

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the information about the data which was obtained by the researcher. It copes with the research findings and its discussion. The data of the study was dealing with the students errors in constructing English compound complex sentences and what causes the errors do the fourth semester students of State Islamic University of Sunan Ampel Surabaya.

A. Research Finding

The researcher did the research and got the complete data from all the research instruments including document and interview. To gain the objectives of the study, the researcher had analyzed the data systematically and accurately.

The source of the data in this study was the students' written result from the assignment given by the teacher for three times.

1. The most Common Error Made by The Fourth Semester Students English Teacher Education Department of UINSA Surabaya in Constructing Compound Complex Sentences

The researcher analyzed the error on the use of sentence error in writing argumentative text. Actually, there are some frequent errors made by ESL writers are including articles, verb tense, subject verb agreement, singular/plural, punctuation, word class, vocabulary, sentence structure and spalling.⁴⁰ But, in this research the researcher only analyzed sentence errors based on Diana and Nancy theory. The errors consisted of sentence fragments (missing subject, missing verb, missing subject and

⁴⁰ La Trobe University, LAS(ESL). Error Analysis – Handout for Students. P2

verb), and run on sentence (fused sentence and comma splice).⁴¹ From the error analysis, the researcher have found that some students in C and E classes of fourth semester at State Islamic University of Sunan Ampel Surabaya still made errors in constructing English compound complex sentences.

The researcher found a lot of errors in constructing compound complex sentences in students argumentative writing, and then the researcher clasified the sentences error made by the students. It has been mentioned in the previous chapter, the researcher only focused on the type of sentence errors according to Diana and Nancy theory, the errors consisted of sentence fragments (missing subject, missing verb, missing subject and verb), and run on sentence (fused sentence and comma splice).

a. Sentence Fragments

A sentence fragments is a word group that pretends to be a sentence.⁴² 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.

1) Missing Subject

The researcher found some errors of missing subject in constructing compound complex sentences in students argumentative text. Subject is indicated by the absence of an item that must be appeared in a sentence.⁴³ They ommited some subject in their writing. Based on the result of the analysis obtained from the result of student 1 (See

⁴¹ Diana Hacker- Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University),

⁴² Ibid 214

⁴³ Hacker, Diana. Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University).

appendix 6). The sentence below is the example of the missing subject.

Table 4.1 Analysis of Missing Subject

a)	Sentence	Invaluable as the teachers give students a break and at the same time allow students to practice language skills even though sometimes have negative effects .
	Analysis	<p>Invaluable as the teachers give students a break and</p> <p style="text-align: center;">(Independent Clause)</p> <p>at the same time allow students to practice language skills</p> <p style="text-align: center;">(Independent Clause)</p> <p>even though sometimes have negative effects .</p> <p style="text-align: center;">(Dependent Clause)</p>
	Revision	Games are invaluable as the teachers give students a break and at the same time allow students to practice language skills even though sometimes have negative effects.

The sentences above is correct, but the researcher here examines the missing subject. Missing subject according to the theory of Diana and Nancy is 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.

In the example found, a sentences have a missing subject because the sentence above has 2 independent clauses and 1 dependent clause, but based on the theory of Diana and Nancy at the

beginning of the sentence is written "Invaluable" what it states "Invaluable" that there is no subject. So, based on the text that researcher have read the right word part of the sentence becomes the subject is "Games"

The sentence below is also the example of the missing subject. The result of the next error comes from student 2. (See appendix 6).

Table 4.2 Analysis of Missing Subject

b)	Sentence	By researching in the library or online is part of the assessment and assignment writing process .
	Analysis	By researching in the library or [Independent Clause] online is part of the assessment [Independent Clause] and assignment writing process . [No subject] [Independent Clause]
	Revision	Researching in the library or online is part of the assessment and assignment writing process . Part of the assessment and assignment writing process is to research in the library or online.

The sentence above has 3 independent clauses and the sentences above is correct, but based on the theory of Diana and Nancy at the beginning of the sentence is written "By researching" it states that there is no subject. In the example found, subject should be attached. Thus,

based on argumentative which researcher read, the reconstructed sentence should be possible revision by dropping the prepositions “by” the incorrect part of the sentence becomes the subject, or we can rearrange the sentence.

