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## CHAPTER I

### INTRODUCTION

This section will discuss the background of the study, statements of the problem, research objectives, significance of the study, scope and limitations, and systematic writing. All the sections will be explained below :

#### A. BACKGROUND OF THE STUDY

Education is crucial for everyone since it encourages good attitudes and personal success. One subject that is also important for developing children's intellect is language. Some schools in Indonesia have implemented two language subjects, such as Indonesian and English. English has four types of skills that must be mastered. One of them is writing. Many students think that writing is easier than reading. Writing requires a full struggle from various aspects, such as structure, emotions, feelings, and others. It is because good writing can express the writer's emotions and make the readers feel the energy that the writer points to. However, not everyone can be a good writer, even in their native language. Everyone still needs to learn about writing in-depth to master it. Writing is a way of pouring ideas into written form. It is a productive skill that plays important role in English language teaching and learning.<sup>1</sup>

The usage of writing in courses outside of English and communication majors has a long and rich history.<sup>2</sup> Writing is also the most essential skill besides speaking, listening, and reading that should be taught in the teaching-learning process because writing is a skill that is in the cognitive domain. Sometimes, people make mistakes in developing meaning in writing. It is caused by grammatical errors and lack of

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<sup>1</sup> Puspitarini, et al, *Enhancing Narrative Writing Skills through Digital Storytelling*. Vol. 1, No. 2, (Sulawesi Barat, Global English Insight Journal, 2024) page. 66-75

<sup>2</sup> Mike, et al, *Fifty Years of WAC: Where have we been? where are we doing?*, Vol. 17 (Colorado State University, Creative Commons BY-NV-ND license, 2020) page. 5

vocabulary which can be a factor in ideas in writing becoming ambiguous.<sup>3</sup> Writing is an ability that allows writers to put their thoughts into meaningful language. It is a complex talent and sometimes difficult to teach as it requires mastery of grammatical and rhetorical methods, conceptual aspects, and judgment.<sup>4</sup> Besides, it is also one of the subjects focused on in ELT and has its aspects, such as understanding the structure of writing to avoid mistakes when creating sentences.<sup>5</sup> It is also important in an educational setting as it helps students to fulfill their learning needs. In addition, writing cannot be separated from grammar as they are interconnected.<sup>6</sup> This is undeniable that many students have difficulty composing English writing and also find it difficult to make sentences with good structure in English. Structuring sentences in English is one of the grammar aspect.

Grammar is one of the basic structures of the language component that also needs attention and emphasis from English teaching practitioners. It is important for students because they often have difficulties in using tense and do not even know the grammar structure well. Students can explain their thoughts clearly and meaningfully by applying grammar to their communication or even writing.<sup>7</sup> Students who learn a language must learn several aspects of grammatical structures consisting of nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, and also interjections. These are all the basics of grammar learning. Without

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<sup>3</sup> Diska, et al, *Error Analysis of Undergraduate Students' Writing Performances*. Vol. 1, No. 1, (Journal of Educational Management and Instruction, 2021) page. 19-27

<sup>4</sup> John, b, Heaton., *Writing English Language Tests*, (Longman Handbook fro Language Teachers, London, 1988)

<sup>5</sup> Jacobs, *Reading, Writing, and Understanding*, Vol. 60, No. 3 (*Educational Leadership*, 2002) page 58

<sup>6</sup> Edlira, *Communicating Effectively in Written English, As an Essential Need in Higher Education; a Class Survey in the Second-Year Professional Study Program*, (University of Korça, Paris, 5th Internasional Conference on Research in Social Science, 2022). page 19-20

<sup>7</sup> Zyah, et al, *Analisis Faktor-Faktor Yang Mempengaruhi Reliabilitas Tes Tata Bahasa Inggris Di Universitas Di Indonesia*. Vol. 22, No. 3 (*Journal pendidikan dan ilmu pengetahuan*) page 367

understanding these basics in-depth, students will not master all aspects of grammar in the future. Chung and Pullum described grammar as including two simple concepts: word order and word structure. Language should have a prescriptive arrangement of words to create meaning, and words must change form or structure for context to create meaning.<sup>8</sup> Additionally, Richard Nordquist distinguished grammar by usage and perception, separating its complete nature into two basic forms: prescriptive and descriptive grammar. While both forms concern rules of language, prescriptive grammarians focus on enforcing rules of proper language usage, and descriptive grammarians examine the regulations in context.<sup>9</sup>

To know students' capability in English, a teacher needs to have variations of teaching methods so that they know what the problem is with students in understanding English teaching.<sup>10</sup> Ferris suggested in Fitriawati that wrong word choice and sentence structure errors are common issues in students' writing.<sup>11</sup> Also, Chen found that there are some types of students' writing problems. They are choice, tenses, word usage, definite articles, relative clauses, redundancy, spelling and punctuation, and sentence-level issues.<sup>12</sup> Based on Adri Miko, stated that grammar instruction must be integrated into the development of the four language skills to avoid misunderstandings; correct grammar is a necessity.<sup>13</sup> In English language learning, mastery of simple sentences is an important foundation. According to Frank, the English language has four sentence structures: simple

