

# CHAPTER I

## INTRODUCTION

### A. Background of Study

In learning English, the students found the problem about the first language (L1) and the second language (L2). It indicated that there are differences between Indonesian grammar and English grammar phonetically and morphological.<sup>1</sup> Those conditions can cause problem that bring an error as the result of the influences of the students mother tongue or native language.

One of the English language skills that need to be mastered is writing. The important of writing has been realized by the English language teaching practitioners. Suleiman also stresses that writing is an essential factor of language<sup>2</sup>. As an attempt to increase the proficiency of students in written production of English, writing has been widely taught as a discrete subject in various foreign language teaching programs.

For most people writing is an extremely difficult task if they are trying to grapple in their language with new ideas and new ways.<sup>3</sup> However, writing courses challenge students and teachers. In the part of the students, writing is viewed as daunting and time consuming assignments. Other reasons that make writing be difficult for Indonesian students is the fact that it requires the mastery of various components, namely content, organization,

---

<sup>1</sup>Rizky Edo Pratama. *An Error Analysis in Writing Descriptive Text Made by the Eighth Grade Students of SMP Muhammadiyah 2 Masaran in 2014/2015 Academic Year*. 2015. P2

<sup>2</sup> Monirosadat Hosseini, Mohamad Ehsan Taghizadeh, Mohamad Jafre Zainol Abedin, Elham Naseri. *In The Importance of EFL learners' Writing Skill:Is there any Relation between Writing Skill and Content Score of English Essay Test?*. International Letters of Social and Humanistic Sciences. ISSN:2300-2697, Vol. 6, pp 1-12. P3

<sup>3</sup> Gordon Taylor "A Students Writing Guide" Cambridge University press .2009

language use, vocabulary and mechanics.<sup>4</sup> To satisfy the requirements students should produce written text with various types of development and hand them to the teacher. During the teacher corrected them, the teacher will return those texts to the original writer with feedbacks that may be in a form of cross-out in red or black ink through-out the paper or written comments in polite remarks. Similarly, in the part of the teacher, writing is viewed as a heavy-loaded course. The teacher should allocate a lot of extra time to read the texts produced by students.

Teachers spend ten hours correcting students writing per assignment produce is not effective result. Some people are in doubt about it. However, this way can use the students to learn from the correction provided by the teacher. Consequently, students can't see their particular weaknesses in the written production of English. Finally, the teachers could not provide a remedy for their students although they realize that their students do face problems. Since they correct all errors, they only know that students are weak in written production and they cannot locate the area of the weaknesses. However, making errors is the most natural thing in the world, especially the students who want to increase the ability of writing skill in target language. Carl James says that "Error analysis is the process to determining the incidence, nature causes and consequences of unsuccessful language."<sup>5</sup>

Actually, there are some strategies that can be applied by the teacher to use the students' errors as tools for improving their grammatical competence. One of them, based on Tomasello and Heron one of strategies is the teacher may use error analysis to identify the students' common errors and focusing the correction on those errors.<sup>6</sup> This attempt can be successful when the teacher could obtain beneficial information from students writing by applying

---

<sup>4</sup>Bambang Yudi Cahyono, Nur Mukminatien, Rosyi Amrina., "Indonesians Students' Writing Proficiency and Their Ability in Using Complex Sentence" *International Journal on Studies in English Language and Literature(IJSELL)* . Vol.4 Issue 9September 2016, PP 22-32

<sup>5</sup> Carl James. *Errors in Language Learning and Use*. London:Longman 1998.

<sup>6</sup>Hamzah. *An Analysis of the Written Grammatical Errors Produced by Freshment Students in English Writing*. Fakultas Bahasa dan Seni Universitas Negeri Padang. *Lingua Didaktika* Vol. 6, No. 1, Desember 2012. P18

structured correction. This could be done when the teachers are able to analyze the errors and locate the source of these errors.

In writing, students Elementary School, Junior High School, and Senior High School learn how to write words, phrases, clauses and sentences. When the students make a sentence they should concern with many aspects that are considered, such as organization of writing, grammar, punctuation, capitalization, and diction, are often scored in assessing writing. Writing English is not an easy, especially for Indonesian students still find difficulties in writing English and they can't write the sentences well. This phenomenon is not rare, because it is natural.

