

AN ANALYSIS OF SENTENCE PROBLEMS IN STUDENTS' WRITINGS OF RECOUNT TEXTS

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Abstract:

Sentence problems often occur when students write stories in English such as recount text. There are several types of sentence errors that occur and must be avoided by students. The purpose of this study is (1) to find types of sentence problems the students' writing in recount text. 2) describing and explaining the problems that occurred, and the subject of this study was a class 10 student at MA, Darul Ulum Jombang. This study uses descriptive qualitative analysis to analyze students' writing errors proposed by the theory of Oshima and Hogue (1981). Based on this analysis, it has been found that there are 3 types of sentence errors made by students in writing recount text. The results of this study indicate that the more dominant error made by superior MA students from Darul Ulum Jombang is choppy sentences as many as 6 students, because they repeat the same subject too often in one sentence, and also excrete based on equal and unequal ideas. The second error is stringy sentences, students use too many connecting words that are connected to independent clauses in one sentence. and the smallest error is sentence fragment with 3 total student errors. this needs to be avoided in the process of learning to write recount text.

Keywords: *students' writing, sentence problems, recount texts*

A. Introduction

In learning English, there are four language skills that must be taught to students. There, listening, speaking, reading, and writing. Among the four language skills, writing is one of the productive skills in language learning. In a learning process there is one important ornament, namely writing, where writing is a productive language activity, and not only expressing ideas but also writing requires good knowledge and mature thinking. when students produce words,

sentences, paragraphs at once with good English grammar. For some students, changing shapes and combining words into sentences is not an easy thing, they seem to have difficulty mastering English grammar, especially changing verb 1 to verb 2, regarding the placement of punctuation marks when writing recount text. This is supported by Coffin, et al (2012, p.186) that most students have difficulty in grammar, especially in writing. This is because they do not choose the right verbs based on the tenses they use when writing. Thus the difficulty of students in writing is not only in generating ideas but how to express ideas and organize them into sentences, into clear paragraphs for readers.

In writing itself there are many types of text such as narrative, recount, descriptive, report, and others. and explanation of each type of text has its purpose and structure. Researchers chose the type of recount text to analyze students' mistakes, and make it easier for students to retell students' past experiences in written form. The use of the past tense is very important in writing recount text. In this case, students' errors were found when they wrote each general pattern of recount text known as generic structure, namely orientation, event, reorientation. Students' ability in writing will not be the same as each other, some students have difficulty in grammar, changes from verb 1 to verb 2, the use of to be. So a solution is needed to overcome these problems so that they can write recount text well. In this case, the researcher focuses more on finding errors in sentence structure in writing students' experiences about recount texts.

Erisda (2017), also argues that analyzing student difficulties is an important role to solve a problem faced by students, especially in writing. To find out the causes of students' difficulties when writing. Mardalena (2017) shows the results that in general that students have understood the generic structure in writing recount text. but they still have errors in the grammar of the recount text, in terms of how to place punctuation marks, use the subject in sentences, and use conjunctions when writing. Through this study, the researcher tried to analyze the errors of the tenth-grade students of MA Uggulan Darul Ulum Jombang. The purpose of the research was to find types of sentence problems the students' writing in recount text, and describing and explaining the problems that occur. in writing recount text which is viewed from the sentence structure. Sentence structure errors made by grade 10 students were analyzed using the Theoretical Framework proposed by Oshima and Hogue (1998). Among them, sentence fragments, run-on sentence, choppy sentence, and stringy sentence.

B. Literature Review

Writing is one of the most important aspects where students can transform ideas through writing. Writing is also the most difficult skill to learn.

