

**AN ERROR ANALYSIS ON COMPLEX SENTENCES  
MADE BY THE SECOND YEAR STUDENTS OF ENGLISH  
EDUCATION PROGRAM OF STAIN TULUNGAGUNG IN  
WRITING CLASS**

**THESIS**

Presented to

State Islamic College of Tulungagung in partial fulfillment of the requirements for  
the degree of *Sarjana Pendidikan Islam* in English Education Program



By

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**NIM. 3213093010**

**ENGLISH EDUCATION PROGRAM  
DEPARTMENT OF ISLAMIC EDUCATION  
STATE ISLAMIC COLLEGE(STAIN)  
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**MOTTO**

*“Nothing is Impossible*

*as long as*

*We Work Hard and Pray to God”*

## **DEDICATION**

*With all of my love, I dedicate my thesis to:*

*My beloved parents who always give me love, attention, motivation and  
pray along of my life*

*My special one who really cares and supports me in any occasion*

*All of my lecturers who have taught and guided me during my study at  
STAIN Tulungagung*

*My college, English Education Program of STAIN Tulungagung*

*All of my friends who always give me motivation to finish this thesis*

## ABSTRACT

Rayawati, Dwi. Registered Number Student. 3213093010. 2013. *An Error Analysis On Complex Sentences Made by The Second Year Students of English Education Program of STAIN Tulungagung in Writing Class*. Thesis. English Education Program, State Islamic Collage (STAIN) of Tulungagung. Advisor: Nanik Sri Rahayu, M.Pd.

Keywords: Error Analysis, Complex Sentences, writing

As one of the sentences type that often used by the students in writing, complex sentence may play essential role in producing good writing because it is often more effective than other sentences type, since it indicates clearer and more specific relationships between the main parts of the sentence. Through complex sentences, we can put prominence on the idea that in a clause. Thus, the flow of thoughts will run much more smoothly, compared with a series of ideas expressed in simple sentences. However it is not easy to make good writing using complex sentences. Some students often found some difficulties in organizing the good sentences. Some may face difficulties in various aspects, including grammar one. Those difficulties faced by students are what then become mistakes or errors.

This study was conducted to find out the answer of question "(1) What types of errors do the second year students of English Education Program of STAIN Tulungagung make in constructing complex sentences?, (2) What is the frequency of occurrence of the error in each type?, (3) What deviation of complex sentences rules do the students make?"

The purposes of the study are: (1) To know the types of errors made by the students of English Education Program of STAIN Tulungagung in constructing complex sentences. (2) To know the frequency of occurrence of the error in each type. (3) To know the deviation of complex sentences rules made by the students.

This research is descriptive design with quantitative approach. The population of this study was all the second year student of English Education Program of STAIN Tulungagung. The sample was 50 students' writing that were chosen from ten students in every class randomly. The instruments used in this research was document. The data analysis was using error analysis. The study classified the students' errors based on the surface strategy taxonomy errors that were classified as omission, addition, misformation, and misordering. Besides, the errors were also classified in the terms of any possible properties of grammar used by the students in constructing English complex sentences and any deviations of complex sentence rules.

This study found that there were 270 errors made by the students in composing their complex sentences in terms of any possible properties of grammar (for instance tense, preposition, pronoun, etc). Furthermore, the high frequency of occurrence was omission 43%, followed by misformation 37%, addition 17.8%, and misordering 2.2%. The study was also identified any deviation of complex sentences rules found from students' writing. The students

made 53 or 19.6% of error in any deviation of complex sentences from 270 of total error in any possible properties of grammatical aspect. In addition, in the case of any deviation of complex sentences rules, the writer found the type of errors which appeared in the students' writing was error of *addition of comma* (30.2%), error of *omission of comma* (34%), *misformation of subordinator* (20.7%), *omission of subordinator* (13.2%) and error of *addition of subordinator* (1.9%).

Based on these findings it can be concluded that the students' problems in constructing complex sentences lay on the use of punctuation and subordinator. It is suggested that the improvement of the students' mastery in English complex sentences begins with the teaching of subordinator and its punctuation in adjective clause as well as adverbial clause.



