

HOW A SENTENCE IS CONSTRUCTED: A SYNTACTIC ANALYSIS ON ESL'S WRITING TEXT

Hijjatul Qamariah¹

Abstrak

Constructing a sentence grammatically and syntactically correct has become a cliché but crucial problem for English as Second Language (ESL) learners. The problem is also faced by ESL teachers, significantly in correcting the students' papers and finding the solutions for this problem. The pattern of the sentences then should be analyzed in order to find a predominant pattern normally constructed by the learners. This article tries to look and explore that point by analyzing the syntactic and grammar aspects of the sentences written by ESL Learners. Two samples of ESL learners' writing paper are used as documents to be analyzed. The samples are taken from two different level of English proficiency called S2 and S4. The analysis is divided into two parts. Part one is the quantitative analysis which reveals the calculation of the analysis on several points such as, types of clause, sub clauses, tenses, aspects, verbs, objects, references, and antecedent of S2 and S4 writing text and it illustrates how many of each component appears in both learners' texts. Those findings are presented in tables and they are attached in appendices. Moreover, part two, qualitatively the result of quantitative method is explained more than only numbers, by giving more details on the pattern of the sentences written by two learners and also to draw a prediction made before. Thus, it is found that the learners have problems in constructing complete sentences, such as lack of subject and verb and subject-verb agreement errors. S2 learner tends to use more personal pronouns comparing to S4 learners, it is assumed because of his lack of syntax repertoire in constructing more complex and compound sentences. The progress of syntactic system of S2 is showed by correctly used of tense, reference, and proper subject. S4 writing text is categorized as a well developed of syntactic system. The confident use of different sentence structure, vary of vocabulary and has a good persuasive sentences reflect on his writing. The sentences written by S2 and S4 learner predominantly have SVO (Np +(aux)+ Vp) pattern and mix with the compound and complex sentences, where clause sometimes can be objects and complement. For instance, *I am a duck who traveled in the sea* (S (Np+Vp)+S-bar) and *I'm not a callous person but I'm in favour that he should have been left to die on Mount Everest for these following reasons* (s(Np+Vp)CC+s(Np+Vp)). This study's findings would benefit the writer, especially for teachers, they should consider the learners' level, and what kind of instruction should be good to apply in order to maximize learners' comprehension.

Key Words: *sentence, syntax, ESL learner*

¹ Hijjatul Qamariah, Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena, Email: hqamariah@gmail.com

I. Introduction

In constructing a sentence; the grammatical rule should be applied (McGregor, 2007). However, grammar can be a complex thing for English as a Second Language (ESL) learner during the process of second language (L2) development. Moreover, this process continues until it reaches higher level where grammar improvement is achieved. Thus the process in between this period engages student in learning more complex syntactic rule (Behjat & Sadighi, 2010). In addition, when children are able to write one sentence in L2, it does not mean that they have a good understanding of what a well written sentence is because there are still many types of sentences that need more understanding of syntactic process (Berninger, Nagy & Beers, 2011). Nevertheless, several studies have been conducted in syntax analysis on ESL composition. The research findings reveal some conclusions toward these problems. Some incomplete sentence form and repetition might appear in ESL learners' writing because of their first language interference (L1) (Hinkel, 2002). Beer and Nagy (2010) state that limitation of cognitive because of students' younger age in understanding types of discourse, and students' linguistic capacities development built slowly that restrain them to write complex syntactic structured might contribute to this problem. Sometimes translating the spoken language into written form can also be noticed in their writing. It becomes a problem because the spoken syntax and written syntax form is relatively different.

Therefore, in order to know more how ESL's sentences mostly constructed and what predominant pattern appeared, this essay tries to examine two ESL's written texts from different stages: stage 2 and stage 4 (hereafter S2 and S4). Several terms that related to syntax such as sentences, clauses, tense, aspect, etc will be discussed further. Moreover, before the analysis conducted, it is predicted that S2 learner will have some difficulty in complex sentences structure compared to S4 who is in higher level, and S4 might have some difficulty in tense pattern. Thus, to find out the syntax problems faced by both learners and to prove the prediction, two methods are used, namely qualitative and quantitative method. Through quantitative method, the result will be revealed the quantity of each component in both learners writing text. Unlike quantitative, qualitative method will enlarge on the comparison analysis of both learners' texts, description of their text performance and what pattern reflects on their writing.

II. Background

It has been investigated that learning grammar is not only a difficult problem faced by ESL learners, but teachers also have the same problems especially regarding grammar instruction (Al-Mekhlafi & Nagaratnam, 2011). Thus there are several terms should be understood in order to know the syntactic process in constructing English sentences. First of all, according to Crystal (2003) sentence cannot be defined as a linear structural unit, but each unit is combined together which has relation to other units. The

linear structure can be presented as follows; sentence combined with clauses, then clauses constructed by phrases and phrases are formed by words. Besides, Crystal divides type of sentence into three categories; major sentence, minor sentence and multiple sentences. However, Blake (2008) states that sentence is the combination of subject and predicate. Moreover, predicates can perform in many kinds of units, such as, verb, preposition, copula verb etc. Additionally, McGregor (2007, p. 123) points out “the structure of sentences is hierarchical. Words in a sentences go together to form groups of intermediate size – clauses and phrases – identified by criteria of movability, contractability and ambiguity”.