This opinion is also stated by Brown (2001) that writing is a thought process where we have to choose good and correct words, phrases and use the correct structure. In addition, Harmer (2007) states that writing encourages students to focus on using accurate language. This is because students must consider the appropriate language when in the writing process. Weigle (2002 p.39) in the learning process students still have difficulty in writing, especially in the placement of punctuation marks. Heong et al (2013, p.15) state that the difficulty in writing is how to produce good ideas in written form. They sometimes cannot transfer their ideas to connect sentences. Richard and Renandya (2002) stated that grammar is very important for students in that it will affect the meaning of the stories that students tell (p.145). From the explanation above, it can be concluded that writing is one of the indicators of academic success to find out how well students understand using correct grammar in written form, and also how to connect sentences. and also the reseacher analyze the writing using of text recount. According to Anderson (1997, p.49) recount text is a type of text that tells about someone's experience in the past. Knapp and Watkins (2005) explain that a series of events that occurred in the past, where these events are told in detail based on the type of structure that occurs in the story, where the events have occurred, and who was involved in it. The purpose of recount text is to inform or entertain the readers.

In writing recounts, there are several types of structures including orientation, event, and reorientation. Oshima and Hogue (1998) in the book *Academic writing* explains about sentence problems, namely, sentence fragments, run-on sentences, choppy sentences, and stringy sentences. Sentence fragment are incomplete sentences or parts of sentences. (Oshima and Hogue, 1998, p.169) states that sentences with dependent clauses cannot be understood in the meaning of the sentences, but there are independent clauses required to complete the sentences. Bram 1995, p.26) also states that a sentence in which it does not have a subject, verb, subject, and verb, main or independent clause. This is said to be not a sentence but a phrase, because to form a good and correct sentence there will be a subject and a verb. The second was run-on sentences are simple sentences that are combined incorrectly, thus making their writing grammatically incorrect. This is where students often ignore punctuation when writing while this is one of the most important aspects. To separate two independent clauses we can use periods, then use subordinating conjunctions such as, while, because, although, etc. According to Bram (1995, p. 30), a run-on sentence is two independent clauses that are combined without any punctuation or coordinating conjunctions. Then the comma connection is two or more independent clauses joined without commas and coordinating conjunctions. Oshima and Hogue (1998, p.172) stated that the comma connection that occurs in two independent clauses, if combined incorrectly or there is a coordination

intersection, then the run-on sentence is a misconnected sentence. The third was choppy sentence is a sentence that easy to fix. We can combine two or three short sentences to make one compound or complex sentence. According to (Oshima And Hogue, 1998, P. 177) choppy sentences are sentences that often repeat the same subject in one sentence. In this case, it will contain bad writing it. Therefore the author should avoid it. (Oshima and Hogue) say that complex sentences should be based on whether the ideas in the short sentence are the same or whether one idea depends on the previous sentence. and the last stringy sentences are sentences that use too many independent clauses in one sentence. This often happens in making sentences and will form a bad writing style. in stringy sentences, there is no limit on the number of using independent clauses. However, two is a good maximum in forming a sentence that can be understood by the reader. (Oshima And Hogue 1998, p.175).

C. Research Method

This research was designed as a qualitative descriptive study. Because this study analyzes the types of sentence problems in students' writing. Creswell (2012) states that qualitative research is used to determine the problems created by small individuals and this research does not involve the intervention of others for data collection where the researcher goes directly to the subject matter. Owen, (2000) descriptive qualitative is research that aims to obtain information about phenomena through observation, analysis, and description. Therefore, this study used descriptive qualitative and data were collected from observation checklists to find out the types of sentence problems were made by students in writing recount texts.

And also the reseacher chose the Purposive Sampling technique which stipulates certain considerations or criteria that must be met by the samples used in this study. As researchers have done, that researchers have selected several students of grade10th MA Unggulan Darul Ulum Jombang, totaling 19 students, at the time of the study some students were doing online learning with a total of 7 students. when taking data 12 students who enjoy in luring learning, but there were only 8 students who matched the criteria of the research conducted by the researcher. And the data of this research is the sentence that has a problem. They were run-on sentences, choppy sentences, stringy sentences. In this study, the researcher has conducted an observation checklist of students' writing. the data has obtained the result on the 10th grade students' writing at MA Unggulan Darul 'Ulum Jombang.