The sentence below is also the example of the missing subject. The result of the next error still comes from student 1. (See appendix 6).

Table 4.3 Analysis of Missing Subject

c)	Sentence	Highly motivating since they are amusing and at the same time challenging.
	Analysis	Highly motivating since they are amusing <div style="text-align: center;"> { Independent Clause } </div> and at the same time challenging. [No subject] <div style="text-align: center;"> { Dependent Clause } </div>
	Revision	Games highly motivating since they are amusing and at the same time challenging.

The sentences above is correct, but the researcher here examines the missing subject. Missing subject according to the theory of Diana and Nancy is 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.

The sentences above is compound sentence not compound complex sentence because including one independent clause and one dependent clause. In the example found, a sentences are a missing subject because the sentence above has 1

independent clauses and 1 dependent clause, but based on the theory of Diana and Nancy at the beginning of the sentence is written "Highly" what it states "Highly" that there is no subject. So, based on the text that researcher read the right word part of the sentence becomes the subject is "Games"

Based on the theory, 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.⁴⁴ Subject here is indicated by the absence of an item that must be appeared in a sentence.⁴⁵ So, based on the theory of Diana and Nancy, if there is no subject we can add the subject or reconstructed sentence

2) Missing Verb

Every sentence must contain a complete verb in an independent clause. If a word group punctuated as a sentence lacks a verb or has an incomplete verb, it is a fragment.⁴⁶ A complete verb is a verb that shows tense. Based on argumentative text that has been read by the researcher, in constructing compound complex sentence the researcher did not found this error.

3) Missing Subject and Verb

Some fragments are missing both subjects and verbs. That means that we don't know whom the sentence is about or what they did.⁴⁷ Based on argumentative text which has been read by the researcher, in constructing compound complex

⁴⁴ DianaHacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University),

⁴⁵ Ibid, 175

⁴⁶ Ibid, 255

⁴⁷ Ibid, 218

sentence the researcher did not found the error of missing the subject and verb. In the missing verb error, of all students assignment only one is found for missing verb.

4) Dependent Clause

Some fragments are also dependent clause. That means that dependent clauses are a group of words that contain subjects and verbs, but they do not express a complete thought or meaning.⁴⁸ Based on argumentative text that has been read by the researcher, in constructing compound complex sentence the researcher did not found this error.

b. Run on Sentence

Run on sentence are independent clauses that have not been joined correctly.⁴⁹ 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 fused sentence and comma splice.

1) Fused Sentence

There are 26 errors or 37.1% that made by the students in fused sentence. Many students made

⁴⁸ Diana Hacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University),

⁴⁹ Ibid 218

errors in independent clauses run together with no marks of punctuation or coordinating conjunctions to separate them. It is caused one sentence runs into another one. Based on the Diana and Nancy theory to correct a run-on, consider using a comma + conjunction, a semicolon, or a period.⁵⁰ The sentence below is the example of the fused sentence. The example below is not a compound complex sentence type, but the researchers found in the sentence compound sentence. Based on the result of the analysis obtained from the result of student 3. The sentence below is the example of the fused sentence. (See appendix 6).

Table 4.4 Analysis of Fused Sentence

a)	Sentence	But when all of people use electric cars so it will need many batteries as a substitute. [Two sentences run on]
	Analysis	<p>But when all of people use electric cars</p> <p style="text-align: center;">(Independent Clause)</p> <p>so it will need many batteries as a substitute.</p> <p style="text-align: center;">(Independent Clause)</p>
	Revision	<p>But, when all of people use electric cars. So it will need many batteries as a substitute.</p> <p>But, when all of people use electric cars; therefore it will need many batteries as a substitute.</p>

⁵⁰ Diana Hacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University),

The example above is a compound sentence is called runs on sentence. Based on the theory used by Diana and Nancy states that run on sentence is a sentence that joins two independent clauses without any punctuation and conjunction. Thus, based on argumentative which researcher read, the reconstructed sentence should be possible revision.

The second examples, based on the result of the analysis obtained from the result of student 4. The sentence below is the example of the fused sentence. (See appendix 6).