The second term of sentence structure proposed by crystal and McGregor is used in this explanation. Thus, clause is the next hierarchical step that will be explained. In simple sentence or major sentence, it only consists of one independent clause. Independent clause means one single clause that is independent and stands alone in a sentence forming a complete sentence, for instance *I like you*. ESL learners in this case can write a complete sentence in early age although they might face difficulty in writing complex sentence (Berninger, Nagy & Beers, 2011). Beside independent clause, there is also dependent clause which is on contrary needs another independent clause to form a complete sentence, for example *when the door opened...* Dependent clauses can appear in different kinds of subordinate clauses such as relative clause, noun clause, and adjunct or adverbial clause (Hinkel, 2002). Hinkel states

that subordinate clause is an advance structure using in ESL teaching.

Another important element of a sentence structure is *verb*. It is considered as the head or nucleus of a sentence. It is obvious because verb can stand alone without any other units in a sentence, for instance in imperative sentence, *go!*, *run!* Etc. Verb is the predicate that cause an agent to do or to give an impact to other units or object. Moreover, verb can be in different forms. It could be verb transitive which requires an object, intransitive that does not need object, verb copula and modal verb. The using of verb, such as modal also causes difficulty for ESL learners because of meaning confusing. Hinkel (2002) asserts that a researched conducted on native speaker and non-natives speaker writing text suggest the non- native speaker tend not to using frequent modal verbs such as *would*, as it is considered advance in use and meaning, but for other modal forms such as in showing necessity, possibility, non-native speaker use more frequent than native speaker. In addition, the function of verb is extremely important in a sentence because it will specify the time of which the action take place. Thus the process of verb indicates the time taking place in a sentence called *tenses* (Radford, Atkinson, Britain, Clahsen & Spencer, 2009).

Tense is one of the significant aspects to consider in constructing a sentence. In this analysis, ESL learners' first language is Asian language which has no tense system (Nguyen, 1987; Norman, 1990 cited in Hinkel, 2002), consequently they might have problem in identifying the tense form in English (Chung,

1988; Hinkel, 1992, cited in Hinkel, 2002). However, the current linguists' perspective about tense is much simpler. They only divide it into two categories, past and non-past, which is very easy for learner to remember and understand. Past is the sentence that takes an action in the past form. There could be some types of past, such as past simple tense and past perfect. Likewise past, non- past also take many forms, such as present, future, and present perfect. When it is dealt with the tenses, another significant thing should be covered too, namely *aspect* (Hinkel, 2002). It is simply defined as how the action which is indicated by verb affects the time (Crystal, 2003). Regarding aspect, English language applies two distinctive forms, namely progressive and perfective (Hinkel, 2002; Crystal, 2003; Radford, Atkinson, Britain, Clahsen & Spencer, 2009). Moreover, Crystal (2003) adds another non progressive and non perfective called simple aspect, for instance, *we play basketball in the back yard*. Another example, *we are watching TV in the living room*, this sentence has only one aspect called progressive.

In addition the element that is also needed to know in this analysis is *reference*. However, it is closely related to the meaning.

*"Take some more tea," the March hare said to Alice, very earnestly.
"I've had nothing yet," Alice replied in an offended tone, "So I can't take more."
"You mean you can't take less," said the Hatter: "It's very easy to take more than nothing."*

The bold sentence presuppose as if Alice has already had tea before, but the fact she does not have any yet. Using presupposition in writing text might reduce

McGregor (2007) points out "there is a particular class of words or morphemes that are used to assist identifying reference by linking them specifically to the context of speech act; there are known as *deictic expression*". Deictic expression can be related to temporal/ spatial and situational of speech context, for instance, personal pronouns such as *I, me, you, we, our* are called situational deictic that are referred to the speaker and listener. Moreover, demonstrative such as *this, that, here, there*, etc are referred to temporal/spatial deictic. Next, the reference refers to something that exists before called *antecedent*, for example, *on-campus students have to be well prepared to keep up with their assignment*. The antecedent in this sentence is the word *on-campus students* and the reference is *their*.

Furthermore, another thing that sometimes found as a mistake in ESL learner writing is the use of *presupposition*. According to Fromkin, Rodman and Hyams, presupposition is the assumption about the truth made by the writer or speaker as if the reader or listener knows about it (2003).

For example, The Mad Hatter in Alice's in Wonderland:

any detail information which cause uninteresting presentation of writing.

In the line with the case above, learning syntax is obviously one of the

important things for ESL learner to be success in second language acquisition. However the problem cannot be negligible as they deal with a new language that has different linguistics system. It is undoubtedly, learner feels stressful when they have to write English composition. Especially when they are assigned to write a special genre of text, because the complexity of syntax will vary as genre is different. Thus the difficulty such as differentiating between spoken and written language style influence the syntax structure (Al Fadda, 2012) can be solved. In addition, Beer and Nagy (2010) proposed that teacher should have a good approach in giving instruction in teaching writing.