D. Findings

This chapter provides an analysis of students' writing data obtained through observation checklists in which students told about their experiences or stories during the holidays. The researcher identified the errors made by the students based on its type. In this study, the errors made by students in writing

recount texts were classified based on the general errors of sentence structure proposed by Oshima and Hogue (1998). students when writing recount text. such errors are classified into 3 types: choppy sentences, stringy sentences, and fragment sentences.

1. Choppy Sentence

A choppy sentence is effective but repetitive the same subject in the sentence. And also, combine two or three short sentences to make one compound or complex sentence based on the ideas in the short sentences whether equal or one idea depend on the other. Overuse of them is considered a poor style in academic writing.

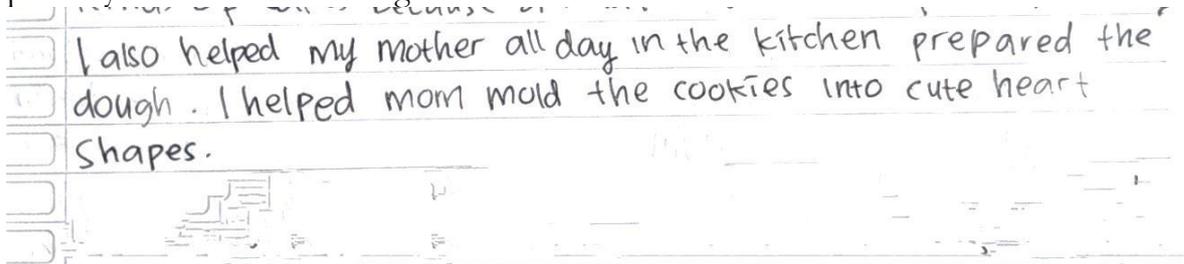
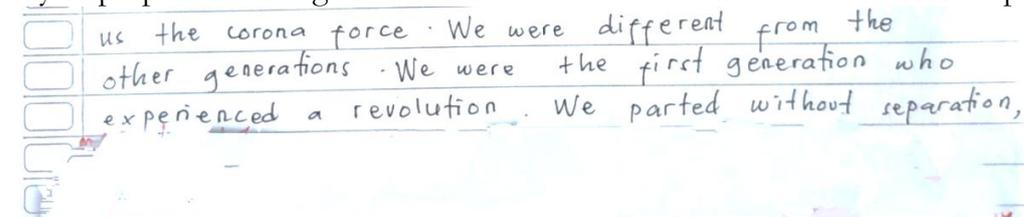


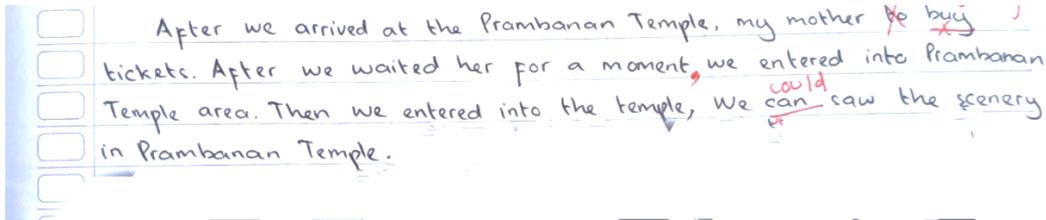
Figure 1. Data 01/CS/Par4-8

Student 4: this paragraph 4, sentence 8, made by student 4, contains **choppy sentences**. "I also helped my mother all day in the kitchen preparing the dough. I helped mom mold the cookies into cute heart shapes" the errors occurred because she used the same word in a sentence and the same subject "I" Actually, it was could be made a compound sentence should be "I helped my mother all day to prepare the dough and mold the cookies into a cute small heart shape."