Table 4.5 Analysis of Fused Sentence

b)	Sentence	Because of the uniqueness of building into a tourism place and the strategic place of the city the old building can be used as an icon or symbol of city. [Correct punctuation missing]
	Analysis	<p>Because of the uniqueness of building into a tourism place</p> <p style="text-align: center;">(Dependent Clause)</p> <p>and the strategic place of the city the old building can be used as an icon</p> <p style="text-align: center;">(Independent Clause)</p> <p>or symbol of city.</p> <p style="text-align: center;">(Independent Clause)</p>

	Revision	Because of the uniqueness of building into a tourism place and the strategic place of the city, so the old building can be used as an icon or symbol of city.
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Based on the example above, it shows us that the sentence is a fused sentence because two or more independent clauses are run together without any punctuation. Thus, the reconstructed sentence should be possible revisions make two or more simple sentences, or use sentence connectors and also the correct punctuation.

2) Comma Splice

There are 42 errors or 60% that made by the students in comma splice. Occurs when two or more independent clauses are joined only by a comma and in other comma splices, the comma is accompanied by a joining word that is not a coordinate conjunction. Based on the result of the analysis obtained from the result of student 5. The sentence below is the example of the comma splice. (See appendix 6).

Table 4.6 Analysis of Comma Splice

a)	Sentence	The existence of old buildings is very important, the old building also useful for society, eventhough we must preserve it.
	Analysis	The existence of old buildings is very important, <div style="text-align: center;"> (Independent Clause) </div>

		<p>the old building also useful for society,</p> <p style="text-align: center;">(Independent Clause)</p> <p>eventhough we must preserve it.</p> <p style="text-align: center;">(Dependent Clause)</p>
	Revision	The existence of old buildings is very important, and also useful for society. Eventhough we must preserve it.

The second examples of comma splice, based on the result of the analysis obtained from the result of student 6. The sentence below is the example of the comma splice. (See appendix 6).

Table 4.7 Analysis of Comma Splice

b)	Sentence	The dates of exam periods can be viewed online, they are scheduled and must already at the end of each semester.
	Analysis	<p>The dates of exam periods can be viewed online,</p> <p style="text-align: center;">(Independent Clause)</p> <p>they are scheduled</p> <p style="text-align: center;">(Independent Clause)</p> <p>and must already at the end of each semester.”</p> <p style="text-align: center;">(Dependent Clause)</p>
	Revision	The dates of exam periods can be viewed online. They are scheduled and must already at

	<p>the end of each semester.</p> <p>The dates of exam periods can be viewed online;moreover, they are scheduled and must already at the end of each semester.</p>
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The third examples of comma splice, based on the result of the analysis obtained from the result of student 7. The sentence below is the example of the comma splice. (See appendix 6).

Table 4.8 Analysis of Comma Splice

c)	Sentence	They think that electric car is very expensive. i think electric car can relieve the air pollution because using electric car as a fuel mill not produce smoke.
	Analysis	<p>They think that electric car is very expensive.</p> <p style="text-align: center;">(Independent Clause)</p> <p>i think electric car can relieve the air pollution</p> <p style="text-align: center;">(Independent Clause)</p> <p>because using electric car as a fuel mill not produce smoke.</p> <p style="text-align: center;">(Dependent Clause)</p>
	Revision	“They think that electric car is very expensive, but I think electric car can relieve the air pollution because using electric car as a fuel mill not produce smoke.”

The four examples of comma splice, based on the result of the analysis obtained from the result of student 8. The sentence below is the example of the comma splice. (See appendix 6).

Table 4.9 Analysis of Comma Splice

d)	Sentence	They think that reserve the old building need a lot of money, in Indonesia some of building are reserved and some of them are destroyed.
	Analysis	They think that reserve the old building need a lot of money, <div style="text-align: center;"> { Independent Clause } </div> in Indonesia some of building are reserved <div style="text-align: center;"> { Independent Clause } </div> and some of them are destroyed. <div style="text-align: center;"> { Dependent Clause } </div>
	Revision	They think that reserve the old building need a lot of money, but in Indonesia some of building are reserved and some of them are destroyed.

The fifth examples of comma splice, based on the result of the analysis obtained from the result of student 9. The sentence below is the example of the comma splice. (See appendix 6).