III. Method

The analysis of this essay will be divided into two parts. Part one is the quantitative analysis which reveals the calculation of the analysis on several points such as, types of clause, sub clauses, tenses, aspects, verbs, objects, references, and antecedent of S2 and S4 writing text and it will illustrate how many of each component appears in both learners' texts. Those findings will be presented in tables and it will be attached in appendices. Moreover, part two, qualitatively the result of quantitative method will be explained more than only numbers, by giving more details on the pattern of the sentences written by two learners and also to draw a prediction made before.

The participants of this analysis are two different stages of ESL learners that come from two Asian countries. S2 learner is

Burmese, 15 years old and will be entering year nine to secondary school. He speaks Karen as his first language and has been studying English for three terms at refugee camp on Thai-Burma border. His writing is narrative text entitled "Travelling in the sea".

Due to his schooling place and level, S2 might not frequently expose to English, thus he might have difficulty in constructing a complete sentence structure such as dealing with subject verb agreement and writing complex sentences. Consequently, simple sentences might be presented more.

On the other hand S4 learner is Vietnamese, 16 years old. He wrote a newspaper article review about a mountaineer named David Sharp who died in Mount Everest. He is in year 10 and has been studying English for two terms in English language centre in Victoria. Place where he studies might contribute to his English, which is an English speaking country. Thus, it is hypothesized that his written text is perhaps more complex. Complex and compound sentences possibly dominate his writing. Nevertheless, S4 learner might still have problem in using correct tense form, using past instead of non past form.

IV. Analysis and Discussion

The quantitative result of text analysis is presented through table (appendix 1)

Stage 2

Travelling in the sea

I'm thinking about my experience when I was young. I am a duck who traveled in the sea. When I saw a people come to my place I and my friend going to kill them all. When they have something we look it and take to our place.

I have one parrot his name is Micket. He can speak. He always travelling with me. I have one eye and one leg. I have a lot of friend. They didn't look like me because they were another animals. They are dog, cat, bird, snake, frog and others. We have a lot of gold because we stole in some people ship. Sometimes we can find in the mountain and in the cave.

One day I and my friends travelled in the sea. We saw a big ship coming. They were looking for us and they had a lot of people but they afraid of us because they know about us who live in the sea first. I said my friend "Are you ready? If you ready we will started fighting" then we finished prepare our guns, knife and other thing. We started fighting. We always win, because these place is our place and belong to us, so we never afraid and never afraid of death.

Other day coming we were very happy. We thought we never have a fight again but suddenly we heard another ship was coming. They from finding golds and digging gold. And they already know about us so they prepared and protected their self with gun. They had a lot of guns.

Then we're going to started fighting again. Then we started fighting. We were very tired and my friends were die and some friend were afraid. But they wereafraid too. But that day we were won too. But they shoot my eye and my eye was broken. And other thing about my leg, they cut it but I didn't die. I stayed alive.

Now I and my friends, we have a lot of gold and we were rich. We thought we never fight again and never killed people who travelled in the sea and travelled in the jungle like they found gold and digging gold.

So we separate each other and my friend went back to their home and I went back to my home. I think I never see my friend again. Now I have a lot of gold and money so I am a rich person in my country.

Stage 4 text:

Dear Editor,

I am writing this letter to express my opinion about a great deal of controversy in the media recently. This argument has arisen over the issue of whether the death of the mountaineer – David Sharp was preventable. I'm not a callous person but I'm in favour that he should have been left to die on Mount Everest for these following reasons.

In my opinion, David Sharp really risked his life when he decided to climb solo to the roof of the world. This is quite dangerous because he wouldn't be able to get help from anyone. He didn't have enough reserved oxygen, no proper gloves and things like that. Then, he had frostbite on his elbow and knee down, couldn't move and huddled under a rock. I'm can make sure that David Sharp was definitely dying when he had been in that various states of health. Also, he got help from no one at that time.

Which leads me to my next reason why David Sharp should have been left to die, is he might prefer dead than alive. It's nearly impossible to save a man who was dying slowly and unable to move. To carry him down would have taken 20 sherpas and he would have died while descending. Some studies proved that David could have been saved if they have enough oxygen. But supposing that if he could have been revived and the doctors must cut his four limbs because of

frostbite. Would he like to continue his disabled life? So I think between life and death, David would prefer die than alive.

I wonder was it possible to save David Sharp at that time? I agree with what Sir Edmund Hillary said: "Human life is far more important than just get to the top of the mountain. However, I sympathize with those 40 climbers including Mark Inglis who left David Sharp to die. Actually, they tried to saved him by all their effort. They gave him oxygen, sent out a radio distress call and even when they abandoned him, they left a few cans of oxygen. At such an altitude all of them were weak, exhausted, having breathing difficulties and cold, so carry someone else is almost impossible. It's true that human life is very important. If those 40 climbers saved David Sharp and some of them could died with him. Is that a bigger loss of human life? Therefore, I think their responsibility is to save themselves, not anyone else.

The dead of David Sharp is really a tragedy. However, I think death would be better for him and I believe those 40 climbers did nothing wrong. If you were there, you would do the same thing as what they do. You love your life, don't you?