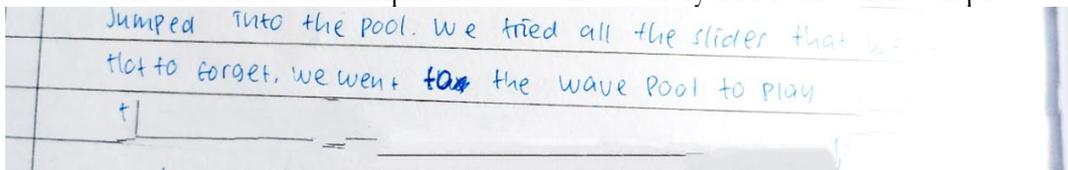
Picture 4. 1 Data 06/CS/Par3-9

Student 6: the sentence found in paragraph 3, sentence 9, made by student 6. contains **choppy sentences**. "We were different from the other generations, we were the first generation who experienced a revolution we parted without separation" The error occurred choppy sentence because this sentence repeat the same subject "we" twice in one sentence. and also can be made the simplified two-sentence there were (complex and simple sentence). "We were the first generation, who were different from the other generations, and we experienced a revolution and parted without separation".



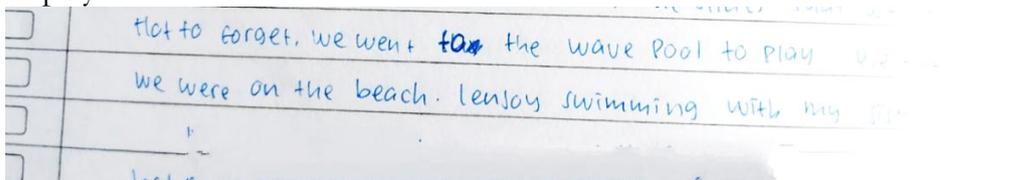
Picture 4. 2 Data 07/CS/Par2-8

Student 7: this sentence found in paragraph 2, made by student 2, contains a **choppy sentence**. These errors occurred because the student used the simple sentence and repeat the subject “we” “Then we entered into the temple, we can saw the scenery in Prambanan temple”. This sentence can make a compound sentence but used the coordinate conjunction to separate it. The correct should be “We entered into the temple and saw the scenery in Prambanan temple”.



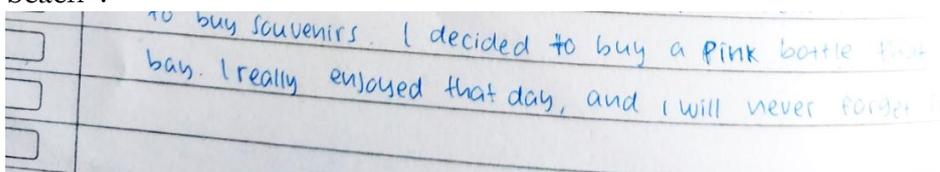
Picture 4. 3 Data 08/CS/Par2-6

Student 8: the sentence in paragraph 2, made by student 1, contains a **choppy sentence**. “We tried all the slides that were there not to forget, we went to the wave poll to play”. This error can be called “choppy sentence” because the student used a simple sentence with repeat the same subject in one sentence. The correct should be “ We tried all the slides there, then we went to the wave pool to play”.



Picture 4. 4 Data 08/CS/Par2-7

Student 8: this paragraph 2, sentence 7, made by student 1, contains **choppy sentences**. the errors occurred because she used a simple sentence with repeat the same subject “we” in one sentence “We went to the wave pool to play. We felt like we were on the beach” In fact, this sentence can be made a compound sentence by separating the use of the coordinating conjunction “and” the correct should be “We went to the wave poll to play, and we felt like on the beach”.



Picture 4. 5 Data 08/CS/Par3-11

Student 8: the paragraph 3, sentence 11, made by student 1, contains **choppy sentences**. “I decided to buy a pink bottle that said Jogja bag. I enjoyed that day and I will never forget it”. The error occurred because the student used a simple sentence with a repeat of the same subject “I” in the sentence. it’s can make a compound sentence and used the coordinating conjunction “and” to separate it. The correct sentence should be “I decided to buy a pink bottle that is called Jogja bag, and I enjoyed the day”.

