

**AN ANALYSIS OF SENTENCE STRUCTURE IN THE STUDENTS' WRITING:
A CASE STUDY AT THIRD CLASS OF SMA AL-IKHWAN
KOTA BIMA**

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Abstract

The title of the research is An Analysis of Sentence Structure in the Student Writing. This study is aimed at finding out errors of sentence or to know the factor that caused the students have problem in writing. The population of this study was SMA AL-Ikhwana Kota Bima that is school have 1 (one) class for third class, the number of students of that class is consists of 30 (thirty) students as sampling. The method used in this study was descriptive. The method of collecting data was the students write their experience or their story. The method of analyzing data used in this study was tabulate of errors, classify the errors, and identify the errors. In study found kinds of error such as interference, omission, addition, substitution, and ordering. The conclusion of this study was that there are 14 (fourteen) students get poor, 14 (fourteen) students get satisfaction, and 2 students get excellent, and the accumulation of errors found 4.43 or 41% the average of incorrect sentences and 7 or 58% of correct sentences from average of 11 (eleven) sentences in expository writing skill made by 30 (thirty) students. The suggestion in this study was for the students should be learning more seriously, to overcome the errors the students should do self-correction for their errors or mistake in writing skill, the students have to get more motivation, study hard, and practice always every time or every day, and the students should each other to correct their friends' errors in writing skill. For the English teachers should not ignore the teaching of tenses, grammar or sentence structures. Because it is very important to be learnt without grammar or structure it is impossible to writing well, the English teachers should give better chances for their students to find out and to overcome the errors they commit, the English teacher should more emphasize on teaching programs by using the effective methods, and the English teachers should active and control the students' lazy to study in English lesson

Keywords: Analysis, Structure, Writing

INTRODUCTION

English language is one of the international languages, where everyone uses English if they go to other countries.

Nowadays English is one of foreign language learned in Indonesia. It is one of the compulsory subjects learned since elementary school until university. Government has also created the educational curriculum in order to teach English as a foreign language in Indonesia. Therefore, the students are expected to be able to produce that language graduating that the Indonesia students face various

difficulty their study. However, in fact it found mastering English, this occurs because English linguistic system and Indonesia linguistic system are different.

Writing in English should not be a difficult thing anymore for elementary school or university. It becomes a crucial thing when they decided to join a language department such as English Education Lesson or Writing, Listening, Reading, and Speaking skill subject.

Writing is a part of language skills. That drives to Writing is part of communication, since language is used to communicate to

other. Some people express their feeling, idea, invention, and belief into written. Some people even picture every event, deed, speculations, or even a mere thing into writing. However, the way of expressing them, as stated on Biber, et al. (2012), will influence the choice of what to express and how to express the idea. It means that different kind of texts needs a specific writing grammar. It is because a particular written text has its own unique structure. For example, we use Simple Present Tense to talk about our daily activities; however we have to use Simple Past Tense to retell a story and past event. Different rule apply for other types of writing.

Many kinds of texts are used in writing English. It is known as Genres of Written Language. Many experts have different classification in breaking the genre of writing. One of the experts called Brown and Abeywickrama (2010) divided the genre of written into Academic Writing, Job-related writing, and Personal Writing. The Academic Writing includes papers and general subject reports, essays, compositions, academically focus journals, short-answer test responds, and technical reports, theses, and dissertations. Moreover, phone messages, letters and emails, memos, job evaluations, job reports, schedules, labels, signs, argumentation, advertisements, announcements, description, narration, recount, anecdote, and manuals are counted as Job related writing.

Grammar is often defined as the rule system of a language, but it is also useful to think of it as a resource for expressing meaning, Lynch and Anderson (2013:4). The components of grammar and sentence structure in writing a good paragraph can be described as follows: the paragraph has correct verb tenses; the paragraph has the correct use of subject- verb agreement, the paragraph has a correct use of articles (a, the); the paragraph has the correct use of pronoun agreement, the

paragraph has no choppy sentences; the paragraph has no stringy sentences, the paragraph has no sentence fragment, the paragraph has no run-on sentences/comma splices.

Writing a text with such components of grammar and sentence structure should be done by the students in every meeting. They have to create one text in every meeting, with peer's and lecturer's review. It is expected that there will be a final writing project in which it will be considered as the masterpiece of their portfolio in Paragraph Writing Class. Analyzing those masterpieces will be a very interesting thing to know how they follow the rules of components of grammar and sentence structure and whether they make a successful writing project or not. They are expected to learn to recognize and correct some common errors in sentence structure (Oshima and Hogue, 1998: 172).