Table 4.10 Analysis of Comma Splice

e)	Sentence	The solution is they are create an electric car that not use diessel, there are two advantages of electric car. Such as reduce air pollution and sound pollution.
	Analysis	<p>The solution is they are create an electric car that not use diessel,</p> <p style="text-align: center;">(Independent Clause)</p> <p>there are two advantages of electric car.</p> <p style="text-align: center;">(Independent Clause)</p> <p>Such as reduce air pollution and sound pollution.</p> <p style="text-align: center;">(Dependent Clause)</p>
	Revision	The solution is they are creating an electric car that not use diessel. <i>(Added dot not comma)</i> Eventhough some people think that, there are two advantages of electric car. Such as reduce air pollution and sound pollution.

The sentences above is correct, but the researcher here examines the comma splice. Comma splice according to Diana and Nancy's theories is when two or more independent clauses are joined only by a comma and in other comma splices, the comma is accompanied by a joining word that is not a coordinate conjunction.⁵¹

Example above shows that the sentence has a comma splice because two or more independent clauses are run together with only a comma. Thus, the reconstructed sentence should be possible revisions make

⁵¹ DianaHacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University),

two sentences, use semicolon or use sentence connectors. Thus, based on argumentative who researcher read, the reconstructed sentence should be possible revision.

The researcher found that the most of the students faced difficulty in determining and making long sentence or complicated sentence. This difficulty makes students made mistake in constructing compund complex sentences, common errors found by researchers are many covering where some of them tend to use improper punctuation (comma) for each sentence. In addition, beside the improper punctuation, they also have difficulty in determining the connecting word.

We can see from the explanation above, the dominant error in constructing compound complex sentences that *error of comma splice* is the most frequent errors that done by the fourth semester students English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya.

2. The Main Causes of Common Errors Made by The Fourth Semester Students English Teacher Education Department of UINSA Surabaya in Constructing Compound Complex Sentences

In this step, the errors are classified based on the cause of their errors. In the learning process, it is possible the students do errors. It is caused for many factors:

a. Caused by Mother Tongue Interference

This error is caused by the influence of their native language which is *Bahasa*. The student translated the *Bahasa* into English directly. Based on interviews conducted by researcher, the researcher asked eight (8) questions. The first question talked about their knowledge the types of sentence in English that has been related with

the topic, especially compound complex sentences. In the first question from 39 students, only 30.7% students know about the types of sentence including simple sentence, compound sentence, complex sentence and compound complex sentence.

The second question talked about how the way the students when they write english sentences, translate word by word or overall. According the answer some students, they are write English translate overall not word by word.

Based on the result of interview there are 9 errors or 15.2% of them wrote the English language using Indonesian language rules and some of them also used the rules in English. These errors occurred because the students had not clearly understood of the structure of the sentence. The source of this error is from the interlingual transfer. It happens because are still influenced by their mother tongue.

b. Caused Understanding of the second language / problem of Language itself

The kinds of error occurs during the learning process of the second language as a stage when the students have not really acquired the knowledge. In addition, errors are also caused by the difficulty or the problem of language it self. This negative error is done by the students because the students overgenerates the rules in wrong concept.

Based on interviews conducted by researcher, The third and fourth question talked about understanding of the form, sentence patterns, the rules of lexical and semantic in English, and also about the rules what they use when they write english sentences. According the result of interview, only some of them know about how to write in English. Most of them still tend to write using Bahasa style.

The example is students overgeneralize in using punctuation and inappropriate conjunctions in their writing. Based on the data analysis obtained by the researcher, In constructing compound complex sentences there are 22 students or 37,2% students who made mistakes on the use of punctuation (comma) and connecting words. For example, they write, *“Therefore, the existance of old buildings is very important, useful for society, so we must preserve it.”*, The sentences above is correct, but the researcher here examines the comma splice. The reconstructed sentence can revise *“Therefore, the existance of old buildings is very important, **and** useful for society. So we must preserve it.”* It happened because the students think that the comma error occurred mostly in students’ writing because of 6 different factors, they are the unimportance use of comma, the low comprehension about English, the unawareness of comma placement, the distraction things (grammar/structure) grabbed the students’ attention from comma, the unknown placement of the correct comma. The cause of this error is *intralingual transfer* because they overgenerates the rules in wrong concept.