2. Stringy Sentence

The use of too many independent clauses in one sentence which is usually joined by “and, so, or, because, since, and so forth can cause another sentence structure error called a stringy sentence.

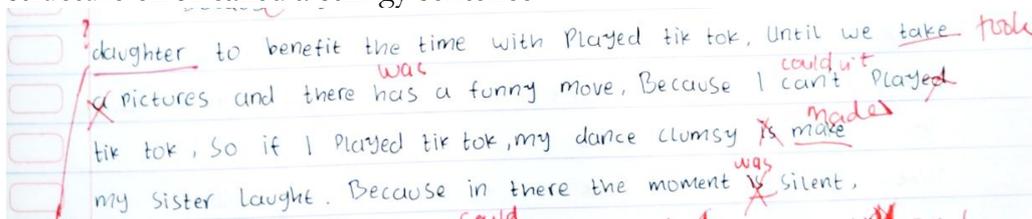
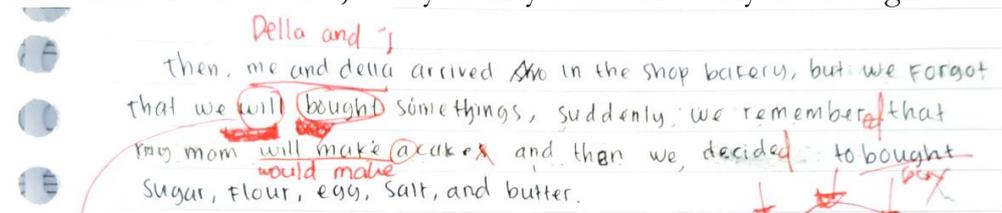


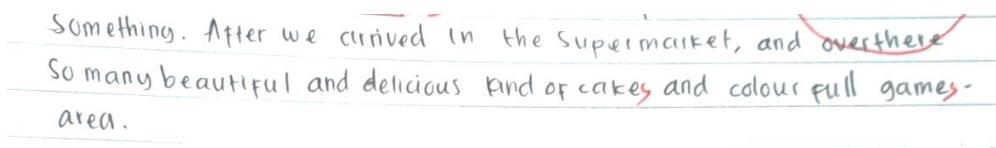
Figure 7. Data 02/SS/Par3-9

Student 2: sentence in paragraph 3, made by student 2 contains **stringy sentences**. “until we take a picture and there has a funny movie because I can't play Tiktok. so if I played Tiktok, my dance clumsy is make my sister laugh because in there the moment is silent”. This error occurred stringy sentence because there are too many independent clause with appropriate conjunction in one sentence, The correct sentence should be “ when we played tiktok, there was a funny movement. I can’t dance, so my clumsy dance made my sister laugh”.



Picture 4. 6 Data 03/SS/Par1-1

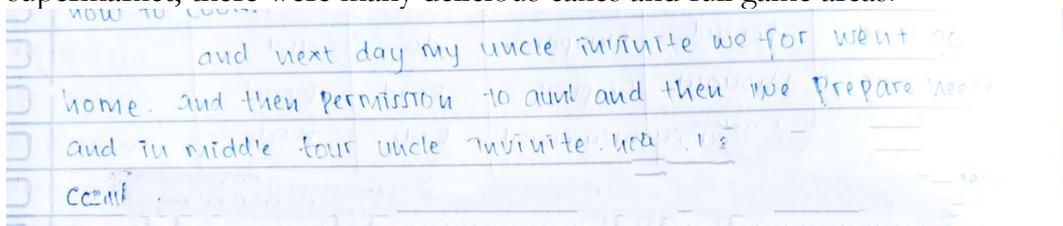
Student 3: the sentence above which was in the first paragraph, sentence 1, was made by student 3. Contains **stringy sentence**. “Then I and Della arrived in the shop bakery, but we forgot that we will buy somethings, suddenly we remember that my mom will make a cake”. the error occurs because the student used too many subordinating conjunctions to write the text. The correct sentence should be “The first we arrived in the bakery, we didn’t remember what we were going to buy, but a minute later I remember that my mom will make cakes”.



