

AN ERROR ANALYSIS ON THE COMPLEX SENTENCES IN STUDENTS' WRITING

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Abstract

English language has some sentence types used in writing. The complex sentence is one of the sentence types that occur in writing. However, in the practice, it is found that some students still make errors and have difficulties in writing it. This study attempted to find the kinds of error on constructing complex sentences in students' writing. The purpose of this study is to identify the errors in the students' writing of English Education Study Program at STKIP PGRI Sidoarjo on the use of complex sentences. The methodology used in this study is descriptive qualitative method. The source of data of this study was the errors of complex sentences taken from the seventh semester students' written task of English Education Study Program at STKIP PGRI Sidoarjo. This study found that there were 74 errors in students' writing on constructing complex sentences. The errors of complex sentences were classified into errors of omission, errors of addition, errors of misformation, and errors of misordering. There were 70% of errors of misformation, 23% of errors of omission, 4% of errors of addition, and 3% of errors of misordering. Many students still make errors in using the correct form of verb in complex sentences which considered as error of misformation. To keep away doing the same mistakes, the students are supposed to try many times on writing complex sentences using correct form of verb.

Keywords: Error Analysis, Complex Sentences, Students' Writing

Abstract

Bahasa Inggris memiliki beberapa jenis kalimat yang digunakan dalam sebuah penulisan. Kalimat kompleks (Complex Sentence) merupakan salah satu jenis kalimat yang ada dalam bentuk tertulis. Akan tetapi, dalam praktiknya, bebrapan maahasiswa masih membuat kesalahan dalam menulisnya. Penelitian ini diadakan untuk menemukan jenis kesalahan dalam menyusun kalimat kompleks. Tujuan dari penelitian ini yaitu untuk mengidentifikasi kesalahan pada tulisan mahasiswa Pendidikan Bhasa Inggris di STKIP PGRI Sidoarjo dalam menyusun kalimat kompleks. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif. Sumber data pada penelitian adalah kalimat kompleks yang salah, yang diambil dari tugas tertulis mahasiswa Pendidikan Bahasa Inggris di STKIP PGRI Sidoarjo. Penelitian ini menemukan bahwa terdapat 74 macam kesalahan pada tulisan siswa dalam menyusun kalimat kompleks. Dalam penelitian ini jenis kesalahan tersebut dikelompokkan menjadi beberapa jenis, yaitu kesalahan omisssion, addition, misformation, dan misordering. Terdapat 70% dalam bentuk *misformation*, 23% kesalahan dalam bentuk *omission*, 4% dalam bentuk (*addition*), dan kesalahan dalam bentuk *misoredering* sebanyak 3%. Terdapat banyak siswa yang masih membuat kesalahan pada penggunaan kata kerja yang benar dalam penulisan kalimat kompleks. Untuk menghindari melakukan kesalahan yang sama, para mahasiswa harus berlatih berulang-ulang dalam menulis kalimat kompleks menggunakan kata kerja yang benar.

Keywords: Analisa Error, Kalimat Kompleks, Tulisan Mahasiswa

INTRODUCTION

In writing, students should know the grammar of the language to communicate their ideas. The grammar is necessary to express ideas in writing. On the other hand, students will not find difficult when they understand the grammar. Batstone states in Limenka and Kuntjara that language without grammar will be confused and caused some communication problems, such as grammatical errors in writing and speaking (Limenka & Kuntjara, 2013:230). Grammar is the system and rules that arranges the formation and connection of every word in sentence. Therefore, to practice language well, students should learn the rules of the language and also understand how they work. Especially, students of English Education study program who should write some scientific writing as their academic assignment. Moreover, students of English Education study program have to be ready to be competence teacher mastering grammar and the writing is way to represent it.

There are four classifications of sentences in English to express ideas in writing. Three of them are the common occur in written. They are: the simple sentence, the compound sentences, and the complex sentences. The other one seldom occurs in written; it is the compound complex sentences. Those sentences are classified by the number of full predications (Frank, 1972:222). The complex sentence is one of the sentence forms in English grammar which often found in the students' writing. Through complex sentences, the writers can show their ideas clearer and more specific. Complex sentences are sentence which has two or more predications. The sentence stands from independent clause and dependent clause that needs subordinator to join the clauses (Frank, 1972:223). This sentence can also show ideas about some other things, contrast preference, reason, and consequences specifically.

In practice, the good writing of complex sentences is not easy. It is found that students still have some difficulties in writing it. However, students should pay attention in practicing the complex sentences correctly. As stated by (Mustafa, Kirana, & Bahri, 2017: 42) that writing supposes to be the most difficult skill among the four skills of English because learners of foreign language need to control some aspects.