According to Sarah Andersen of San Jose University Writing Center there are four categories of sentences in English. The first three types are: simple sentences, compound sentences, complex sentences and compound complex sentences. They are the kinds of sentence that is often used by the beginner. But here, the researcher will use compound complex sentence as one of the sentences type that often used by the students in writing may play role in producing good writing.

A compound complex sentence is the most complicated sentences, like the name implies. A compound complex sentence has at least two independent clauses and at least one dependent clause. In simple terms, an independent clause can be a sentence on its own while a dependent clause cannot be a complete sentence. In the process of teaching and learning a second or foreign language, it is common to find learners who have problems in constructing the correct compound complex sentences. Based on the conversation I had with the some students in the fourth year students, some of them don't understand in depth the kinds of sentences. When they write something, they just write what they want. Basically, students are conscious how to make a good sentence and sometimes not exactly in the placement of punctuation and conjunction in their writing, however they must deeply consider whether their sentence is appropriate or inappropriate. Those difficulties faced by students are what then become errors.<sup>7</sup> As we know that, English learner should

---

<sup>7</sup>Thesis :An Error Analysis on Complex Sentences Made By the Second Year Students of English Education Program of STAIN Tulungagung in Writing Class, P.3

absolutely be able to make a good sentence correctly. So, they will need to know sentence errors to develop their writing effectively.

Actually this research is not the first; there are some researchers who have conducted research on error analysis. There are seven researchers that related to this research. They are: Herlina 2011 entitled *An analysis of students error in writing focused on tenses at the second grade students of SMP Cendrawasih I Cipete*. Enis Ernawati 2013 entitled *An analysis of types of sentences used by students essay writing at the third semester of IAIN Tuluangagung in the 2013/2014 academic years*. Error analysis of Malay compound sentences foreign language learner. (*Middle East Journal of Scientific Research* 20). *Mistake and Error Analysis of Cohesive Features in Argumentative Essay of Fifth Semester Student of English Department of Jambi University*. Athi'urrodiyah entitled *An Analysis of Grammatical Error upon Students Hortatory Exposition Text at SMAN 1 Baureno Bojonegoro*. From journal *Anglo-saxon* vol 7 no.2 about "Error Analysis of Students Sentence Structure in Writing Application Letter". And the last *An error analysis on complex sentence made by second year students of English Education Program of STAIN Tulungagung in writing class*.

Referring to previous studies differ from previous studies in terms of the methodological approach. The current study is using argumentative text as subject of the study. In object of the study, the researcher just focuses on fourth semester students of English Teacher Education Department, State Islamic University Sunan Ampel Surabaya. This study focused on error analysis of compound complex sentences produced by students. I am interested to examine this area because most students faced difficulties in constructing this sentence.<sup>8</sup> However, there is limited information on the types of errors made by learners who learn English as foreign language. The errors can be used as reference to know the progress of learning. Conducting error analysis, is therefore one of the best ways to describe and explain errors committed by L2 students. This kind of analysis can reveal the sources of these errors and the causes of their frequent occurrence. In specific case, in writing class, it is quite

---

<sup>8</sup> EnisErnawati. "An analysis of types of sentences used by students essay writing at the third semester of IAIN Tuluangagung in the 2013/2014 academic years". IAIN Tulungagung. 2013

difficult for teacher to discover any difficulties faced by students. Thus, knowing the error will be very helpful, the teacher can see the errors to evaluate what has been achieved and what is lack.

State Islamic University of Sunan Ampel Surabaya is one of the state universities in Surabaya that has an English Teacher Education Department. The fourth semester students in English Teacher Education Department UIN Sunan Ampel Surabaya should be able to comprehend how to write a good sentence since they must take the argumentative writing class, because in the end of the class they must submit their argumentative text. This university is chosen by researcher because the researcher has some consideration. The first, because the university has English Education Department that has argumentative writing class. The second, the researcher chooses that class because this study is about analyzing errors in constructing compound complex sentences in argumentative text. The third, it is because the difficulties of students of argumentative writing class and the experience of the researcher who has become students in the class argumentative writing, and the last important reason is because this institution has become university, it require us to improve the quality of language especially in writing. It can be seen from UINSA graduate as evidence.

