

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Foundation

1. Error analysis

Error analysis is one of the most influential theories of second language acquisition. It is concerned with the analysis of the errors committed by L2 students by comparing the learners acquired norms with the target language norms and explaining the identified errors. Another definition of error analysis is given by Brown. He states that “error analysis is the study of the students error, which can be observed, analyzed and classified to reveal something of the system operating within the student”.¹¹ Brown claims that it can keep too closely focused on specific languages rather than viewing universal aspects of language.

One of the presuppositions of error analysis is that the making of errors indicates learning difficulty. It is assumed that when the students make errors, they have difficulties in learning. This statement is supported by Brown,

*“Learning foreign language (in this case, English) often meets a lot of difficulties. When the learners learn the target, (he/she) might face more problems than they learn his/ her own mother tongue, although (he/she) understand and can apply his/ her own language easily. It does not mean that (he/she) will be able to comprehend the target language easily. Sometimes the difficulties appear because of the differences the target language and the native language”.*¹²

¹¹H. Douglas Brown, *Principles of Language Learning and Teaching* (U.S :Longman :2007), 21

¹²H. Douglas Brown, *Principles of Language Learning And Teaching*, (San Fransisco State University: Longman, 2000), p. 41

As stated by Abisamara error analysis can be viewed as “a type of linguistic analysis that focuses on errors committed by learners”.¹³ By establishing error analysis in learning process, teachers are able to examine students’ problem and the process of acquiring a foreign language in language learning. Therefore, error analysis is essential source information to teacher. It provides information on students’ errors which in turn helps teacher to correct students’ errors and also improves the effectiveness of their teaching.¹⁴ Error based on Harmer “when second language students make errors, they are demonstrating part of the natural process”. In the process of learning a target language, it is possible that students make some errors. Based on Johansson adds that an analysis of the learners gives the teacher evidence of the students competence in the foreign language.¹⁵ Students make progress, for instance, by being able to revise writing they have made. Error here can be good part of learning when the teacher corrects it and the students knows about their errors because they can learn from their errors. James also said that “let’s provisionally define a language error as unsuccessful bit of language. So, error here could happen if the students are less in understanding and usage of the target language.

From the descriptions above, it is concluded that analyzing errors in the process of learning is an important aspect because by knowing the errors, we can know the students difficulties in the process of learning. Therefore, it can also help the progress and the success of learning.

2. Sentence Types

According Linguistics, sentence is a set of words that have at least one subject and a predicate, and implies a perfect

¹³ Murad Hassan Mohammed Sawaimeh, “ *Error Analysis of Written English Essays: The Case of Students of the Preparatory Year Program in Saudi Arabia*” (University of Ha’il Saudi Arabia), 3

¹⁴ Taiseer Mohammed Y. Hourani, Dissertation: “*Errors in the English Writing Made by 3rd Secondary Male Students in the Eastern Coast of the UAE*” (UAE: Institute of Education British University in Dubai, June 2008), 16

¹⁵ David Johansson and Roger T. “*Learning Together Alone, Cooperation, Competition and Individualization*”. New Jersey: Practice Hall, Inc , 1975, 248

(complete). A sentence begins with a capital letter and ends with a point. In other definition a sentence is a grammatical unit of one or more words, bearing minimal syntactic relation to the words that precede or follow it, often preceded and followed in speech by pauses, having one of a small number of characteristic intonation patterns, and typically expressing an independent statement, question, request, command, etc. Sentences are generally characterized in most languages by the presence of a finite verb. Sentence is classified into two ways, according to their structure (simple sentence, compound sentence, complex sentence and compound-complex sentence) and according to their purpose (declarative, imperative, interrogative and exclamatory).¹⁶ Depending on the number and types of clauses they contain, sentences are classified as simple, compound, complex and compound-complex sentence. Clauses come into two varieties: independent and subordinate. An independent clause contains a subject and a predicate, and it either stands alone or could stand alone as a sentence. A subordinate clause also contains a subject and a predicate, but it functions within a sentence as an adjective, an adverb, or a noun, it can not stand alone.

a. Simple Sentence

Simple sentence is one independent clause with no subordinate clause. A simple sentence may contain compound elements a compound subject, verb, or object.¹⁷ It is referred to as “independent” because, while it might be part of a compound or complex sentence, it can also stand by itself as a complete sentence.

b. Compound Sentence

In the English language, a compound sentence is composed of at least two independent clauses. It does

¹⁶DianaHacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University), 325

¹⁷*Ibid*, 326-327

not require a dependent clause. The clauses are joined by a coordinating conjunction (with or without a comma), a correlative conjunction (with or without a comma), or a semicolon that functions as a conjunction. A conjunction can be used to make a compound sentence. The use of a comma to separate two short independent clauses in a sentence is accepted. Based on Diana and Nancy, a compound sentence is composed of two or more independent clauses with no subordinate clauses.

