 3 occurrences (4%) of compound sentence. The last is taken by compound-complex sentence. The abstracts of the English proceeding of national conference have 2 occurrences (2.30%) of compound-complex sentence while the abstracts of the English proceeding of international conference have 1 occurrence (1.33%) of compound-complex sentence.