Something. After we arrived in the Supermarket, and over there
So many beautiful and delicious kind of cakes and colour full games
area.

Picture 4. 7 Data 03/SS/Par1-2

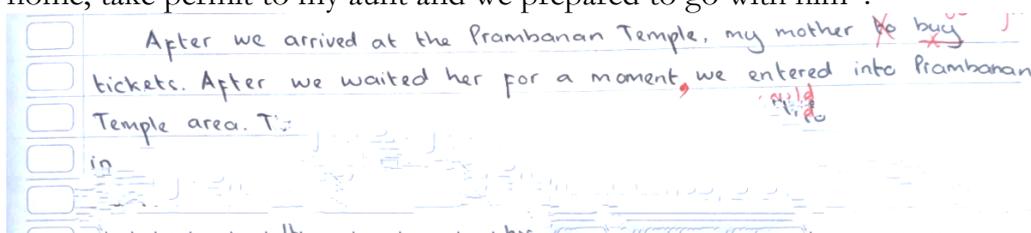
Student 3: this paragraph 1, sentence 2, made by student 3, contains **stringy sentence**. “After we arrived in the supermarket, and over there so many beautiful and delicious kind of cakes and color full games area”. This sentence occurred stringy sentence because the student used too many coordinating conjunctions in one sentence. the correct would be “ after we were arriving at supermarket, there were many delicious cakes and full game areas.



and next day my uncle invite we for went go
home. and then permission to aunt and then we prepare needed
and in middle tour uncle infinite

Picture 4. 8 Data 05 /SS/Par3-3

Student 5: the sentence above which was found in paragraph 3, was made by student 6. Contains **stringy sentence**. “And next day my uncle invite we for went go home. And then permission to the aunt and then we prepared needed and in the middle tour uncle infinite” the error occurred stringy sentence because the student there are too many independent clauses and coordinating conjunction “and” to combine the sentence, and also this sentence needed the article in the first sentence, the correct sentence should be “The next day my uncle invites us to go home, take permit to my aunt and we prepared to go with him”.



After we arrived at the Prambanan Temple, my mother to buy
tickets. After we waited her for a moment, we entered into Prambanan
Temple area.

Picture 4. 9 Data 07/SS/Par2-8

Student 7: which is in paragraph 2, sentence 8, made by student 2, contains **stringy sentences**. “After we arrived at the Prambanan temple, my mother to buy tickets. After we waited for her for a moment, we entered into the Prambanan temple area”. The errors occurred because the student used too many subordinating conjunctions in one sentence. it was a compound or complex sentence that used the coordinating conjunction “**and**” both the sentence “After

we arrived at the Prambanan temple, my mother buy the tickets. And we entered into Prambanan temple area”.