It shows the calculation of several elements discussed in the background. Based on those result, looking through S2 written text, it can be clearly noticed that types of sentences have several variations using compound and complex sentences. Thus, it contradicts the prediction made before. However, simple sentences still exist in his writing. It can be noticed in paragraph two by more frequent used of personal pronouns in each sentences. S2 sentence structure skill indicates a progress, although the limited used of conjunction reflect on complex sentences, which are combined mostly using conjunction "because", for example, *they didn't look like me because they were another animals*. S2 learner might have limited conjunctions to join the clauses, with only two other variations of conjunctions appeared *then* and *so*. In compound sentences, using *but* and *and* are observable. In addition, reflect on Beer and Nagy (2010), S2 certainly has limited linguistics development in writing complex

sentence form, proved by having no passive voice and embedded question form in his text.

On the other hand, it surely proved the prediction, that S4 has adequate linguistics development in constructing sentences. Compound and complex sentences noticeably dominate his writing, with only 10 simple sentences. Besides, the use of conjunction varies in each complex sentence, such as, *while*, *when*, and *if* and using more frequent of relative clauses, adjunct, and complement, for instance, *some studies proved that David could have been saved if they have enough oxygen*, it shows the complexity of sentence by modifying it using complement clause and in another sentences, *However, I sympathize with those 40 climbers including Mark Inglis who left David Sharp to die*, relative clause used correctly, although a mistake still appear in using to infinitive for verb die. Moreover, S4 learner modifies the complex sentences in some passive forms and combines complex and compound sentence in passive as it is seen in this following sentence: *Which leads me to*

my next reason why David Sharp **should have been left** to die, is he might prefer dead than alive. Looking more at S4 sentence structures, embedded questions also color the richness of his writing, he tries to build critical opinion by using this forms, as it is obvious stated in this sentence *This argument has arisen over the issue of **whether** the death of mountaineer – David Sharp was preventable.*

Main clauses are frequently used correctly by both learners. It seems that both learners understand how a basic construction of a single independent clause is. Moreover, both learners' writing contains variation of

subordinate clauses, mostly including relative clause, adjunct and complement. The frequent use of subordinate clause is basically almost similar. In S2 writing there are roughly 15 complex and compound complex sentences which means 15 subordinate clauses. Roughly calculated, adjunct clauses are five, six relative clauses, and five complement in S2 text. Nevertheless, there is also a combination of adjunct and complement. The examples for relative clause, complement and adjunct + complement are presented respectively as follow:

*I am a duck **who** traveled in the sea. (Relative clause)*

*And they already know about us **so** they prepared and protected their self with gun (Complement)*

*We always win, **because** these place is our place and belong to us, **so** we never afraid and never afraid of death. (Adjunct+ complement)*

However, there is no non-finite found in S2 text, but only two complements left out:

I saw a people come to my place (who/that after a main clause: I saw a people), wrong noun plural form.

We saw a big ship coming (which/that after main clause we saw a big ship), this is correctly written by S2.

In S4 pieces of writing on the other hand, about 20 subordinate clauses noticed. There are eight subordinate clauses which

consist of adjunct, three relative clauses, seven complements and two non-finite forms. The evidence for this form (appendix 2).

Stage 2 and stage 4

Stage 2											
	Type of sentence	Type of clause	Type of sub clause	Type of verb	Tense	Aspect	Complementizer left out	Subject	Direct Object	Reference	Antecedent
I am thinking about my experience when I was young	Complex	main	adjunct	thinking = vi	non past past	progressive non progressive/non perfective		I			
I am a duck who traveled in the sea	Complex	main	relative	traveled=vi	non past past	non-prog/non-perf		I			
I saw a people come to my place	Complex	main	relative	saw=vt come = vi	Past	non-prog/non-perf	who/that	I a people	a people	my	I
I and my friend going to kill them all	Simple			going=vi kill=vt	non past	non-prog/non-perf		I and my friend	them	them	a people
When they have something we took it and take to our place.	complex compound	main	adjunct	have=vt took=vt take=vi	non past	non-prog/non-perf		they we	something & it	It our	something we
I have one parrot his name is Micket	Compound			have=vt is=v _{cop}	non past	non-prog/non-perf		I his name	one parrot	his	parrot
He can speak	Simple			speak=vi	non past	non-prog/non-perf		he			

He always travelling with me	Simple			traveling =vi	non past	non-prog/non-perf		he		me	I
I have one eye and one leg	Simple			have=vt	non past	non-prog/non-perf		I	one eye & one leg		
I have a lot of friend	Simple			have=vt	non past	non-prog/non-perf		I	a lot of friend		I Friend
They didn't look like me because they were another animals	Complex	main	adjunct	look like=vt were=v _{cop} p	Past	non-prog/non-perf		They	me	they me	
They are dog, cat, bird, snake, frog and others	Simple			are=v _{cop}	non past	non-prog/non-perf		they			
We have a lot of gold because we stole in some people ship	Complex	main	adjunct	have=vt stole=vi	non past past	non-prog/non-perf		we	a lot of gold		
Sometimes we can find in the mountain and in the cave.	Simple			find=vi	non past	non-prog/non-perf		we			
One day I and my friends travelled in the sea	Simple			traveled=vi	past	non-prog/non-perf		I and my friends			