- c. Caused by components in the learning itself (Teacher and material)

Cause by components in the learning itself is the source of error that comes from the teacher, the situation in the class, and also from textbook. for example, to the classroom with its teacher and its material in the case of school learning or the social situation in the case of untutored second language learning. Based on the result of interview, The fifth and sixth question talked about the role of teacher and textbook which was used in teaching and learning process in the class. According to the answer of students, the role of teachers in argumentative writing supports the learning process. The teacher gives explanations and basic tasks on how to write good

argumentative writing. While about textbook, the textbook was good enough for helping the students in learning *argumentative*, but for making argumentative writing, some students think that they still face difficulties in writing argumentative text especially in constructing complex compound sentences. In constructing compound complex sentences there are 47.5% error caused by induced error. This error is not caused the role of teachers in the classroom but caused the role of textbooks that are rarely used by students, when the students are required to have textbooks, they tend to rarely use them well.

If the purpose of the error analysis is to help students to study second language, it is important to evaluate the errors.⁵² We can see from the explanation above, the dominant cause that students make such errors in constructing compound complex sentences because the students might be influenced by their mother tongue in terms of pattern, systems or rules.

B. Discussion

Studying students error is regarded as an important thing to know the learning process and the strategies conducted by the teacher. The result of the study focusing on students errors can be used as a mean to measure whether the students have mastered the material that is being taught by teacher or not. It is also as a mean to measure the teacher success in teaching the material.

This research was about error in constructing compound complex sentences. This part presented the discussion of the research findings. As mentioned in the statement of the research question (see Chapter I), There are two questions that need to be answered. The discussion was focused on the finding of the two proposed research questions. The first discussion was about the finding of what are the

⁵² H. Douglas Brown, *Principles of Language Learning And Teaching*, (San Fransisco State University: Longman, 2000),

common types of error made by the fourth semester students English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya in constructing compound complex sentences. Meanwhile, the second discussion focused on what are the causes of those errors made by the fourth semester students English Teacher Education Department of State Islamic University of Surabaya in constructing compound complex sentences.

Based on the description of data display above, to have the same interpretation between the readers and the researcher toward the findings above, this part discuss those findings by reflecting on some theories related for each following questions:

1. The Most Common Error Made by The Fourth Semester Students English Teacher Education Department of UINSA Surabaya in Constructing Compound Complex Sentences

Based on the findings description above, there are several things which can be noted down. The identifications towards students writing it was found that there were various error. Six types of errors found in this research were caused by misconstructions of compound complex sentences. The errors found in students argumentative writing were classified into sentence fragments (missing subject, missing verb, missing subject and verb, dependent clause) and run on sentence (fused sentence and comma splice).

a. Sentence Fragments

A sentence fragments is a word group that pretends to be a sentence.⁵³ This is commonly referred to as an incomplete sentence. Sentence fragments are often broken from preceding or succeeding sentence. In sentence fragmants there are four errors including missing subject, missing verb, missing subject and verb, dependent clause.

⁵³Diana Hacker- Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University), 214

1) Missing Subject

Subject is indicated by the absence of an item that must be appeared in a sentence.⁵⁴ . If there is a missing subject, then we will feel confused about who or what action in the sentence. The researcher found the students omitted some subject in their writing. The sentence below is the example of the missing subject.

Table 4.11 Example of Missing Subject

No.	Sentence	Revision
a)	Invaluable as the teachers give students a break and at the same time allow students to practice language skills even though sometimes have negative effects	“ <i>Games</i> are invaluable as the teachers give students a break and at the same time allow students to practice language skills even though sometimes have negative effects.”
b)	By researching in the library or online is part of the assessment and assignment writing process .	<p>“Researching in the library or online is part of the assessment and assignment writing process .”</p> <p>“Part of the assessment and assignment writing process is to research in the library or online.”</p>

2) Missing Verb

Every sentence must contain a complete verb in an independent clause. If a word group punctuated as a sentence lacks a verb or has an

⁵⁴ Hacker, Diana. Nancy Sommer. A Writer’s Reference 7th Edition (Harvard University).

incomplete verb, it is a fragment.⁵⁵ A complete verb is a verb that shows tense. If the verb is missing, then we will wonder what the subject is doing. This error was not found, because students rarely make incomplete sentences or other names are dependent clauses in argumentative writing.