Considering the issues above, the researcher is interested in discussing about the students' ability in constructing compound complex sentences especially focus on analyze the element of sentence especially in compound complex sentences. Based on the descriptive above, the researcher is interested in conducting a research dealing with students writing error. Accordingly the research entitled: *Error Analysis in Constructing Compound Complex Sentences on Students Writing*.

## **B. Reserach Question**

There are some research problems formulated by the researcher, in which this research tries to find the answer for the following problems.

1. What are the most common error made by the fourth semester students English Teacher Education Department of UINSA Surabaya in constructing compound complex sentences?
2. What are the main causes of most common error made by the fourth semester students English Teacher Education Department of UINSA Surabaya in constructing compound complex sentences?

## **C. Purpose of Study**

Based on the research problem, the purposes of the study are:

1. To find out the most common error that done by the fourth semester students English Teacher Education Department of UINSA Surabaya in constructing compound complex sentences.
2. To know the main causes of most common error which is done by the fourth semester students English Teacher Education Department of UINSA Surabaya in constructing compound complex sentences.

## **D. Significance of Study**

The result of this research is expected to give some important contributions to the related study both theoretically and practically:

1. Theoretically

This research provides an explanation of compound complex sentence errors in writing argumentative text made by students of fourth semester of UINSA Surabaya.

2. Practically

- a. For students, by reviewing this study, is expected to know what errors they often made. From this study they will learn from their errors and not to do again next time they compose writing. It is hoped the students become careful and pay attention more to grammar of language they try to construct, moreover on the errors commonly they have made. May have not fully understand the errors meant, at least they know about their difficulties which further can be discussed with their teacher to have better understanding.
- b. For teachers, from this study, it is hoped the teacher can understand the difficulties that faced by the students. Although, sometimes the teacher difficult understand students difficulties if the students themselves don't know the errors they have made. Here, the teacher may use the result of the study to develop appropriate teaching technique for the students. Knowing students weaknesses, teacher may focus more on developing the lacking aspect.
- c. For other researcher, the results of this study are expected to be a reference that is useful and beneficial for them in conducting further research about compound complex sentence.

## **E. Scope and Limitation**

### **1. Scope of study**

The scope of this study focuses the students errors in constructing English compound complex sentences. In this research, the researcher analyzes students errors in constructing compound complex sentences by focusing on sentence error proposed by Diana and Nancy theory which is classified into run on sentence and sentence fragments.

### **2. Limitation of the study**

The limitation of this study is on students' argumentative writing course in fourth semester at English Teacher Education Department, State Islamic University of Sunan Ampel Surabaya during the academic period year 2017-2018. There are 5 classes in argumentative writing course: A,B,C,D,E, with difference lecturers. But, in this study the researcher only conducted in two classes that are C and E class.

## **F. Definition of Key Term**

To avoid misunderstanding and gain the same perception, the researcher provides the following key terms as follows:

### **1. Error analysis**

According H. Douglas Brown, error analysis is the study of the learner's error, which can be observed, analyzed and classified to reveal something of the system operating within the learner.<sup>9</sup> Error are the flawed side of learner speech or writing. They are those parts of conversation and composition that deviate from some selected norm of language performance.<sup>10</sup>In this research, error analysis means the researcher conduct error analysis in constructing compound complex sentences by students' argumentative writing course.

### **2. Compound Complex Sentence**

A compound complex sentence is the most complicated sentences, like the name implies. A compound complex sentence has at least two independent clauses and at least one dependent clause. In simple terms,

---

<sup>9</sup>H. Douglas Brown, *Principles of Language Learning and Teaching* (U.S :Longman :2007), 21

<sup>10</sup>Dulay H.Burt, Marina. Krashen, Stephen. *Language Two* (Oxford University Press, 1982), 139



an independent clause can be a sentence on its own while a dependent clause cannot be a complete sentence. Compound complex sentences in this research, means the combination of compound and complex sentence. Expressing a longer thought, with more parts than any other sentence that we use.