We saw a big ship coming	Complex	main	relative	saw=vt coming=vi	Past	non-prog/non-perf	which/that	we a big ship	a big ship		
They were looking for us and they had a lot of people but they afraid of us because they know about us who live in the sea first	complex compound	main	adjunct	looking for=vt had=vt are=v _{cop} , know=vi live=vi	Past non past	progressive and non-perf/non-prog		they	us & a lot of people	us	we
I said my friend "Are you ready?"	Complex	main	comp	said=vi	past non past	non-prog/non-perf		I you			
If you ready we will started fighting" then we finished prepare our guns, knife and other thing	Complex	main	comp	started=vt finished=vt	non past past	non-prog/non-perf		You we	fighting & prepare our guns		
We started fighting	Simple			started=vt	Past	non-prog/non-perf		we	fighting		
We always win, because these place is our place and belong to us, so we never afraid and never afraid of death.	complex compound	main	adjunct, comp	win=vi is=vcop belong=vi	non past	non-prog/non-perf		we			

Other day coming we were very happy	Compound			coming= vi were= v _{cop}	non past past	prog and non- prog/non-perf		other day we			
We thought we never have a fight again but suddenly we heard another ship was coming	complex compound	main	relative	thought= vi have=vt heard=vt coming= vi	non past past	non-prog/non- perf & prog	that	we another ship	a fight another ship was coming		
They from finding golds and digging gold	Simple				non past	non-prog/non- perf	they				
And they already know about us so they prepared and protected their self with gun	complex compound	main	comp	know=vi, prepared =vt protected =vt	non past past	non-prog/non perf		they	their self		
They had a lot of guns.	Simple			had=vt	Past	non-prog/non- perf		they	a lot of guns		
Then we're going to started fighting again	Simple			started= vt	non past	non-prog/non- perf		we	fighting		
Then we started fighting	Simple			started= vt	Past	non-prog/non- perf		we	fighting		

We were very tired and my friends were die and some friend were afraid	compound			were= V _{cop} were= aux die=vi	Past	non-prog/non-perf		We my friends			
But they were afraid too.	Simple			were= V _{cop}	Past	non-prog/non-perf		they			
But that day we were won too	Simple			were= aux won=vi	Past	non-prog/non-perf		we			
But they shoot my eye and my eye was broken	compound			shoot=vt was=aux broken=v i	non past past	non-prog/non-perf		They my eye	my eye	my	I
And other thing about my leg, they cut it but I didn't die	compound			cut=vt did=aux die=vi	Past	non-prog/non-perf		they I	It	it	my leg
I stayed alive	Simple			stayed= vi	Past	non-prog/non-perf		I			
Now I and my friends, we have a lot of gold and we were rich	compound			have=vt were= V _{cop}	non past past	non-prog/non-perf		we	a lot of gold		

We thought we never fight again and never killed people who travelled in the sea and travelled in the jungle like they found gold and digging gold	complex compound	main	relative	thought=vi fight=vi killed=vt, traveled=vi found=vt	Past	non-prog/non-perf	that	we People they	People gold		
So we separate each other and my friend went back to their home and I went back to my home	compound			separate=vi went=vi went=vi	Past	non-prog/non-perf		We my friend I			
I think I never see my friend again.	Complex	main	relative	think=vi see=vt	non past	non-prog/non-perf		I	my friend		
Now I have a lot of gold and money so I am a rich person in my country	Complex	main	comp	have=vt am=v _{cop}	non past	non-prog/non-perf		I	a lot of gold and money		

Syntactic structure analysis of S4 text

	Type of sentence	Type of clause	Type of sub clause	Type of verb	Tense	Aspect	complementizer left out	Subject	Direct object	Reference	Antecedent
A national ID card should not be introduced in Australia as it will invade our privacy and endanger our liberty	Complex (passive)	main	adjunct	be= v _{aux} introduced:Vt invade= Vt endanger=Vt	past/ non-past	Non-prog/ non-perf, Non-prog/ non-perf		A national ID card It	Our privacy our liberty	our	Australian citizen (deictic)
If a national ID card were to be introduced in Australia, not only will it invade our privacy and endanger our liberty, but it will also make Australia more vulnerable to identity theft	Complex (passive)/ compound	Main	Complement /non-finite	be= v _{aux} introduced:Vt invade: Vt endanger: Vt make: Vt	Past/ non-past	Non-prog/ non-perf, Non-prog/ non-perf		National ID	Our privacy our liberty Australia	Our it	National ID, Australian (deictic)
ID card can easily be lost and be found by people who will abuse it and violate other people privacy	Complex (passive)	Main	Relative	be= v _{aux} lost: Vi found: Vt abuse: Vi violate:Vt	Non past /non-past	Non-prog/ non-perf , Non-prog/ non-perf		ID card	Other people privacy	ID card	It