3) Missing Subject - Verb and Dependent Clause

Some fragments are missing both subjects and verbs. That means that we don't know whom the sentence is about or what they did.⁵⁶ Based on argumentative text who has been read by the researcher, in constructing compound complex sentence the researcher did not found the error of missing the subject-verb. While dependent clause also did not found, dependent clauses are groups of words that contain subjects and verbs, but they do not express the whole idea or meaning. This error was not found, because students rarely make incomplete sentences or other names are dependent clauses in argumentative writing.

b. Run on Sentence

Run on sentence are independent clauses that have not been joined correctly.⁵⁷ Other definition of run on sentence is a sentence that joins two independent clauses without any punctuation and conjunction. 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. Based on the

⁵⁵ Diana Hacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University),

⁵⁶ Diana Hacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University), 213

⁵⁷ Ibid 218

findings there are two types of run on sentences fused sentence and comma splice.

1) Fused Sentence

There are 26 errors or 37.1% that made by the students in fused sentence. Many students made errors in independent clauses run together with no marks of punctuation or coordinating conjunctions to separate them. It is caused one sentence runs into another one. Based on the Diana and Nncy theory to correct a run-on, consider using a comma + conjunction, a semicolon, or a period.⁵⁸ The sentence below is the example of the missing subject.

Table 4.12 Example of Fused Sentence

No.	Sentence	Revision
a)	Because of the uniqueness of building into a tourism place and the strategic place of the city the old building can be used as an icon or symbol of city.	Because of the uniqueness of building into a tourism place and the strategic place of the city, so the old building can be used as an icon or symbol of city.
b)	But when all of people use electric cars so it will need many batteries as a substitute.	<p>But, when all of people use electric cars. So it will need many batteries as a substitute.</p> <p>But, when all of people use electric cars; therefore it will need many batteries as a substitute.</p>

⁵⁸ DianaHacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University),

2) Comma Splice

There are 42 errors or 60% that made by the students in comma splice. Occurs when two or more independent clauses are joined only by a comma and in other comma splices, the comma is accompanied by a joining word that is not a coordinate conjunction.⁵⁹ The sentence below is the example of the comma splice.

Table 4.12 Example of Comma Splice

No.	Sentence	Revision
a)	The existence of old buildings is very important, the old building also useful for society, eventhough we must preserve it.	The existence of old buildings is very important, and also useful for society. Eventhough we must preserve it.
b)	The solution is they are create an electric car that not use diessel, there are two advantages of electric car. Such as reduce air pollution and sound pollution.	The solution is they are creating an electric car that not use diessel. (Added dot not comma) Eventhough some people think that, there are two advantages of electric car. Such as reduce air pollution and sound pollution.

As shown on analysis sentence error investigated by the researcher, *comma splice* is the most common errors that done by the fourth semester students English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya. While, the error placement of comma that should be put between two independent clause joined by a coordinating *conjunction* (*for, and, but, nor, or yet, so*) were found bigger than the first one, there were 26 students of

⁵⁹ Diana Hacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University),

total 43 students. It indicated that more than half students in the class did not understand the correct placement of comma when there were two independent clauses joined by a coordinating conjunction. They do it because some students find difficult in 6 different factors, they are not concerned with the use of comma, the low comprehension about English, the unawareness of comma placement, the distraction things (grammar/structure) grabbed the students' attention from comma, the unknown placement of the correct comma.

Commas as a whole are useful they are grammatical tools that allow writers to keep their intended meaning clear.⁶⁰ When writers use them correctly, they guide their readers to understand writers words in the right way, preserving writers ideas with the right separations, or pauses. When commas are misused, whether it is overuse or under use, you run the risk of confusing, irritating and frustrating the writers readers because their sentences are chopped into too many pieces. Marks of punctuation play very important role in giving intended meaning to the language.⁶¹ In some cases, they unintentionally give misinformation to the readers as well.