The main point in writing a sentence is the completeness of it. This is also considering the context and the structure if the sentence to be counted as a complete sentence. However, the grammar itself is more essential than the context in the sentence. It drives to concern only the grammar of the sentence. Furthermore, a complete sentence must have at least a subject and a verb, both of them will be the main part of this study. Therefore this study concerns about the subject-verb agreement through the appropriate tense in the sentence. This leads to talk about the issue of the students' ability in writing. It is also show how English educations implement to the students writing skill.

In learning English, according to Nourish (1999:22) everyone have to know of the grammar or sentence structures roles because without understanding the role of grammar or sentence structures it will get undergo difficult in writing a sentence pattern well.

When the writer went to practice to be English teacher, the writer found there are many students get errors or made mistake in writing sentence structure. Therefore, the writer tries to do the research to know the factor that caused the students have problem in writing.

Based on background of the problem above, the writer tries to do research with the title is “*An Analysis of Sentence Structure in the Students’ Writing: A Case Study At Third Class Of SMA AL-IKHWAN Kota Bima*”.

RESEARCH METHOD

A. Method of Research

In this study, the writer is going to present how to investigate the method of research. The method is applied in this research is descriptive qualitative. This method is expected to be investigating to analysis of sentence structures in the students’ writing skill. It is because even though the result reveals how many percentage of sentence error that is made by students however the result is described in-depth. The percentage of the data becomes the helper to read the data. Furthermore, the research has natural setting as the direct source of the data, descriptive research, concern to the process, and also analyze the data inductively. Those characteristics are equal to the description of qualitative research based on Bogdan and Biklen as stated on Sugiyono (2015). Some expert such as Sugiyono (2016) describes it as *rating-scale*. It is because the data is collected in numbers, then the result is described. Therefore this research is concluded as descriptive qualitative research.

B. Population and Sampling Technique

Gay (1987: 120) stated the population is the group of interest to the researcher, the group to which he or she would like the result

of the study to be generalization referred to as the target population.

1. Population

The population of this research is third class of SMA AL-Ikhwan Kota Bima in academic year 2021/2022 who is supposed to have been learning some basic grammatical arrangements of English to writing sentence structures.

2. Sampling Technique

The sampling technique is used in this investigation is the population of third class of SMA AL-Ikhwan Kota Bima. At the school of SMA AL-Ikhwan Kota Bima just have 1 (one) class for third class, the number of students of this class is consists of 30 (thirty) students. The writer tries to take all of population of that school because the number of population and sample that same. Therefore, the kind of research will investigate is research population.

C. Method of collecting Data

In collecting data, the writer will command to the students or the population. In order to get a good result in collecting data the students to write their experiences or stories. Therefore, to get the result from the student’ writing skill. The writer will account the number of students’ errors or error sentences that made by the students.

D. Method of Analyzing Data

In analyzing data, the writer will try to analysis from the result of the students’ writing skill whether the students are still make error or mistake of sentence structures in writing skill. To analyze the students’ writing skill, the writer will analyze in certain ways namely:

1. Tabulate the errors that made by the students,
2. Classify the errors, and
3. Identify the errors.

After the writer was analyzed result of the students' writing skill, the writer will make tabulate the errors that made by the students, classification the errors in three categories there are excellent, satisfaction and poor, and identification the errors. From result of the analyzing, the writer will give the score to the students.

Table 1. Description students' writing skill of sentence structures

No	Category	Frequency
1	Excellent	80-100
2	Satisfaction	60-79
3	Poor	0-59

Table 2. Component of grammar or sentence structures test

No	Component	Percent
1	Tense	25%
2	Adverbial	25%
3	Gerund	25%
4	Adjective Clause	25%

According to Dulay (1974: 120), the process in analyzing of students' writing skill uses the following formula:

$$\frac{FSe}{Ns} \times 100$$

FSe = Frequency of Students Error

Ns = Number of Student

RESEARCH FINDING AND DISCUSSION

The writer would like to set up the sample of errors made by the students of SMA AL-Ikhwan Kota Bima in academic year 2021/2022 in expository writing skill. The first, the writer would like to identify the errors. The second classify the errors into interference, omission, addition, substitution, and ordering. Third, the writer would like to describe of the Students' Errors what kinds of those errors and then make frequencies or percentage. Finally, the writer explained them by giving some examples and the theory

related to those errors and what extent those errors appear. Those are as following below:

A. Research Finding

1. Identify of the Errors

In this investigate, the data of students' errors in writing sentence structures made by the students of SMA AL-Ikhwan Kota Bima there is still less understand about grammar or structure of tense, adverbial, gerund, and adjective clause in expository writing skill.