Notice that a compound sentence has a comma before the coordination conjunction. There are only seven coordinating conjunctions in English: *for, and, nor, but, or, yet, so*.

We can see that, the characteristic of compound sentences are A compound sentences is a sentence made up of two complete thoughts, each part of the sentence can stand alone as a complete sentence, compound sentences are connected by two types of connectors, Compound sentences are combined with FANBOYS (*for, and, nor, but, or, yet, so*).

c. Complex Sentence

Complex sentence is a sentence with an independent clause and at least one or more dependent clause (subordinating clause).¹⁸ A dependent clause is similar to an independent clause, or complete sentence, but it lacks one of the elements that would make it a complete sentence. Dependent clauses begin with subordinating conjunctions. They are some of the most common subordinating conjunction: *after, although, As, because, before, even though, if, since, though, unless, until, when, whenever, whereas, wherever, while*. Complex sentences are often more effective than compound sentences because a complex sentence

¹⁸DianaHacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University),

indicates clearer and more specific relationship between the main parts of the sentence.

d. Compound- Complex Sentence

Compound complex sentence combines complex sentence and compound sentence forms. A compound complex sentence contains at least two independent clauses and at least one or more dependent clauses (subordinating clause).¹⁹ The following sentence contains two independent clauses, each of which contains a subordinate clause. A subordinating conjunction creates a dependent clause that relies on the rest of the sentence for meaning. The following list provides some subordinating conjunctions: *after, although, As, because, before, even though, if, since, though, unless, until, when, whenever, whereas, wherever, while*. Compound complex sentences are the most complicated sentences, but once we know how to look for the separate parts it gets easier to understand them. We already know the basic rules; there must be at least two independent clauses and at least one dependent clause. There are a few more things we have to know, and then we will be ready to write compound complex sentences without a problem.

Table 2.1 Sentence Types Based on the Structure

Sentence Type	Example
<p>Simple sentence</p> <p>Is the most basic type of sentence because it only consists of one independent clause</p>	<p><i>George rode his bike to school</i></p> <p>The simple sentence has <u>one independent clause</u> which contains <u>one subject</u>: George,</p>

¹⁹Sarah Andersen, *Sentence Types and Functions*, (San Jose State University Writing Center, Spring 2014)

	and <u>one predicat</u> : rode.
<p>Compound sentence</p> <p>Sentence type that consists of two or more independent clauses linked by coordinate conjunction: but, and, or, so, nor, yet, and for. Often links the two independent clauses and is preceded by a comma.</p>	<p>Vina wakes up at 5:00 am, <u>and</u> she go to school at 6:30 am.</p> <p>There are two independent clauses.</p> <p><u>Independent clause 1</u>: Vina wakes up at 5:00 am, <u>Coordinate conjunction</u>: and <u>Independent clause 2</u>: she go to school at 6:30 am.</p>
<p>Complex sentence</p> <p>Sentence type that consists of one independent clause and one or more dependent clauses. A complex sentence will include at least one subordinate conjunction. (Although, when, Because, etc) + subject + predicate]</p>	<p>Her face is fresh <u>because</u> she always eats fresh fruit.</p> <p>Independent clause : Her face Dependent clause: [Subordinate conj. (because) + she + always eats fresh fruit.</p>
<p>Compound – complex sentence</p> <p>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.</p>	<ul style="list-style-type: none"> - Andra found a lot of expired food, <u>but</u> he didn't get rid of it <u>because</u> he was to busy. - <u>If</u> the got the job, he would have to commute 50 miles to work, <u>so</u> he decided the job was not worth it.