2. The Main Causes of Common Errors Made by The Fourth Semester Students English Teacher Education Department of UINSA Surabaya in Constructing Compound Complex Sentences

Based on the findings for the second research question, there are several things which can be noted down. Based on the identifications towards students writing it was found that there

⁶⁰ Sarwan Singh. *"Important of Punctuation Marks"*

⁶¹ Sarwan Singh. *"Important of Punctuation Marks"*
<http://gemaputri.blogspot.co.id/2012/10/footnote-buku-internet-berita-koran.html>,
 accessed on October 26,2016

were various error. Six types of errors found in this research were caused by misconstructions of compound complex sentences. In the learning process, it is possible the students do errors. It is caused for many factors, in chapter II explained that James wrote four major causes of error there are interlingual error (mother tongue influence), intralingual error, communication strategy based error and induced error.

The first cause of error is caused by mother tongue interference. This error is caused by the influence of their native language which is *Bahasa*. The student translated the *Bahasa* into English directly. Based on the result of interview there are 9 students or 15,2% of them wrote the English language using Indonesian language rules and some of them also used the rules in English. These errors occurred because the students do not yet understand the structure of sentences clearly. It happens because they still influenced by their mother tongue. The source of this error is from mother tongue interference and based on the James theory called *interlingual error*. Based on Diana and Nancy theory interlingual 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."⁶²

The second cause of error is caused by understanding of the second language or problem of language itself. The kinds of error occurs during the learning process of the second language also caused by the difficulty or the problem of language it self. This negative error is done by the students because the students overgenerates the rules in wrong concept. According to interviews obtained by researchers, most of them answered that only a few know the rules in English and when they write English they still use Indonesian language rules. Based on James theory this cause called *intralingual error* because they overgenerates the rules in wrong concept.

The third cause is caused by components in the learning process itself. Means that, the source of this error comes from the

⁶² Brown, op, cit., pp. 263-266

teacher, the situation in the classroom, as well as from the textbook. In constructing compound complex sentences there are 47,5% error caused by this cause. This error is not caused by a teacher role error in the class, but due to the role of textbooks that are rarely used by students. When students are asked to read a textbook, they tend to rarely use it well. Based on James theory this cause called *induced error* because the errors are mostly due to the teaching of a learning process, especially students do not like to read such user instructions, and as a result they frequently misused this reference tool.

The last cause is communication strategy based error, the error is not dominant because based on interviews conducted by researchers, students tend to follow the explanation of the teacher rather than have own learning technique strategy.

The purpose of the error analysis is to help students to study second language, it is important to evaluate the errors. Some errors can be considered more serious than others because they could hinder the message of the communication. Brown state 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".⁶³ In this research, If the errors are related to the placement of punctuation and conjunction in compound complex sentences then the researcher considered that the errors which are caused by components in the learning process itself. Means that, the source of this error comes from the teacher, the situation in the classroom, as well as from the textbook. In constructing compound complex sentences there are 47,5% error caused by this cause. This error is not caused by a teacher role error in the class, but due to the role of textbooks that are rarely used by students. When students are asked to read a textbook, they tend to rarely use it well. Based on james theory this cause called *induced error* because the errors are caused mostly by the teaching a learning process especially students do not like to read such user-instruction, and as a result they frequently misuse these reference aids. Based on the theory this

⁶³H. Douglas Brown, *Principles of Language Learning and Teaching* (U.S :Longman :2007), 21

cause is the source of error that comes from the teacher, the situation in the class, and also from textbook.⁶⁴

As shown investigated by the researchers, the most frequent cause of the errors are induced error ,interlingual error and intralingual error; with 9 students or 15,2% for interlingual errors, and 22 students or 37.2 % for intralingual transfer, and 28 students or 47.5% for induced error. This error is not caused by a teacher role error in the class, but due to the role of textbooks that are rarely used by students. When students are asked to read a textbook, they tend to rarely use it well. From the percentage above, the major source of error is *induced error*. Induced errors is the source of error that comes from the teacher, the situation in the class, and also from textbook.⁶⁵

⁶⁴ Diana Hacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University),

⁶⁵ Diana Hacker - Nancy Sommer. *A Writer's Reference 7th Edition* (Harvard University),