3. Sentence Fragment

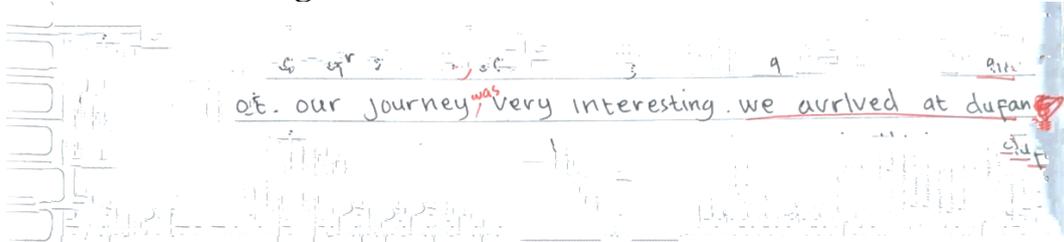
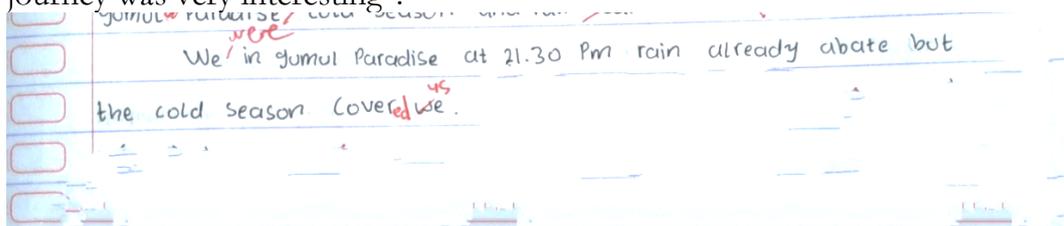


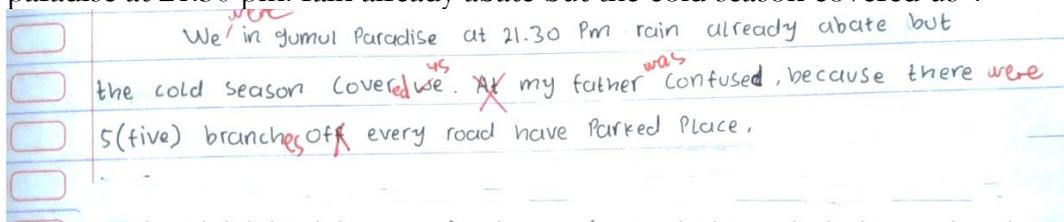
Figure 12. Data 01/Sf/Par1-1

Student 1: the paragraph 1 made by student 1, contains **sentence fragment** “Our journey very interesting. We arrived at dufan”. The sentence above is incomplete because the word "interesting" is a present participle that functions as an adjective, and it needs an auxiliary verb. So the correct one should be "our journey was very interesting".



Picture 4. 10 Data 02/SS/Par2-5

Student 2: the paragraph 2, sentence 5, made by student 2 contains **sentence fragment**. “We in Gumul paradise at 9.30 pm. rain already abate but the cold season covered we”. the sentence above was have a subject, but it doesn’t verb to complete the sentence. Therefore, it needs to add the auxiliary verb “was” to complete it. The correct sentence should be “We were in gumul paradise at 21.30 pm. rain already abate but the cold season covered us”.



Picture 4. 11 Data 02/SS/Par2-5

Student 2: which is in paragraph 2 made by student 2 contains **sentence fragment**. “at my father confused, because there five branch off every road have parked place”. The underlined sentence contained a dependent clause. In this sentence was incomplete the dependent clause it was functioning as adjectival clauses. Therefore, it should be added a verb or auxiliary “was” to as a complete

dependent clause. The correct sentence should be “my father was confused because there were 5 branches in every road have parked place”.

E. Conclusion

Based on the findings in this study, it was showed that the 10th grade students of MA unggulan Darul Ulum Jombang made several mistakes in composing sentences, especially recount text. This shows that students still have problems in composing well-structured sentences in writing. The errors found in students' writing can be categorized into three distributions: sentence fragments. Choppy sentences, and stringy sentences. The results showed that there were 14 errors that occurred in the students' writing. The category of errors that occur in students' writing is choppy sentences with a total of 6 students. which means choppy sentences are errors that often occur in student writing. Sentence Fragment exists because there is no necessary part in a complete sentence 6. Choppy sentences occur because of the use of sentences that are too short, in which students often repeat the same subject at the beginning of the sentence. The third error that occurs in students' writing is a stringy sentence of 4. This error occurs because students use too many independent clauses connected with the word "and" so that it forms a very long sentence in it.

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