There are many factors that caused errors in writing sentence by the students namely:

- a. The students are still interference the first language,
- b. The students are not seriously to study hard and practice in writing skill,
- c. The students less motivation to study and practice, and
- d. They do not understand how to use of tense, adverbial, gerund, and adjective clause etc., so that make them confuse and difficult for writing well in English sentence structures.

2. Classify of the Errors

The data of the students' errors that had been identified are classified into; interference, omission, substitution, addition, and ordering that are following the rules of interpretation.

The errors are said interference because almost these types of error are related to the first language structure of Indonesia. Almost these types of error are the result of the student creativities to improve their sentence by trying to competence brought those making ambiguous errors. The other are said the unique errors are caused by the creativities of the students exposed in their utterances and try to make sentence and then paused due to the unknown the structure which reflecting they made errors. Those errors are reflected to neither the first nor the target language. More kinds of those errors can be shown the following table below:

Table 3. More kinds of those errors

No	Students' Errors	Sentences' Correct
1	I had <u>see</u>	+ Past tense of verb III
2	You <u>not</u> tired	+ verb (omission of "are")
3	After I return <u>for go</u> to school	+ gerund
4	We <u>very</u> happy	+ Omission of "are"
5	In order <u>the bicause</u> real Moslem	+ Omission – spelling
6	Everyone has some <u>kind of hobby</u>	+ S plurality
7	After I was <u>finished exams</u>	+ verb + ing (past continuous)
8	When I <u>phoned</u> you	+ substitution of "verb"
9	Very-very surprise	+ first language interference
10	I <u>looking friend playing</u>	+ infinitive + my + Present Continuous
11	Today I <u>happy</u>	+ Nominal sentence, To be before adjective
12	When we <u>come</u> there	+ Past tense
13	They can <u>be spoke</u> all of language	+ Verb, auxiliary + preposition – "S"
14	I have many <u>experience</u>	+ S plurality
15	When on holiday I <u>with</u> my friend <u>plane go</u> to Grandangan beach for contents <u>go</u> to ...	+ Substitution – Past + preposition – gerund
16	<u>Must be go</u> to	+ Auxiliary verb
17 Abdur <u>say!</u>	+ Past tense of verb II (said)
18	<u>They ask by</u>	+ Verb II (asked), inflect
19	If we <u>can't to be</u> diligent	+ Verb agreement after modal
20	We <u>never can finish</u> this problem	+ Past future perfect – Ord
21	<u>When will we go home</u>	+ Ordering
22	<u>Play are the best</u>	+ gerund
23	I have <u>meni</u> book	+ Spelling – S plural
24	My father <u>give me mony</u>	+ subject He + V-es/s, spelling
25	<u>Wen</u> he <u>see</u>	+ spelling of "when"- Verb II (past tense)

3. Description of the Students' Errors

After the errors had been classified further the writer would like to describe the errors about how many frequencies of the students made errors or mistake such as interference, omission, addition, substitution, and ordering.

Before seeing the frequent of the errors, the writer would like to set up how many of the students are incorrect and correct sentences on each of them and their category the following below:

Table 4. The Students Are Incorrect And Correct Sentences

No	Students Code	Number of Sentences	Incorrect Sentences		Correct Sentences		Category of Student
			Freq.	%	Freq.	%	
1	760	8	2	25	6	75	Satisfaction
2	763	9	7	77.77	2	22.22	Poor
3	767	8	2	25	6	75	Satisfaction
4	768	10	3	30	7	70	Satisfaction
5	772	7	4	57.14	3	42.85	Poor
6	774	5	3	60	2	40	Poor
7	775	8	4	50	4	50	Poor
8	777	12	5	41.66	7	58.33	Poor
9	779	7	3	42.85	4	57.14	Poor
10	780	9	3	33.33	6	66.66	Satisfaction