However, doing error in learning process is a natural state. The errors happened because some of them do not have good understanding about the rules in writing sentences. Josefa also said (in Atmorwardoyo & Weda, 2016:3) that error is an imperfect side of students in spoken or written language form which diverges from the language rule. Besides that, knowing the students' errors can be helpful for the teacher to know the progress of the students, especially the progress of English Education students on writing the scientific writing. In this research, the researcher was interested in analyzing the students' errors on writing. This research is entitled "An Error Analysis of Compound Sentences on Students' Writing of English Education Department at STKIP PGRI Sidoarjo." The problem of this study focuses on analysing the errors in students' writing of English Education study program at STKIP PGRI Sidoarjo on the use of complex sentences.

RESEARCH METHODOLOGY

In this research, the researcher used the descriptive qualitative as the research method. This method was used because it was suitable method to describe the result of the research into written form. According to Sugiono (2015:21) the qualitative research is descriptive analysis which the data is collected into word or picture. Thus, in the descriptive qualitative the result of this research was written in description form. The descriptive qualitative was chosen for this research because the researcher wanted to classify the error in the students' writing on using complex sentences.

The research object of this research was the students' written task of English Education Department 2015A at STKIP PGRI Sidoarjo. It was chosen as research object since it was written

by students of English Education Department study program who were in the seventh semester. The kind of task was the scientific research of pragmatics study written by the students.

The source of data of this research was complex sentences in students' written task of English Education Department study program at STKIP PGRI Sidoarjo. The sentence which not consisted of complex sentences would not be the data of this research. While, the data of this research were the error complex sentences in students' writing. Thus, the complex sentences which did not contain error were not classified as data.

There were three instruments used in this research. They were the researcher and the field-note observation. The researcher took an important role in her own research. It was as the main instrument of this research. Qualitative research has natural setting as direct source of data then researcher is the main key instrument (Sugiono, 2015:15). The document helped researchers to complement observations in building a rich profile of classroom or institutional context of the research. The researcher used analysis table to gain the result of the data dealing with the analysis.

The data which was needed for this research was the error of complex sentences written by students of English Education Study Program 2015 A in their writing text. There were some steps to get the data for this research. They are: (1) The researcher collected the students' scientific writing to be documented and read carefully; (2) Identified the errors that was found in the students' writing text; (3) After that the researcher classified the data into some categories; (4) Then describing the data that had been classified.

In analyzing the data, researcher described the error on using complex sentences in students' scientific writing of English Education Study Program 2015A. Based on Corder in Haryanto (2007:30) suggested some steps to organize the error analysis. They were: (1) *Collection of sample*, (2) *Identification of error*, (3) *Classification of error*, (4) *Explanation of error*, (5) *Evaluating of errors*.

In calculating the frequent errors from the data, the researcher used the following formula by (Aminuddin, 2000). The calculation identified the most frequent errors of complex sentences in students' writing. In which,

$P = \frac{F}{N} \times 100\%$	P : symbol of percentage F : number type of errors N : total number type of errors
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Table 3.1
Table of Identification and Classification Errors

No.	Incorrect Complex Sentences	Type of Error	Correction
1			
2			

FINDINGS AND DISCUSSIONS

The students' errors on writing complex sentences were classified into four types of error based on Dulay's theory. Those are errors of omission, errors of addition, error of misformation, and errors of misordering. The researcher presented those errors into table form. The table form included the types of errors and the correction of the errors.

A. Complex sentences errors in Students' writing 1

Table 2. example of students' writing errors in complex sentences

No	Incorrect Complex Sentences	Types of error	Possible Correction
1	It can be concluded that more Javanese communication translated into English contain utterance meaning	Omission	It can be concluded that more Javanese communication which is translated into English contains utterance meaning
2	This article just aims at analysing view words that people use to talk about in our daily communication	Misformation	This article just aims to analyse few words that people use to talk about in their daily communication

The sentence above was written with unspecific meaning which made it error in its' writing. In the dependent clause of the sentence "... that more Javanese communication translated into English contain utterance meaning" student omitted the necessary thing for the sentence. That is the subordinator of the dependent clause. In the clause "... that more Javanese communication translated into English" should be corrected into "...that more Javanese communication **which is translated** into English" because this clause needed subordinator to connect to the next clause. This error was called as error of omission because it omitted the subordinator of the clauses.

For the second error was called as error of misformation. In the independent clause, student wrote incorrect form of the sentence. The clause "This article just aims at analysing view words ..." has incorrect form of preposition after the word *aims*. The correct preposition after the verb *aims* is *to*, not *at*. Therefore, the correct is *aims to*. For the possible correction of the complex sentence is, "This article just aims to analyse few words that people use to talk about in their daily communication."

