STUDENTS' ERROR IN CONSTRUCTING COMPLEX SENTENCES

By

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ABSTRACT

The paper entitled "Students' Error in Constructing Complex Sentences" is aimed to find out the error that students make in constructing complex sentences in interrogative form with the noun clause as dependent clause. In conducting this research, the writer applies descriptive method to describe the students's error. The research was conducted in the fifth semester students of English Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University. The writer uses purposive sampling in conducting this research and takes the students who got score less than 70 in Text Based Structure. The data were gained from three instruments: documentation, questionnaire and interview. The documentation is taken from the students' work, questionnaires are distributed to the 60 students who become the participants and the interview is done to the lecturer who taught Text Based Structure. The writer finds out there are four types of error that students made. Those errors are omission, addition, misformation and misordering. The result shows that the highest error made by students is misformation. The writer suggests that the students should learn more about the pattern of complex sentence so they will know the verb that should be used in the noun clause as dependent clause.

Keywords : students' error, complex sentence, noun clause

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ABSTRAK

Penelitian yang berjudul Students' error in constructing complex sentences ini bertujuan untuk mengetahui kesalahan yang dilakukan mahasiswa dalam membuat kalimat kompleks dalam bentuk pertanyaan dengan klausa kata benda sebagai klausa bahawan. Dalam melakukan penelitian ini penulis menggunakan metode deskriptif untuk mendeskripsikan kesalahan mahasaiswa. Penelitian ini dilakukan kepada mahasiswa semester lima jurusan pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pakuan. Penulis menggunakan purposive sampling dalam penelitian ini dan memilih mahasiswa yang mendapat nilai kurang dari 70 dalam mata kulian Text Based Structure. *Data penelitian didapat dari tiga istrumen: dokumentasi, kuesioner dan wawancara. Dokumentasi diambil dari pekerjaan mahasiswa, kuesioner disebarkan kepada 60 mahasiswa yang menjadi partisipan dan wawancara dilakukan kepada dosen yang mengajar mata kuliah* Text Based Structure. *penulis menemukan empat tipe kesalahan yang dibuat oleh mahasiswa, yaitu* omission, addition, misformation dan misordering. *Hasil penelitian menunjukan bahwa kesalahan yang paling sering dilakukan mahasiswa yaitu* misformation. *Penulis menyarankan agar mahasiswa belajar lebih tentang* pattern *dari kalimat kompleks sehingga mereka mengetahui bentuk kata kerja apa yang harus digunakan didalam klausa kata benda yang bekerja sebagai klausa bawahan*

Kata Kunci: kesalahan mahasiswa, kalimat kompleks, klausa kata benda.

BACKGROUND OF THE STUDY

The way a sentence is arranged grammatically is called as sentence structure. It is important to make a good sentence while writing or speaking. This way, it will make the sentence easily understood. So, while students construct a sentence, they should be careful in pairing the subject with predicate, the verb with noun. Sometimes students make error when placing the verb, to be and even subject when it is related to construct a complex sentence especially in an interrogative form.

For this research, the writer only focuses on complex sentence in interrogative form with the noun clause as dependent clause. In this kind of sentences the students just combine the independent clause and dependent clause in interrogative form without changing the dependent clause into a statement. It makes students cannot create a good formation of complex sentence in interrogative form when the noun clause use a question word as a conjuction.

According to Parrot (2004:442) complex sentence are those which contain one or more clauses. In a complex sentence, the idea is not only the main point of the sentence but there are also another ideas, it can be one or more, that make a sentence longer and understandable.

In complex sentence, one of the clauses that is used in the sentence is noun clause. As stated by Meillart and Parisse (2012:3) a noun clause is a dependent clause which is used as a noun. It means that the noun clause as a dependent clause has to be connected with an independent clause.

There are three types of noun clauses as stated by Alice and Ann (1998:179) which are: noun clause beginning with question word, noun clause beginning with if/whether and noun clause beginning with that.

In the form of noun clause beginning with question word, noun clause beginning with if/whether the students mostly construct the sentence into an interrogative form. Whereas Hwayed (2014:5819) states that interrogative sentence is used to ask for and seek information. It means that this sentence is used when people want to know about something or ask for a suggestion, request, etc. According to Swick (2009:12) the interrogative form is beginning with a question word followed with to be/ auxiliary verb and subject but in noun clause this word order does not work because in the noun clause it should be change into a statement. This might be the reason why the students make error in constructing complex sentence in interrogative form with the noun clause as dependent clause.