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<sup>8</sup> Chung, Sandra, and Geoffrey Pullum, "Grammar", (Linguistic Society of America, November 17, 2024)

<sup>9</sup> Richard Nordquist, 10 Types of Grammar (and Counting): Different Ways of Analyzing the Structures and Functions of Language, (ThoughtCo, 2024)

<sup>10</sup> Maryam, et al, *Teacher Awareness, Identification Of Learning Difficulties, And Effective Teaching Strategies For English Grammar Mastery*. Vol. 10, No. 1, ( *Indonesian EFL Journal* 10, no. 1, (2024) page 45–54

<sup>11</sup> Fitriawati, Dian Safitri, Students' Grammatical Errors in Essay Writing: A Pedagogical Grammar Reflection, Vol. 5, No. 2, (Internasional Journal of Language Education, Padang, 2021) page 75

<sup>12</sup> Chen, Yueh-miao., *The Problems of University EFL Writing in Taiwan*, 5(1), (The Korea TESOL Journal, 2002) 59–79.

<sup>13</sup> Adri, J.M., *Analysis of Students Grammatical Errors in Writing* (UIN A-r Raniry, Banda Aceh, 2018)

structure, compound structure, complex structure, and compound-complex structure.<sup>14</sup> However, to convey more complex ideas, speakers must be able to use complex sentences. Keith Folse stated that there are four types of sentences: simple sentences, compound sentences, complex sentences, and compound-complex sentences.<sup>15</sup> A simple sentence contains a subject and a verb, and it may also have an object and modifiers. However, it contains only one independent clause. A compound sentence contains at least two independent clauses. Meanwhile, a complex sentence contains at least one independent clause and at least one dependent clause.<sup>16</sup>

Writing ideas in complex sentences will make the ideas flow more naturally compared to writing the ideas in other types of sentences. Written language is characterized by the occurrence of big normal groups and complex clauses.<sup>17</sup> Therefore, it can be concluded that in academic writing, mastering complex sentences by students is considerably essential.<sup>18</sup> Based on Robert's theory stated that to write an effective composition in English, understanding students' ability to create complex sentences is crucial.<sup>19</sup> Error analysis plays a key role in identifying the challenges students face when constructing complex sentences, which is essential for improving their writing skills. However, there are many gaps in the students' understanding of grammar, which causes their implementation of grammatical rules, and later it impacts their essay writing. Whereas, learning writing forms can

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<sup>14</sup> Frank Marchella, *Modern English: Exercises for non-native speaker*, New Jersey, 1997

<sup>15</sup> Keith, *Writing myths: Applying Second Language Research to Classroom Teaching*, (University of Michigan Press, 2008)

<sup>16</sup> Siti, *An Analysis on The Use Of Complex Sentences Found on The Joko Widodo's Speech*, (STKIP PGRI, Sidoarjo) page 2

<sup>17</sup> Danisa Warni, et al, *An Analysis of The Complex Sentences Used in The Theses Written By English Department Graduates of March 2017 Period in Universitas Negri Padang*, Vol. 7, No. 1, (Journal of English Language Teaching, 2017) page 224

<sup>18</sup> Deanandita, *An Error Analysis of the Use of Relative Clause in Structuring Complex Sentence by EFL Students at the University Level*, (University Syarif Hidayatullah, Jakarta) page 1

<sup>19</sup> Robert J. Connors, *Composition-Rhetoric: Backgrounds, Theory, and Pedagogy*. University of Pittsburgh Press, 1997.

make them master a lot of new vocabulary, grammar, punctuation, structure, and how to manage their thoughts and express their emotions or ideas.

However, a sentence can be divided into four based on the number of its clauses and the types of clauses within them. They are simple sentences, compound sentences, complex sentences, and compound-complex sentences.<sup>20</sup> A simple sentence contains one independent clause. Independent clauses are clauses that can stand alone as a sentence, whereas the opposite dependent clauses are clauses that can not stand alone as a sentence.<sup>21</sup> In other words, sentences should have at least one independent clauses which consist of nouns and verbs. A compound sentence is a sentence that contains more than one independent clause.<sup>22</sup> These independent clauses are joined using coordinating conjunctions *and*, *but*, *so*, *or*, and *yet*. Furthermore, complex sentences, which the researcher wants to apply in this research, are the sentences that consist of one independent clause and at least one dependent clause.<sup>23</sup> In this study, the researcher applied and focused on analyzing complex sentences through English composition. English composition involves recognizing the structure, style, and elements that contribute to effective writing. it requires mastery of grammar, sentence structure, and the ability to organize thought clearly and coherently.<sup>24</sup>

Additionally, understanding the purpose of the composition is essential, as it influences the tone and style of the writing. Through this comprehension, one can craft well-structured essays, reports, and other

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<sup>20</sup> Azar, Betty Schramper, *Understanding and Using English Grammar Third Edition*, (Longman, 1999)