## ABSTRAK

Rayawati, Dwi. NIM. 3213093010. 2013. *An Error Analysis On Complex Sentences Made by The Second Year Students of English Education Program of STAIN Tulungagung in Writing Class*. Skripsi. Tadris Bahasa Inggris (TBI), Sekolah Tinggi Agama Islam Negeri (STAIN) Tulungagung. Dosen Pembimbing: Nanik Sri Rahayu, M.Pd.  
Kata kunci: Error Analysis, Complex Sentences, writing

Sebagai salah satu jenis kalimat yang sering digunakan siswa dalam menulis, kalimat kompleks berperan penting dalam menghasilkan tulisan yang baik karena cenderung lebih efektif daripada jenis kalimat lain, hal ini dikarenakan kalimat kompleks menunjukkan hubungan yang lebih jelas dan lebih spesifik pada bagian utama kalimat. Melalui kalimat kompleks, kita dapat menempatkan gagasan yang menonjol pada suatu klausa. Dengan demikian, gagasan pemikiran akan lebih terlihat luwes, dibandingkan dengan gagasan yang diungkapkan dalam kalimat sederhana. Namun menulis dengan menggunakan kalimat kompleks bukanlah hal yang mudah. Siswa sering menemukan kesulitan dalam mengorganisir kalimat yang baik. Mereka menghadapi kesulitan dalam berbagai aspek, termasuk *grammar*. Kesulitan yang dihadapi oleh para siswa inilah yang menjadikan mereka sering membuat kesalahan dalam menulis.

Penelitian ini dilakukan dalam rangka menjawab pertanyaan (1) Apa jenis kesalahan yang sering dibuat oleh mahasiswa tahun kedua Program Pendidikan Bahasa Inggris STAIN Tulungagung dalam membuat kalimat kompleks?, (2) Berapakah frekuensi terjadinya kesalahan dalam setiap jenis kesalahan?, (3) Apa jenis penyimpangan pola kalimat kompleks yang dibuat oleh para siswa ?

Tujuan dari penelitian ini adalah: (1) Untuk mengetahui jenis kesalahan yang dibuat oleh mahasiswa Program Pendidikan Bahasa Inggris STAIN Tulungagung dalam membuat kalimat kompleks. (2) Untuk mengetahui frekuensi terjadinya kesalahan dalam setiap jenis. (3) Untuk mengetahui penyimpangan pola kalimat kompleks yang dibuat oleh para siswa.

Penelitian ini merupakan penelitian deskriptif dengan pendekatan kuantitatif. Populasi dalam penelitian ini adalah semua mahasiswa tahun kedua Program Pendidikan Bahasa Inggris STAIN Tulungagung. Sampel adalah 50 tulisan siswa yang dipilih dari sepuluh siswa setiap kelas secara acak. Instrumen yang digunakan dalam penelitian ini adalah dokumen. Analisis data menggunakan *error analysis*. Studi ini mengklasifikasikan kesalahan siswa berdasarkan *surface strategy taxonomy errors* yang terbagi menjadi *error of omission, addition, misformation, and misordering*. Disamping itu, kesalahan juga diklasifikasikan dalam kemungkinan tata bahasa dalam penyusunan kalimat kompleks dan penyimpangan pola kalimat kompleks.

Studi ini menemukan bahwa ada 270 kesalahan yang dibuat oleh siswa dalam menyusun kalimat kompleks mereka dalam hal sifat tata bahasa (misalnya *tenses, preposition, pronoun, dll*). Selanjutnya, frekuensi tertinggi terjadi pada

*omission* 43%, diikuti oleh *misformation* 37%, lalu *addition* 17,8%, dan *misordering* 2,2%. Penelitian ini juga mengidentifikasi setiap penyimpangan pada aturan kalimat kompleks yang ditemukan dari tulisan siswa. Para siswa membuat 53 kesalahan atau 19,6% dari 270 total kesalahan aspek gramatikal. Kemudian, dalam hal penyimpangan pada aturan kalimat kompleks ini, penulis menemukan bahwa jenis kesalahan yang muncul dalam tulisan siswa adalah *addition of comma* (30,2%), *omission of comma* (34%), *misformation of subordinator* (20,7%), *omission of subordinator* (13,2%) dan *addition of subordinator* (1,9%).

Berdasarkan temuan dapat disimpulkan bahwa kesulitan siswa dalam menyusun kalimat kompleks terjadi pada penggunaan tanda baca dan *subordinator*. Oleh karena itu disarankan bahwa perbaikan penguasaan kalimat kompleks dimulai dari pengajaran mengenai *subordinator* dan tanda bacanya baik dalam *adjective clause* maupun *adverbial clause*.

## DECLARATION OF AUTHORSHIP

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declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of the candidate of and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
3. If a later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Tulungagung, July 19<sup>th</sup>2013

Dwi Rayawati  
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In the name of Alloh, The Most Beneficent and The Most Merciful, all praises are to Alloh SWT for all the blesses so that the writer can accomplish this thesis. In addition, may peace and salutation always be given to the prophet Muhammad who has guided human being from the darkness days to the lightness ones.

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Tulungagung, July 19<sup>th</sup>2013

The writer,

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