3. Sentence Error

There are two common errors that often occur or arise when the students want to write ideas in writing, there are sentence fragments and run on sentence. Two types of errors are commonly used in the type of errors to make sentences and not about the type of errors that occurred in the compound complex sentences. However, these two types of error can be used to analyze the errors that exist in the compound complex sentences.

a. Sentence Fragments

A sentence fragments is a word group that pretends to be a sentence.²⁰ This is commonly referred to as an incomplete sentence. Sentence fragments are often broken from preceding or succeeding sentence. Avoid fragments by making certain that each sentence contains a subject and a verb and makes sense by itself. We can remedy fragments by a) joining them to complete sentences or b) adding appropriate subjects and verbs. Sentence fragments usually appear before or after the independent clauses to which they belong.

Example:

When we got in the car. We rolled down the windows.

When we got in the car is a sentence fragment and a dependent clause. It clearly belongs to the independent clause that follows it and should be rewritten like this:

When we got in the car, we rolled down the windows.

Or like this:

We rolled down the windows when we got in the car.

The sentence fragments “*When we got in the car*” also has the subordinator “when”. Some other

²⁰Diana Hacker- Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University), 214

examples of subordinators are: *after, although, As, because, before, even though, if, since, though, unless, until, when, whenever, whereas, wherever, while*. Clauses with subordinators can be called either dependent clauses or subordinating clauses, but when those clauses appear at the beginning of a sentence, they should be followed by a comma.

When a group of sentences miss important information in it, then the sentence is no longer show or expresses a complete meaning. Fragment phrases, phrases are groups of words that are missing a subject or verb, or both. Phrases can also masquerade as sentences, like dependent clauses. There are four possible reasons why a group of words into pieces that have not intact meaning.

1) Missing subject,

Subjects tell or inform about whom the sentence was made. If there is a subject that is lost, then we will feel confused about who or what is doing the action in the sentence.

Example:

- a) *Sit under the tree.* (Who is sitting under a tree?)
- b) *Can sleep in the bath room.* (Who can sleep in the bathroom?)
- c) *Got a birthday present.* (Who gets a birthday gift?)
- d) *Start after the weekend* (This fragment can be made a complete sentence by changing it to: “*Classes start after the weekend*” adding the subject “*Classes*” correct this fragment and makes it an independent clause and a complete thought).

2) Missing verb

The verb provides what information is carried by the subject. If the verb is missing, then we'll be wondering what the subject or how the state of the subject.

Example:

a) *Some girl in the class* (What do some girl in the class?)

b) *The English teacher.* (What do the English teacher?)

We can fix this by adding a verb, this fragment can be changed to:

Some girls in the class study together.

The English teacher gave a test yesterday.

Adding the verb corrects the fragment and makes it an independent clause and a complete thought.

3) Missing of subject and verb

Some fragments lost of subject and verb. This means that we do not know who the subject is and what is done by the subject.

Example:

a) *From morning until night*

b) *On the chair.*

c) *Near the playground.*

Those fragments can be made a complete sentence by changing it to:

I worked *from morning until night* (Adding "I" as the subject and "worked" as the verb corrects this fragments and makes it an independent clause and a complete thought.

I sat *on the chair.*

The children practice singing *near the playground.*

4) He is the clause (dependent clause)

Dependent clauses are a group of words containing a subject and a verb, but he did not express a thought or meaning intact.

Example:

- a) *If I go there alone.*
- b) *Since I did not care of him anymore.*
- c) *Whatever she does to me.*
- d) *Because she left the room first.*

This fragment could be fixed by connecting the dependent clause (clause) is the main clause (independent clauses). Pattern sentence is a group of words containing a subject and a verb, it also expresses the full meaning. We could add a sentence to the pattern before or after clause.

Example:

- a) *If I go there alone, I will be lost in the middle of the trip.*
- b) *Since I did not care of him anymore, he had never come again.*
- c) *I still can not accept whatever she does to me.*
- d) *Tiara did not know anything Because she left the room first.*

Based on A Writer's Reference 7th book, a sentence fragments is a word group that pretends to be a sentence. Fragments are easy to recognize when they appear out of context.²¹ Sentence fragments never have independent clauses, but instead are dependent clauses or phrases.