B. Complex sentences errors in Students' writing 2

Table 3. example of students' writing errors in complex sentences

No.	Incorrect complex sentences	Types of error	Possible correction
1	This research used descriptive qualitative method because to analyze force .	Omission	This research used descriptive qualitative method because it was used to analyze force. <i>Or</i> This research used descriptive qualitative method because researchers wanted to analyze force.
2	Speech learning means learning one aspect of natural language who need these references to know the hidden words.	Misformation	Speech learning means learning one aspect of natural language which needs these references to know the hidden words.

For the first sentence, it was found that students omitted necessary units of the sentence. In the complex sentence "This research used descriptive qualitative method because to analyze force." student didn't write the subject and the verb of the clause in the dependent clause. The error was in the clause "... because to analyze force." After the word '**because**' student should add the subject

for the clause. The possible correction for this error is *“This research used descriptive qualitative method because it was used to analyze force.”* Therefore, this error was called as error of omission because student didn’t write the necessary item for the sentence.

The second sentence was called as error of omission. In this complex sentence *“There are two type of Force will be researched”*, it is found that in the independent clause student didn’t write the correct form of the clause. In the clause *““There are two type of Force.....”* the phrase **‘two type’** was incorrect. The word *type* should be written as *types* because it told the plural form for the number of the type. Another error was found in the dependent clause of the complex sentence above that is error of omission. In this complex sentence *“There are two type of Force will be researched”* student omitted the necessary item for the sentence. That is the connector or subordinator between the independent clause and the dependent clause. After the independent clause student should give the subordinator to avoid the ambiguity of the sentence. If after the dependent clause *“There are two type of Force ...”* there was no subordinator, the sentence would have two verbs that made the sentence error. Therefore, after the independent clause student should add the subordinator, at least the word *that*. The possible correction for the second error was *“There are two type of force **that** will be analyzed.”*

C. Complex sentences errors in Students’ writing 3

Table 4. example of students’ writing errors in complex sentences

No	Incorrect Complex Sentences	Types of error	Possible Correction
1	This research was conducted by some English student in STKIP PGRI Sidoarjo who is still learning about pragmatic in the 7 th semester.	Misformation	This research was conducted by some English students in STKIP PGRI Sidoarjo who are still learning about pragmatic in the 7 th semester.
2	If there is no verbal language that can be understand by both, communication can still be done by using body movements, showing certain attitudes such us, smiling, shaking his head, shrugging his shoulders.	Misformation	If there is no verbal language that can be understood by both, communication can still be done by using body movements, showing certain attitudes such us, smiling, shaking his head, shrugging his shoulders.

The sentence above was called as error of omission. In this complex sentence student wrote the wrong form of sentence. The student made error in both independent clause and dependent clause. In the independent clause *“This research was conducted by some English student in STKIP PGRI Sidoarjo....”* Student wrote the wrong form of the word *student*. The word *student* should be written as **students** because it told in the plural form. In the previous, student wrote **some**, means that the student more than one person. The next error is in the dependent error *“.... who is still learning about pragmatic in the 7th semester.”* this error was also called as misformation error. The student wrote incorrect form of the **to be** after the subordinator. This error might be caused by the previous error that student wrote incorrect form of the word **student**. Therefore, the correct sentence of the complex sentence above is *“This research was conducted by some English **students** in STKIP PGRI Sidoarjo **who are** still learning about pragmatic in the 7th semester.”*

For the second complex sentence, it was found that student wrote incorrect form of the sentence structure. The independent clause of the sentence was *“.... communication can still be done by using body movements, showing certain attitudes such us, smiling, shaking his head, shrugging his shoulders.”* in the independent clause researcher didn’t find any error. The error was

found in the dependent clause of the sentence. The clause “*If there is no verbal language that can be understand by both....*” had incorrect form of the verb “*can be understand.*” The phrase ‘**can be understand**’ considered as incorrect because student wrote incorrect word of ‘*understand*’. It should be written into the form of past participle because it told about passive sentence. The word ‘*understand*’ should be written as ‘*understood*’. Therefore, the possible correction for the complex sentence is “*If there is no verbal language that **can be understood** by both, communication can still be done by using body movements, showing certain attitudes such us, smiling, shaking his head, shrugging his shoulders.*”

D. Complex sentences errors in Students’ writing 4

Table 5. example of students’ writing errors in complex sentences

No.	Incorrect complex sentences	Types of error	Possible correction
1	a sentence is a group of words that convey a complete meaning or thought by meaning the subject and verb.	Misformation	a sentence is a group of words that conveys a complete meaning or thought by meaning the subject and verb.
2	Deixis is derived from the Greek word which means to show and indicate which refer the situation.	Addition	Deixis is derived from the Greek word which means to show and indicate the situation.