Up to five percent of cards are lost, stolen or damaged each year, and the result can be denial of services and benefits, and loss of identity	Compound (passive)	Main	Complement	lost :Vi stolen:Vi damaged:Vi be: v _{cop}	Non-past /non-past	Non-prog/ Non-perf, Non-prog/non-perf		Cards, The result		Cards The result	
The replacement of a high security, high integrity card involves significant administrative involvement	Simple			involves: Vt	Non-past	Non-prog/non-perf		The replacement of a high security, high integrity card	significant administrative involvement		
Documents must be presented in person to an official	Simple (passive)			be=v _{aux} presented:Vi	Non-past	Non-prog/non-perf		Documents			
Cards must be processed centrally	Simple (passive)			be:v _{aux} processed: Vi	Non-past	Non-prog/non-perf		Cards			
This process can take some weeks.	Simple			take =Vt	Non-past	Non-prog/non-perf		This process		This process	The replacement of high security and integrity ID card (deictic)

The existence of a person's life story in a hundred unrelated databases is one important condition that protects privacy	Simple			protect: Vt	Non-past	Non-prog/non-perf		The existence of a person's life story in a hundred unrelated databases	Privacy		
The bringing together of these separate information centres create a major privacy vulnerability	Simple			creates: Vt	Non-past	Non-prog/non-perf		The bringing together of these separate information centres	a major privacy vulnerability		
Any multi-purpose national ID card has this effect	Simple			has: Vt	Non-past	Non-prog/non-perf		Any multi-purpose national ID card	this effect	this effect	Sentence 8-9.
The concentration of such data on all Australian in a single location could prove disastrous if it was attacked by hackers.	Complex (passive)	Main	complement	prove: Vt attacked: Vt,	Past/past	Non-prog/non-perf, Non-prog/non-perf		The concentration of such data on all Australian in a single location, it	Disastrous	The concentration of such data on all Australian in a single location	It

The ID card is also expensive making it harder for Australian to be able to afford it	Complex	Main	Adjunct/non-finite	Make=Vt be=v _{aux} afford= Vt	Non-past /non-past	Non-prog/non-perf , Non-prog/non-perf	Which	The ID card, Australia	It	It It	The ID card (deictic)
Australians could be forced to pay about \$100 each for new ID if they are introduced	Complex	Main	Non-finite/ Complement	forced= Vi introduced= Vt	Non-past/ non-past	Non-prog/non-perf , Non-prog/non-perf	To it (new ID)	Australian, they		They	Australian
A basic card containing so-called biometric data would cost \$40-\$50 each	Complex	main	Non-finite/ Adjunct	Contain= Vt cost= Vt,	Non-past /non-past	Non-prog/non-perf , Non-prog/non-perf	Which	A basic card	Biometric data		
Not only will the national ID card invade our privacy and might endanger our liberty but expensive, render us to more vulnerable to ID theft and is also no guarantee to fight terrorism	Complex	Main	Adjunct/non-finite	invade=Vt endanger=Vt render=Vt guarantee=Vi fight=Vt,	Non-past/ non-past	Non-prog/non-perf , Non-prog/non-perf	It (subject)	National ID	Our privacy. Our liberty us	Our us	Australian

Therefore I don't think it's a good idea to have national ID card	Complex	Main	Relative, non-finite	do (not)= Vt think=Vi have= Vt	Non-past/ non-past	Non-prog/non-perf , Non-prog/non-perf		I, It	A good idea	I	Writer(deictic)
---	---------	------	----------------------	--------------------------------------	-----------------------	--	--	----------	-------------	---	-----------------

For complement left out, S4 writes two and are correctly left out.

Concerning tense and aspect analysis, S2 uses past tense logically coherent with the story that he wrote about his experience. However, the omission verb is several times found when dealing with the progressive aspect such as, *he always travelling, they from finding golds....* Thus it qualitatively predicted that subject verb agreement is one of S2 problems. In addition, there is no perfective aspect found in S2 writing. On the other hand, S4 seems very well organized in using different tenses interchangeably in his writing. Perfective aspects and perfective combining in passive voice are noticed, and progressive is also used although simple aspect dominates his writing. For instance, *some studies proved that David could have been saved if they have enough oxygen.* Yet it qualitatively not predicted that S4 has lack of tense form.

When it links to verbs, S2 uses almost similar frequency in using verb copula, transitive and intransitive, illustrates 15, 33, 24 respectively. The using of intransitive verbs is moderately elaborated in S2 text such as *win, speak, travel,* etc. It should be taken into account that the learner has progress in vocabulary. On contrary S4 reveals different. Verb copula roughly found only nine. The confident use of various verbs transitive, such as *save, get, risked,* etc is markedly presented about 38 in his text. While the numbers of verb intransitive use surprisingly the same approximately 24 times used.

Furthermore, using more transitive verbs supposed reflect more objects. In S2 for example, the direct objects used relatively the same with the number of transitive verbs used. In S4 text also reflect the same (appendix 3).