²¹DianaHacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University), 213

b. Run on Sentence

Run on sentence are independent clauses that have not been joined correctly.²² Other definition of run on sentence is a sentence that joins two independent clauses without any punctuation and conjunction. An independent clause is a word group that can stand alone as a sentence. There are several causes of run on sentence including no proper conjunction, use improper punctuation, or even because of the clause should be two independent separated by period / full stop (dot) to become two sentences.

There are two types of run on sentences. When a writer puts no mark of punctuation or sentence error where two sentences combined into one without any punctuation, the result is called a *fused sentence*.



A far more common type of run on run sentence is the *comma splice* sentence error in which two independent clauses separated by comma are not appropriate because it should be separated by a period.

Comma splice	<i>Air pollution poses risks to all humans, it can be deadly for asthma sufferer</i>
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²²Ibid218

In other comma splices, the comma is accompanied by a joining word that is not a coordinate conjunction. There are seven coordinating conjunctions: and, but, or, nor, for, so and yet.²³

Comma
splice

Air pollution poses risks to all humans, but it can be deadly for asthma sufferers

To catch to correct run on sentences, follow these common guidelines: join the two clauses with a comma and coordinating conjunction (FANBOYS), break the run on sentence into two separate sentences, join the clauses with a semi-colon and a conjunctive adverb (include therefore, nevertheless, however, as a result, in any case, consequently, and thus) followed by a comma; however, join the clauses with a semi-colon.

4. Causes of Error

Language errors as identified by Norrish arise from carelessness, interference from the learners first language, translation from the first language, contrastive analysis, general order to difficulty, overgeneralization, incomplete application of rules, material induced errors and a part of language creativity.

In writing, learners easily make errors because information has to be transmitted without any aid from sources other than the language itself. However, there is a danger that the language learner will tend to focus on the errors rather than on the presumed aim of the piece of writing communication.²⁴ Based on James theory, there are four causes of errors: interlingual

²³Diana Hacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University),

²⁴Monnipha Sompong. "Error Analysis". Language Institute Thammasat University. Thammasat Review 2014, Vol.16, No.2, pp.109-127. p117-121

errors, intralingual errors, communication strategy based errors and induced errors.²⁵

a. Interlingual Errors (Mother tongue influence)

Interlingual transfer is also known as the native language transfer because the errors are caused by the learners first language. Like Brown said, “The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference.”²⁶ In this stage, before the second language is familiar with the student, the native language is the only linguistic system that is mastered by the learner. Learners translate word by word idiomatic expressions, vocabulary and even the grammatical rules of the learners’ first language into the second language. In constrictive analysis, it is believed that the type of error made by the students of the target language can be predicted and their causes can be determined. In order to prevent and eliminate these errors, Richard has given the following figure: between 3 – 25 percent off all errors are errors of mother tongue influence and 75 percent of errors are non constrictive errors. Because this fact, it’s easier for the teacher to analyze the errors from the learner if the teacher has been familiar with the learners first language. *For example,*

I breakfast and then I go to zoo yesterday. The sentence supposed to write, *I had breakfast and then I went to the zoo yesterday.*

To identify an interlingual error, researcher can translate the grammatical form of the learners phrase or sentence into the learners first language to see the similarity exist. From the sentence above, it can be known that the learners didn’t put had and didn’t change go to went because there is not rules in learners first language.

²⁵*Ibid*,p117

²⁶ Brown, op, cit., pp. 263-266

b. Intralingual Errors

Intralingual errors is the main factor in learning second language. In this stages, the errors come from the partial learning rather than the transfer it self. "Intralingual errors occur as a result of learners attempt to build up the concepts and hypotheses about the target language from their limited experience with it. Learners may commit errors due to this reason in many ways."²⁷ In the other hand, the error is a result of the learner's concept and hypotheses of the learner in learning the second language.

Example "She goed to the market"

From the example above, the learner is doing negative intralingual error or overgeneralization.

c. Communication Strategy Based Errors

Students must have their own strategies in language learning to enhance their message across, but these techniques can be the source of errors. "A communication strategy based errors is the conscious employment of verbal or non verbal mechanism for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication."²⁸ Communication strategies caused by the learners learning technique.

d. Induced Errors

Induced errors is the source of error that comes from the teacher, the situation in the class, and also from textbook.²⁹ Induce refers, for example, to the classroom

²⁷ ERDOGAN, *op.Cit.*, p.266

²⁸ *Ibid*, p178

²⁹ Diana Hacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University),

with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning. The teacher or a textbook can be one of the sources of errors that made by the students in the classroom. It is caused by the student make faulty hypothesis about the language. The students often make error because of misleading explanation from the teacher, the faulty presentation of the structure in textbooks, or the concept of item that is memorized by drilling but it's not proper with the other context.