Kusumawardhani (2015:85) states that error cannot be self corrected and is caused by a learner inadequete knowledge of the target language. It means that an error cause of the difference language pattern in L1 and L2 that makes learners do some errors while writing or speaking in the target language. Some error that makes by students are omission, addition, misordering and misformation (Dulay, 1982: 154-163).

RESEARCH METHODOLOGY

The writer chose the fifth semester students of English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University. In selecting the participants, she used purposive sampling technique and took four classes. The students who got score less than 70 from all classes are chosen as the participants.

In conducting this research, non-test instruments are used to gain the data. Those instruments are documentation, questionnaire and interview. The documentations are taken from students' work to analyze kind of errors in constructing complex sentence in interrogative form with the noun clause as dependent clause . The questionnaire are distributed to find out more information related to the students in order to get the valid data of errors that students made. The interview are done to the lecturer who taught Tect Based Structure, the interview is done using a recorder. In this step, interview is conducted to the lecturer to get further information about kind of errors that students made.

RESEARCH FINDING

After the writer collected the data from three instruments: documentation, questionnaire and interview. She analyzed and described them as follows:

a. Research Finding of Documentation

The document was taken from students' work. The writer used students' work from their exercise paper to analyze students' error in constructing complex sentence. There are four types of error that were found in students work. They are omission, addition, omission, misinformation and misordering. The total number of students' work is 60. The result of the students' work is shown as follows:

Table 1 The Percentage of Each Kind of Error

No	Name of Error	Total incorrect answer	The percentage
1.	Omission	**260**	28,89%
2.	Addition	**214**	23,78%
3.	Misformation	**272**	30,22%
4.	Misordering	**91**	10,11%

It can be concluded that the highest error made by the students in constructing noun clause as dependent clause is misformation with total incorrect answer is 272 (30,22%).

b. Research Finding of Questionnaire

The questionnaires were distributed in order to know types of error in constructing complex sentence in interrogative form with the noun clause as dependent clause. The questionnaire is a closed-ended question.s. Here is the result of the questionnaire:

Table 2. The Result of Questionnaire

No.	Statements	Alter-native Answer	Fre-quency	Percentage	
1.	I ommit a connector in complex sentence in interrogative form which is noun clause as dependent clause	Often	0	0%	65%
		Frequently	5	8.3%	
		Once	34	56,67%	
		Never	21	35%	
2.	I ommit a verb in complex sentence in interrogative form which is noun clause as dependent clause	Often	0	0%	55%
		Frequently	3	5%	
		Once	30	50%	
		Never	27	45%	
3.	I ommit subject complex sentence in interrogative form which is noun clause as dependent clause	Often	0	0%	40%
		Frequently	4	6,67%	
		Once	20	33,33%	
		Never	36	60%	
4.	I ommit auxiliary verb in complex sentence in interrogative form which is noun clause as dependent clause	Often	0	0%	53,33%
		Frequently	5	8,33%	
		Once	27	45%	
		Never	28	46,67%	
5.	I use double	Often	1	1,67%	56,67%

No.	Statement	Frequency	Count	Percentage	Total
	marking in complex sentence in interrogative form which is noun clause as dependent clause	Frequently	4	6,67%	
		Once	29	48,3%	
		Never	26	43,33%	
6.	I change the noun that should be singular into plural in complex sentence in interrogative form which is noun clause as dependent clause	Often	2	3,33%	76,67%
		Frequently	11	18,33%	
		Once	33	50%	
		Never	14	23,33%	
7.	I make an error in the use of verb in complex sentence in interrogative form which is noun clause as dependent clause	Often	2	3,33%	85,33%
		Frequently	5	8,33%	
		Once	47	78,33%	
		Never	6	10%	
8.	I make an error in the use of to be that in complex sentence in interrogative form which is noun clause as dependent clause	Often	3	5%	78,33%
		Frequently	5	8,3%	
		Once	39	65%	
		Never	13	21,67%	
9.	I misplaced the verb	Never	13	21,	83,33%

No.	Statement	Frequency	Count	Percentage	Total
	in complex sentence in interrogative form which is noun clause as dependent clause	Often	2	3,3	
		Frequently	8	13,	
		Once	40	66,	
		Never	11	18,33%	
10.	I misplaced the noun in complex sentence in interrogative form which is noun clause as dependent clause	Often	2	3,33%	78
		Frequently	5	8,3%	
		Once	40	66,67%	
		Never	13	21,67%	

The questionnaire showed that there are 54 students (85,33%) who make an error in the use of verb in constructing complex sentences in interrogative form with the noun clause as dependent clause.

c. Research Finding of Interview
The interview was done to the lecturer who taught Text Based Structure. The lecturer explained that the students made error in omission by leaving the subject.
Excerpt 1

Biasanya memang ada penghilangan. Seperti kan ada tiga konektor yang tidak membutuhkan subjek lagi yaitu who, what, which. Tetapi mereka memperlakukan hal yang sama untuk konektor yang lain. Misalnya whom, whom itu kan harus diikuti subjek tetapi mahasiswa sering menghilangkannya.