Items analyzed

Item of analysis	Frequency	
	S2	S4
1.Types of sentences		
• Simple	16	10
• Compound	8	1
• Complex	9	9
• Compound+complex	6	5
• Passive	-	4
2. Clauses		
• Main clause	16	18
3.Subordinate clauses		
• Relative clause	6	3
• Adjunct	5	8
• Complement	5	7
4. Complement left out	4	2

5. Tense		
• Past	25	26
• Non-past	26	29
6. Aspect		
• Simple(non-progressive+non-perfective)	42	42
• Progressive	3	3
• Perfective	-	8
7. Subject	64	52
8. Verb		
• Transitive	33	38
• Intransitive	24	14
• Copula	15	9
• Modal	4	11
9. Direct object	17	31
10. Non-finite	-	2
11. References	48	47
12. Antecedent	48	47
13. Presupposition	4	1
14. Compounding	-	1
15. Embedded question	-	1

The example for direct object is as followed: *they gave him oxygen...him* is the direct object. Mostly subjects used in S2 are personal pronoun, hardly proper noun found. So it can be considered that the text is highly personal narrative. For instance, *I am thinking about my experience when I was young*. The reference is relatively clear, and not confusing. It straightforwardly refers to antecedent. However, one thing that perhaps cause him use more personal pronoun because of his lack of syntax repertoire in constructing more complex and compound sentences. In line with the finding research about Asian learners' text, such as from Chinese, Vietnamese and Indonesian, the frequent use of personal pronoun relatively higher than native speakers' text (Hinkel, 2002).

In S4 text, personal pronoun, proper noun and clauses are mixed in the text function as subject. For instance, *which leads me to my next reason why David Sharp should have been left to die, is he might prefer dead than alive*. Moreover, third person pronoun is used quite often to create impression of objectivity of his writing. It shows the understanding of writing more academic. For example, *In my opinion, David Sharp really risked his life when he decided to climb solo to the roof of the world*. Likewise S2, S4 also has good understanding using reference in a sentence, so it makes his writing not confusing.

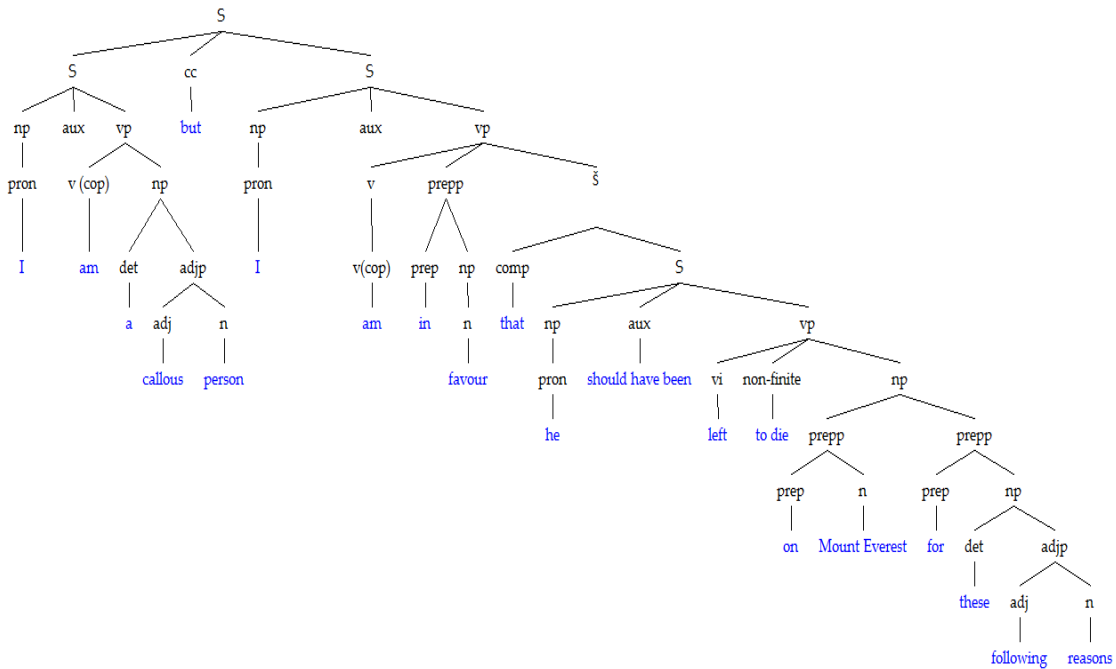
Furthermore, in order to give a clear picture of sentence structure by both learners,

the tree diagram is presented in the appendix (appendix 4).