In other words, the errors are caused mostly by the teaching a learning process as follows:

- 1) Materials-induced errors: Teaching materials with errors will make the students confused, and they will make similar errors again and again.
- 2) Teacher-talk induced errors: This kind of error might be caused by both native and non-native teachers if they do not provide models of the standard TL in class.
- 3) Exercise-based induced errors: The learners make errors while doing exercises on sentence combining.
- 4) Errors induced by pedagogical priorities: Students achievement tends to match other teacher expectations of what they will achieve. Some teachers choose to prioritize one of the following: accuracy, fluency or the idiomatic in teaching communication, thus if fluency is considered as superior, accuracy would have lower priority or vice versa.
- 5) Look-up errors: There have been many students dictionaries and grammar books in recent years, and these publications usually come with useful guidelines on how to look up aspects of the L2 about which one is in doubt. But, strangely, students do not like to read such user-instruction, and as a result they frequently misuse these reference aids. In addition, the learners

sometimes use the new words from the dictionary inaccurately or get incorrect references from the grammar books.

B. Review of Previous Study

This research inspired by some previous researchers in the past, but there will be some difference research focus. Here some different researches, which had same topic but different point of views with the title “An Error Analysis on The Use of Compound Sentences by Students English Teacher Education Department at State Islamic University Sunan Ampel Surabaya”.

The first study is about An error analysis on complex sentence made by second year students of English Education Program of STAIN Tuluangagung in writing class. This study showed that the second year students of English Education Program STAIN Tuluangagung made various kinds of error in constructing English complex sentence. Errors that they had made were categorized into error of omission, addition, misformation and misordering. Between the four errors analysis, there are many students who make mistakes in omission with a frequency of 43%.

The second was conducted by Herlina: 2011 about An analysis of students error in writing focused on tenses at the second grade students of SMP Cendrawasih I Cipete. Based on the research, show that the highest percentage of error from those tenses is past continuous tense with percentage 69,75%. The second is simple past tense with percentage 56%. The last, the lowest percentage of error is simple present tense with percentage 43,5%. Based on this result, the researcher explains that the errors could happen because the students are still influenced by mother tongue interference.

The third was conducted by Enis Ernawati: 2013 about An analysis of types of sentences used by students essay writing at the third semester of IAIN Tuluangagung in the 2013/2014 academic years. The result of this research showed that, types of sentence that used by students in essay writing are simple sentences , compound sentences, complex sentences and compound complex sentences.

The frequency of each sentence, simple sentences 310 sentences, compound sentences 129 sentences, complex sentences 163 sentences and the last compound complex sentences there are 82 sentences. This research also using interview, the researcher conclude that to know the reasons for the use of certain types of sentences are: first, most of them difficulties in compound complex sentences. Second, how to make sentence variation to avoid monotony, and the third is how to write and make it more attractive, effective and easily understood by the reader.³⁰

The fourth was about Error analysis of Malay compound sentences foreign language learner. (*Middle East Journal of Scientific Research 20*). This study shows that, there are 296 mistakes were found in the compound sentences analyzed. The learner made 6 types of errors (sentence structure, use of conjunctions, use of verbs, orthography, code switching and vocabulary) with orthography and incorrect use of verb form being the most problematic areas. The foreign language learner in Malay they wrongly arranged their sentences, omitted required elements, used inaccurate conjunctions, repeated the same conjunctions in a sentence and code switched.