Usually there is an omission. It is like the three connectors that do not need a subject which are who, what, which. But they (the students) do the same thing wih other connector. For example, (connector) whom, whom is should be followed by a subject but the students often ommit it.

She also said that in error of addition, the students add the subject that should not be written in the sentence.

Excerpt 2

> *Seperti tiga tadi, kan* who, which, what *itu konektor istimewa yang bisa ada subjek atau tidak. Mahasiswa seringnya menambahkan subjek. Contohnya "...*who said that?" *ada subjeknya ga? Nah mahasiswa malah menambahkan subjek jadinya "...*who he said that*?" kan jadinya salah.*
>
> It is like the three connectors. The who, which, what is an exceptional connector that can be followed by a subject or not. The students frequently add the subject. As an example "...who said that?". Is there a subject?. The students add the subject instead. It becomes "...who he said that?". It is wrong.

Then she said that the students also make an error of misformation. The error is in using the tenses. The students do not change the verb when it is placed in the noun clause.

Excerpt 3

> *Ketika main clause-nya itu present, subordinate clause-nya juga present atau bisa past. Tapi kalau main clause-nya past, subclausenya harus past juga. Tapi kadang masih ada yang present.*
>
> When a main clause is in present tense, the subordinate clause can be in present or past. But when the main clause is in past tense, the subordinate clause have to be in past but sometimes the students still use present tense.

In error of misordering, the lecturer said that the error that students made is misplacing the verb. The students do not change the pattern in interrogative sentence into a statement.

Excerpt 4

The lecturer said that the most error made by students is misplacing the verb. The students do not change the pattern in

> *misalnya kaya ...*what is her name *harunya kan ...*what her name is. *Gitu sih* misordering *yg sering terjadi.*
>
> It is like "....what is her name". It should be "...what her name is?" it is the misordering mostly happened.

interrogative sentence into a statement.

DISCUSSION

After analyzing the data in previous section, the data from three instruments: documentation, questionnaire and interview had been compared to gain the valid data. The writer found that the students made some errors in constructing complex sentence in interrogative form with the noun clause as dependent clause.

Based on the data from documentation, it can be proven that the highest error that students made is misformation. The data shows that the total error of misformation is 272 (30,22%) while the least error is misordering with the total error is 91 (10,11%).

According to the data from questionnaire, which the writer had distributed, it shows that most of the error that students make is in the use verb. The students make an error when they have to change the verb in the noun clause. It can be proven in the result of questionnaire in the error of misformation.

However, from the data of interview, the lecturer said that students mostly made an error in misordering. The students do not make a clause that should be in a statement, they make it into a question form instead. Even so, the lecturer explained that the students sometimes made an error in changing the verb in the noun clause.

It can be concluded that the error is not only in misformation but also in misordering, addition and omission. Even the frequency of making the error is different but most of students make an error in changing the verb.

CONCLUSION

After conducting the research entitled "Students' Error in Constructing Complex Sentences" it can be concluded that most of students make error in constructing complex sentence in interrogative form with the noun clause as dependent clause. It can be found from the data of three instruments which were documentation, questionnaire and interview. The writer found that there are four types of error made by the students. Those errors are omission, addition, misformation and misordering. The highest error that students made is misformation while the least error that students made is misordering.

SUGGESTION

Based on the conclusion, there are some suggestions. First of all for the students, the students should understand the pattern of complex sentence in interrogative form with the noun clause as dependent clause. The students have to exercise more in constructing this kind of sentences. They can practice to create this sentence with their friend in order to make them get used to in using this sentence.

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AUTOBIOGRAPHY

Aulia Faradiba was born in Bogor, June 10th 1996. She is the second daughter from Eko Wawan Noor Rochim and Siti Asiyah. She started her study in *SDN Tonjong 02* (2002-2008). Then, she continued her study in *SMPN 1 Kemang* (2008-2011). She continued her study in *SMKN 3 BOGOR* (2011-2014). After that she continued her first degree (S1) in Pakuan University and took English Language Education Study Program, Faculty of Teacher Training and Educational Sciences. She graduated on 26th February, 2019.