The first sentence was considered as error of misformation. In the first complex sentence, it was found that the students wrote the wrong form of the sentence structure. The error was in the dependent clause “*.....that convey a complete meaning or thought by means of a subject and verb.*” The word ‘*convey*’ was written in the wrong form. It should be written as ‘*conveys*’ because the subject of the sentence was in singular form. Therefore, it was called as error of misformation.

For the second error was caused by the wrong of adding unnecessary item in the sentence. In the second complex sentence of this students’ writing, the error was found in the dependent clause of the sentence. The dependent clause “*....which means to show and indicate which refer the situation.*” has incorrect structure which was caused by additional words *which refer*. The dependent clause actually didn’t need more than one subordinator. Thus, student should omit the words ‘*which refer*’ to get the correct structure of complex sentence. The possible correction of the complex sentence was “*Deixis is derived from the Greek word **which means to show and indicate the situation.***”

E. Complex sentences errors in Students’ writing 5

Table 6. example of students’ writing errors in complex sentences

No.	Incorrect complex sentences	Types of error	Possible correction
1	Utterances is a sequence of written language which contains of a complete unit of speech.	Misformation / Addition	Utterances are sequence of written language which contains a complete unit of speech.
2	The reader need to assign sense of context based on the utterances that are produced by the writer to avoid misunderstanding.	Misformation	The reader needs to assign sense of context based on the utterances that are produced by the writer to avoid misunderstanding.

In the first complex sentence, researcher found two errors. The first error was in the independent clause of the sentence. In the clause “*Utterances is a sequence of written language ...*” student wrote incorrect form of **to be**. The clause should be written as “*Utterances are*” not “*Utterances is*” because the word ‘**utterances**’ referred to the plural form. That’s the appropriate **to be** for the clause is the word ‘**are**’. For the second error in the first complex sentence was in the dependent clause. In the dependent clause “*...which contains of a complete unit of speech.*” student wrote incorrect structure of the clause and adding unnecessary item in the sentence. The incorrect was in the phrase “*...contains of...*” The word **contain** didn’t need any preposition ‘**of**’. Thus, this complex sentence also had the error of addition. The possible correction of the complex sentence above is “*Utterances **are** sequence of written language **which contains a complete unit of speech.***”

The second sentence was considered as error of misformation. The researcher found that the students wrote the incorrect form of complex sentence structure. The error was found in the independent clause of the sentence. In the clause “*The reader need to assign sense of context based on the utterances...*” student wrote incorrect form of the word ‘**need**’ in the sentence. It should be written as ‘**needs**’ because the subject of sentence referred to the form of singular. Therefore, the possible correction for the complex sentence was “*The reader **needs to** assign sense of context based on the utterances that are produced by the writer to avoid misunderstanding.*”

F. Complex sentences errors in Students’ writing 6

Table 7. example of students’ writing errors in complex sentences

No.	Incorrect complex sentences	Types of error	Possible correction
1	the term deixis is common when they study pragmatics.	Misformation	the term deixis is common when they study pragmatics.
2	Studying deixis means learning one aspect of natural language requires such reference know at least who the deictic terms are used.	Omission	Studying deixis means learning one aspect of natural language which requires such reference known at least who the deictic terms are used.

The first sentence was considered as error of misformation. The error was found in the dependent clause of the sentence. The clause “*....when they study pragmatics.*” has incorrect form of the word ‘**they**’. The word ‘**they**’ should be written as ‘**they**’. The student meant to write ‘**they**’ but student was wrong in writing it. Thus, the possible correction for the complex sentence above was “*As for college students who are majoring English, the term deixis is common when **they** study pragmatics.*”

In the second complex sentence, it was found that student did not write the necessary item for the sentence. The error was found in the dependent clause of the sentence. The clause “*....requires such reference know at least who the deictic terms are used.*” was incorrect because it missed the subordinator. Before the word ‘**requires**’, student should add the subordinator to avoid misunderstanding. If the clause did not connect with the subordinator, it would be misunderstanding because it would have more than one verb. The possible correction for the complex sentence above was “*Studying deixis means learning one aspect of natural language **which requires** such reference known at least who the deictic terms are used.*”

G. Complex sentences errors in Students' writing 7

Table 8. example of students' writing errors in complex sentences

No.	Incorrect Complex Sentences	Types of error	Possible Correction
1	The communication can be spoken or written which both of them related with utterances, especially in writing utterance.	Omission	The communication can be spoken or written which both of them are related to utterances, especially in writing utterance.
2	However, in writing messages sometimes readers find messages that are difficult to understand .	Misformation	However, in writing messages sometimes readers find messages that are difficult to be understood .