Tree diagram

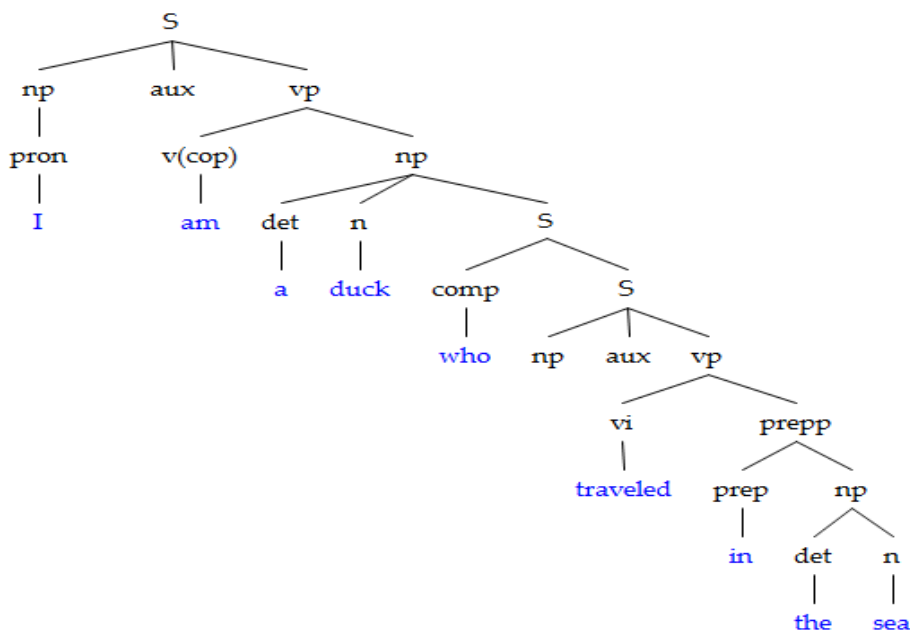
- Compound sentence

I'm not a callous person but I'm in favour that he should have been left to die on Mount Everest for these following reasons



- Complex sentence

I am a duck who travelled in the sea



It illustrates two types of sentences compound and complex. Through tree diagram it can be clearly seen how each words belongs to certain function and how both different sentence portrayed in different tree. The diagram tree will be beneficial for ESL learners to understand the sentence structure and to ease them in differentiating two conjunction functions in each sentence. In addition, if there is an ambiguity sentence, the tree will show the rank of each clause.

Next, when it relates to presupposition, both learners produce it. In S4 text, it is found one presupposition, for instance in this sentence, *He didn't have enough reserved oxygen, no proper gloves and things like that.* This bold typed suggest that the writer assumes that reader understand what kind of equipment use for climbing a mountain. In S2 text found there are four presuppositions produced. For instance, the first sentence in the first paragraph, *I am thinking about my experience when I was young.* Link to compounding expression, one word found in S4, *frostbite*, it is consist of two words, *frost* and *bite*. However in S2, there is no compounding word found. Likewise, blending and euphemistic are not found in both learners text.

As the result has been analyzed, the sentences written by S2 and S4 learner predominantly have SVO (Np +(aux)+ Vp) pattern and mix with the compound and complex sentences, where clause sometimes can be objects and complement (Crystal, 2003; Fromkin, Rodman, Hyams, 2003). For instance, *I am a duck who traveled in the sea*

(S (Np+Vp)+S-bar) and *I'm not a callous person but I'm in favour that he should have been left to die on Mount Everest for these following reasons* (s(Np+Vp)CC+s(Np+Vp). The progress of syntactic system of S2 is showed by correctly used of tense, reference, and proper subject. S4 writing text is categorized as a well developed of syntactic system. The confident use of different sentence structure, vary of vocabulary and has a good persuasive sentences reflect on his writing.

V. Conclusion

To sum up, the illustration of the analysis result can generate the idea of how to approach the syntactic teaching to ESL learners. Describing tree diagram could help their understanding. The problem in writing a complete sentence, such as there is no subject verb agreement can inform us to do more effort in giving more practice in subject, and verb analysis. Beside, teaching them about conjunction can give more progress in creating more complex and compound sentences. The teaching expansion in relative, adjunct and complement clauses could help them write more complex sentences. To avoid mistake such as, reference and presupposition in their writing, teaching ESL learners more about writing skill including coherent and clarity will be one of a good ways to enhance syntax understanding. Nevertheless, it is suggested that teacher should consider the learners' level, and what kind of instruction should be good to apply in order to maximize their comprehension.

REFERENCES

- Al Fadda, H. (2012). Difficulties in Academic Writing: From the Perspective of King Saud University Postgraduate Students. *Canadian Center of Science and Education*, 5(3), 123-130
- Al-Mekhlafi, A. M., & Nagaratnam, R. P. (2011). Difficulties in teaching and learning grammar in an EFL context. *International Journal of Instruction*, 4(2), 69-92
- Beer, S. F., & Nagy, W. E. (2010). Writing development in four genres from grades three to seven: syntactic complexity and genre differentiation. *Reading and Writing*, 24, 183–202
- Behjat, F. & Sadighi, F. (2010). Iranian English Major Students' L2 Grammar Development: Linguistic Threshold Hypothesis. *The Electronic Journal for English as a Second Language*, 13(4), 1-19
- Berninger, V.W., Nagy, W., & Beers, S. (2011). Child writers' construction and reconstruction of single sentences and construction of multi-sentence texts: contributions of syntax and transcription to translation. *Reading and Writing*, 24, 151–182
- Blake, B.J. (2008). *All about language*. Oxford: Oxford University Press
- Crystal, D. (2003). *The Cambridge encyclopedia of the English language*. (2nd ed.). Cambridge: Cambridge University Press
- Fromkin, V., Rodman, R., & Hyams, N. (2003). *An introduction to language*. (7th ed.). Massachusetts: Thomson Cooperation
- Hinkel, E. (2002). *Second language writers' text: Linguistic and rhetorical features*. New Jersey: Lawrence Erlbaum Associates
- McGregor, W.B. (2009). *Linguistics : An introduction*. London: Continuum International Publishing Group
- Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An introduction*. (2nd ed.). Cambridge: Cambridge University Press