<sup>21</sup> Lyn, *Theories of Sentence Processing*, (The MIT Press, 1987)

<sup>22</sup> Brock, *Grammar Alive! : A Guide for Teachers*, (National Council of Teachers of English, 2003)

<sup>23</sup> Azar, Betty Schramper, *Understanding and Using English Grammar Third Edition*, (Longman, 1999)

<sup>24</sup> Charles, *English Composition as a Happening*, Vol. 29, No. 2, (National Council of Teachers of English, 1967) page 121



written works that effectively communicate ideas.<sup>25</sup> Composition teaching has not been as thoroughly overhauled as other language teaching techniques. Beverly Chin stated that teachers can facilitate grammar instruction that directs students in their efforts to recognize and correct errors in usage.<sup>26</sup> Although new teaching methods, based on structural linguistics findings, recognize the students' need for systematic and rigidly controlled teaching of pronunciation and grammar, they have not yet recognized the equal need in composition teaching.<sup>27</sup>

As a result, there were some writing errors in English composition because they have lacks of knowledge on how to write the essay. So, finding the errors in writing English composition made by the students was done by error analysis regarding the problem that measured how frequently the students made errors in writing and the kind of complex sentences they made to avoid them repeating the same mistakes in writing essays. So the adversity faced by the students in the English language is caused by the different elements found between the first language and the target language. The problem with students' writing is that they have forgotten the grammatical rules. However, an analysis is needed to know in what aspect they frequently make errors. Additionally, students in class 5B are often considered high-achieving students due to their placement in the upper class. This perception leads to the assumption that they need little guidance in mastering grammatical concepts and complex sentence structures. However, analysis of their written compositions showed common grammatical errors, especially in constructing complex sentences such as noun clauses, adjective clauses, and adverb clauses. These errors suggest that the basic understanding of grammar in this class may not match their actual level of academic standing. The results of the research showed that

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<sup>25</sup> Barret, English Composition: Eight Lectures Given at the Lowell Institute, (Harvard University, 1891)

<sup>26</sup> Beverly Ann Chin, *The Role of Grammar in Improving Students' Writing*, (Oxford, 2000)

<sup>27</sup> Tony, et al, *Landmark Essays on ESL Writing Volume 17*, (Routledge, New York)

there are several errors in students' writing. This differentiation highlights a critical gap in teaching practice, where teachers may underestimate the need for detailed targeted grammar instruction, assuming that students in advanced classes have already mastered the skills. As a result, these errors are continuing, indicating the need for a more focused approach to grammar teaching in advanced classes.

One of the most effective frameworks for analyzing grammatical errors in students' writing is Dulay's theory, which states about Surface Strategy Taxonomy, which classifies errors into omission, addition, misinformation, and misordering.<sup>28</sup> This taxonomy provides a systematic way to identify how students modify sentence structures, helping researchers understand the patterns and sources of errors. In the context of this study, students in Class 5B, who are considered advanced learners, were expected to produce well-structured complex sentences. However, their compositions revealed various structural errors, indicating difficulties in mastering complex sentence formation. By applying the Surface Strategy Taxonomy, this research aims to categorize and analyze these errors in detail, examining whether they stem from interlingual transfer (influence from their first language) or intralingual transfer (overgeneralization and misapplication of English grammar rules). The findings will provide valuable insights for language educators to develop targeted strategies to improve students' writing skills.

From those descriptions, the writer tried to classify the errors based on Dulay's theory, those errors are omission, addition, misinformation, and misordering. Therefore, error analysis has an essential role in revealing what kinds of errors students make most. Finally, the researcher needs to discuss this problem in a study entitled

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<sup>28</sup> Heidi Dulay, Marina Burt, and Stephen Krashen, *Language Two* (New York: Oxford University Press, 1982).



## **“ERROR ANALYSIS IN USING COMPLEX SENTENCES THROUGH ENGLISH COMPOSITION BASED ON SURFACE STRATEGY TAXONOMY OF STUDENTS CLASS 5B GONTOR FOR GIRLS CAMPUS THREE”**

### **B. STATEMENT OF THE PROBLEM**

Based on the above background, the researcher can state the problem as follows:

1. What kind of errors made by the students' complex sentences based on Surface Strategy Taxonomy?
2. How do the sources of errors in complex sentences occur in students' composition?

### **C. RESEARCH OBJECTIVES**

Based on the statements of the problem above, this study aims to:

1. To determine the errors made by the students' complex sentences based on the Surface Strategy Taxonomy.
2. To know the sources of error in complex sentences that occurred in students' compositions

### **D. SIGNIFICANCE OF THE STUDY**

Considering the proposed research, this section describes some expected significances. The use of this research is divided into two such as theoretical and practical. Each of them would be revealed below :

#### **1. Theoretically**

The findings of this research would hopefully contribute to the theories of errors in writing complex sentences.

#### **2. Practically**

##### **a. For Teacher**

Through this research, the researcher hoped that teachers could find out each student's ability to understand the subject matter, know the right teaching method for the teacher, and be able to share