The first complex sentence was considered as error of omission, because the researcher found that the sentence missed the necessary item in the sentence. The error was found in the dependent clause of the sentence, it was the clause of "...which both of them related with utterances, especially in writing utterance." This clause actually needed *to be* after the subject of the clause, but student did not write it. Thus, the sentence became error. *To be* should be written after the phrases 'both of them...' The appropriate *to be* for the clause is '*are*'. Therefore, the possible correction for the complex sentence above was "*The communication can be spoken or written which both of them are related to utterances, especially in writing utterance.*"

The second complex sentence was considered as error because it had incorrect form of sentence structure. Researcher found that the student wrote the wrong form of the verb. It was found in the dependent clause of the sentence. The clause "...that are difficult to understand." actually brought passive meaning. When the sentence brings passive meaning, the verb should be in the past participle form. The verb of the clause above was not written in the past participle form. It was written as '*understand*' which it was the base form of the verb. It should be written as '*understood*'. The possible correction for the complex sentence above was "*However, in writing messages sometimes readers find messages that are difficult to be understood.*" Based on the error occurred in the sentence, this complex sentence was called as error of misformation.

H. Calculation of the complex sentences errors

There were 74 types of errors found by the researcher in students' writing on complex sentences. The 74 types of errors are classified into 52 errors of misformation, 17 errors of omission, 3 errors of addition, and 2 errors of misordering. The numbers of error will be showed into percentage form as follow:

- a. Errors of misformation

$$P = \frac{52}{74} \times 100\% = 70\%$$
 Students' errors of misformation
- b. Errors of omission

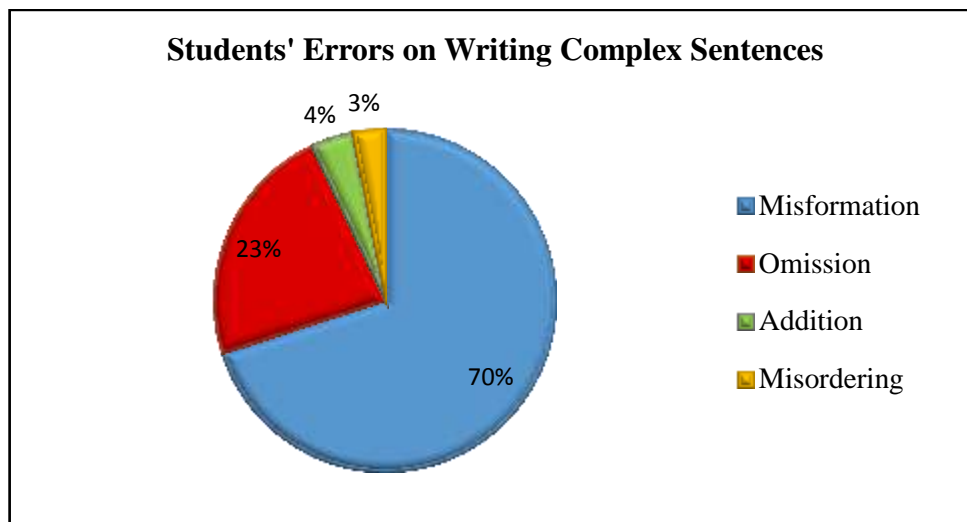
$$P = \frac{17}{74} \times 100\% = 23\%$$
 Students' errors of omission
- c. Errors of addition

$$P = \frac{3}{74} \times 100\% = 4\%$$
 Students' errors of addition
- d. Errors of misordering

$$P = \frac{2}{74} \times 100\% = 3\%$$
 Students' erros of misordering

The percentage of students' errors is presented into the following pie chart:

Figure 4.1 Frequency Charts of Errors



CONCLUSION

The result of this study concluded that there were four types of error on complex sentences in students' writing of English Education study program at STKIP PGRI Sidoarjo. The errors which students made were categorized into errors of omission, errors of addition, errors of misformation, and errors of misordering. There were misformation errors which had 63% total errors percentage. It took the high error among the four types of errors. The omission errors had 28% total errors percentage. The percentages of additional errors were 7% errors and the misordering errors were only 2% errors. Most of students did errors in the type of misformation error. Many students still made errors in using the correct form of verb.

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