11	782	9	3	33.33	6	66.66	Satisfaction
12	783	8	7	87.50	1	12.50	Poor
13	784	11	3	27.27	8	72.72	Satisfaction
14	785	19	5	26.31	14	73.68	Satisfaction
15	786	22	4	18.18	18	81.81	Excellent
16	787	14	2	14.28	12	85.71	Excellent
17	788	11	6	54.54	5	45.45	Poor
18	789	14	6	42.86	8	57.14	Poor
19	790	14	3	21.43	11	78.57	Satisfaction
20	791	15	6	40	9	60	Satisfaction
21	792	18	4	22.22	14	77.77	Satisfaction
22	793	17	11	64.70	6	35.29	Poor
23	794	11	7	63.63	4	36.36	Poor
24	795	5	3	60	2	40	Poor
25	796	8	3	37.50	5	62.50	Satisfaction
26	797	21	5	23.81	16	76.19	Satisfaction
27	801	10	3	30	7	70	Satisfaction
28	829	10	6	60	4	40	Poor
29	830	13	4	30.76	9	69.23	Satisfaction
30	875	14	6	42.86	8	57.14	Poor
E30 Total		347	133	1243.93	214	1755.92	Poor
Average		11	4.43	41	7	58	

B. Discussion

From the table draws into the average all of sample made 11 number of sentences made by the students in expository writing skill shown that there are 14 students get poor, 14 students get satisfaction, and 2 students get excellent, and the accumulation of errors found 4.43 or 41% the average of incorrect sentences and 7 or 58% of correct sentences made by the students.

Therefore, the percentages of those errors are calculated as following below:

- $\frac{FSe}{Ns} \times 100 = \frac{2}{8} \times 100 = 25\% \dots\dots!$
- $\frac{FSe}{Ns} \times 100 = \frac{7}{9} \times 100 = 77.8\% \dots\dots!$
- $\frac{FSe}{Ns} \times 100 = \frac{3}{10} \times 100 = 30\% \dots\dots!$
- $\frac{FSe}{Ns} \times 100 = \frac{6}{14} \times 100 = 42.86\% \dots\dots! \text{ etc.}$

The average of those errors sentences above is calculated as following formulation below:

$$\text{Average} = \frac{TF(\%)}{N} = \frac{133}{30} = 4.43 \text{ or } = \frac{1243.93}{30} = 41\%.$$

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the study, the writer found 4.43 or the average 41% incorrect sentences, and 7 or the average 58% correct sentences in writing skill made by 30 of the students from average of 11 sentences in expository writing made by the third class of SMA AL-Ikhwan Kota Bima in academic year 2021/2022. It meant that the students are still poor to write well in English sentence structures.

The preceding chapter has already shown that in general the students at the third class of SMA AL-Ikhwan Kota Bima really make errors or mistake in expository writing skill.

Grammar is one of the essential subjects in learning English language. This is the main part that rules the language itself. Therefore in learning English, the students have to handle the grammar or structure itself. However, many students are still lack using the grammar or structure when they write their experience or story. The main problem of the grammar usage is the subject-verb agreement. Many of them make a fuss to the verb while making the written sentences

Most of the students make errors or mistake in writing skill, especially in the types of errors or mistake such as interference, omission, addition, substitution, and ordering. In order to know the percentage of errors that emerge among of them who is commit by the students. The students' errors in specific, it is caused by the lack of their knowledge and caused by less motivation to learning, they are not seriously to study and practice when the teacher gave explaining about the material of English lesson, they too most playing so that ignore to learning, and they do not like to study English lesson because consider difficult to understand so that make them lazy to learning. Therefore, most of the students are not able to mastery in writing skill and to understand English sentence structure well.

B. Suggestion

The writer suggests not only to the lecturers of writing, speaking, listening, and reading skill lesson but also the lecturers of grammar or structure, in order to they can emphasis on learning to teach more about patterns comparing both of the first and the target language to anticipate the students' errors in the future and might be the result of this research could be useful to teach the students to correct them in learning especially in English sentence structure.

To writer wants to offers his suggestion as following below:

1. To the Students
 - a. The students should be learning more seriously
 - b. To overcome the errors, the students should do self-correction for their errors or mistake in writing skill
 - c. The students have to get more motivation, study hard, and practice always every time or every day
 - d. The students should each other to correct their friends' errors in writing skill
2. To the English Teachers
 - a. The English teachers should not ignore the teaching of tenses, grammar or sentence structures. Because it is very important to be learnt without grammar or structure it is impossible to writing well
 - b. The English teachers should give better chances for their students to find out and to overcome the errors they commit
 - c. The English teacher should more emphasize on teaching programs by using the effective methods
 - d. The English teachers should active and control the students' lazy to study in English lesson.

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