The fifth was about “Mistake and Error Analysis of Cohesive Features in Argumentative Essay of Fifth Semester Student of English Department of Jambi University” focused on the type of lexical and grammatical mistakes and errors in argumentative essay. It was conducted by descriptive research. To collect the data, the researcher conducted three tests. The result showed that there were four types of errors namely malformation in using antonym, personal pronoun, possessive pronoun, and omission of additional conjunction. Moreover, the researcher found nine types of mistake namely malformation in using antonym, personal pronoun, possessive pronoun, demonstrative reference, additional conjunction,

³⁰EnisErnawati. “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

cause effect conjunction, noun substitution, omission opposite conjunction.³¹

The sixth thesis written by Athi'urrodiyah by the title "An Analysis of Grammatical Error upon Students Hortatory Exposition Text at SMAN 1 Baureno Bojonegoro" identified the types of grammatical errors in hortatory exposition text that made by the students of eleven grades of SMAN 1 Baureno Bojonegoro and to find the causes of errors in students hortatory exposition text. The design of the study was descriptive research. The result of this study showed that students still made errors in producing hortatory exposition text. The dominant errors found in students' text were sentence structure. In addition, the most frequently cause of errors was overgeneralizations.³²

The seventh is journal Anglo-saxon vol 7 no.2 about "*Error Analysis of Students Sentence Structure in Writing Application Letter*". This research was conducted in the SMKN 5 Batam in 5 to April 2016. The subject of the study was the twelfth grade of SMKN 5 Batam in the academic year 2015/2016. The researcher used simple random sampling. The technique of collecting data used primary data in specific test. The results of this study were found 1188 errors that made by the students in both application letter formal and sentence structure. There were 45,03% error of omission, 3,45% error of addition, 36,03% error of selection, and 4,88% error of ordering. The error also caused by the application of the capital letter, punctuation, and conjunction while the error of ordering was due to the sequence of the element in the sentence structure was incorrect placed.³³

The second previous study has purpose to know students error in writing focused on tenses at the second grade students of SMP Cendrawasih I Cipete. The researcher in previous study explain that the errors could happen because the students are still influenced by

³¹Hidayati , "*Mistake and Error Analysis of Cohesive Features in Argumentative Essay of Fifth Semester Student of English Department of Jambi University*". Learning Journal, Vol. 1 No.1, 2014, 42

³²Athi'urrodiyah, "An Analysis of Grammatical Error upon Students Hortatory Exposition Text at SMAN 1 Baureno Bojonegoro", IAIN Sunan Ampel Surabaya. 2012

³³ Rika Arista, Dewi Yana, Sri Sugiharti. "*Error Analysis of Students Sentence Structure in Writing Application Letter*". Journal Anglo-saxon vol 7 no.2. English Department University of Riau Kepulauan

mother tongue or just using interlingual errors. However, in this study, the researcher focuses on one of types of sentence in English consists of run on sentence and sentence fragments.

The third previous study was about the types of sentence used by students essay writing at the third semester of IAIN Tulungagung. The researcher in previous study explain types of sentence that used by students in essay writing are simple sentences, compound sentences, complex sentences and compound-complex sentences. Although, the study has the same purposes about types of sentence, but in this study the researcher just focuses on compound complex sentences and look for the errors that occur when constructing compound complex sentences.

The fourth previous study has purpose to analyzed the essays of Malay as foreign language using compound sentences at the International Islamic University Malaysia and used approach to syntactical error analysis which focuses on: sentence structure, use of conjunction, use of verb, orthography, code-switching and vocabulary. The previous study was about the analysis of compound sentence but in this research will use compound complex sentences used sentence errors theory proposed by the theory of Diana and Nancy. Sentence error analysis which focuses on: sentence fragments and run on sentence.

The fifth previous study was about the analysis of cohesive features in argumentative writing and focused on the type of lexical and grammatical mistakes and errors in argumentative essay. There are similarities between previous study and in this research, both of them use the same text that is argumentative writing. The difference with in this study is the researcher will used sentence errors theory proposed by the theory of Diana and Nancy. Sentence error analysis which focuses on: sentence fragments and run on sentence.

The sixth previous study was about identified the types of grammatical errors in hortatory exposition text. This study was analyzed hortatory exposition text, while the researcher analyzed argumentative text and focuses in sentence error include sentence fragments and run on sentence.

The last previous study was about analyze Students Sentence Structure in Writing Application Letter. The error caused by the application of the capital letter, punctuation, and conjunction. There

are similarities between previous study and in this research, both of them analyze students sentence structure in writing but the differences with in this study is use sentence error.

According the previous study above, the researcher concluded that the seven studies above are different from this study. The previous study has purpose the researcher used English complex sentences and analyzed using a surface strategy taxonomy. However, in this study doesn't apply it because this study focuses on English compound complex sentences and will be analyzed using the error sentence proposed by theory of Diana and Nancy.

