

ANALYSIS ON SENTENCE PATTERNS IN THAI STUDENTS' ESSAY

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Abstract: This current research focused on analyzing sentence patterns and words formation in seventh grade students' essay. This study used descriptive qualitative research method. The participant were thirty five students at Eakkapap Sasanawich Islamic School Krabi Thailand. The data was obtained from the eassys made by seventh grade students. The result of this research showed that the affixation on the writing results of the seventh grade students indicated that form of prefix word used only *re-*. While the most widely form of the suffix word was suffix *-ed* in the verb category (past tense and past participle), suffix *-ing* in the noun (gerund) and verb (present participle) category, and suffix *-s/-es* in the noun plural category. The after one is that the sentence structures found are simple sentences consisting of several variations, such as 1) Subject-Verb (SV), 2) Double Subject-Verb (SSV), 3) Double Subject and Verb (SSVV), and 4) Subject-Double Verb (SVV). There were also several passive voices. The compound sentence, complex sentence, and compound-complex sentence structure were also found in the seventh grade students' essays.

Keywords: word formation, sentence pattern, seventh grade students.

INTRODUCTION

More than a thousand languages exist in this world, one of them is English. English is as an international language. English is also a language that functions as a universal language. Moreover, several countries no longer use English as a foreign language but as a second language. Several countries in ASEAN, such as Malaysia, Philippines, Singapore use English as a second language or official language. That is different with Indonesia and Thailand because in Indonesia and Thailand English is still as a foreign language. Moreover, several countries no longer use English as a foreign language but as a second language. Such as, in India, Pakistan, and Philippines, English is the official language although it is mainly used in government and education. Then students who are in the country which uses English as a froreign language called EFL learners.

People all over the world use English as a link for communication between countries and between cultures in parts of the world. Vardanjani (2013) states that at present, English is as the globalization language, international communication, commerce and trade, media and culture (p. 4). It can be said that English is the most important language to be learned by all of people in this era. English can be a bridge into the world for people who want to get higher education, experience, knowledge, science, tourism, or another things which is interesting for them. Therefore, for people who want to develope their experience and knowledge, they have to be able to understand English well since many sources, such as books,

newspapers, magazines, and other sources are written in English. From the several facts above, it can be said that English is very necessary to be learned.

In English, there are four skills which have to be known, namely 1) listening skill; 2) speaking skill; 3) reading skill; and 4) writing skill. Writing skill is called the skill which is important part of communication. Then among the four English skills, writing skill is the most difficult skill. According to Kukurs (2012), even mostly the native speakers find the difficulties and fail to write a good piece of writing. Consequently, writing is a very hard assignment for EFL learners, and it is cannot avoid to find the errors made by the group of learners since they have limited chance to do English writing (Sermsook, Liamnimitr, and Pochakorn: 2017). In case, writing is the hard skill not only for the EFL students but also for the native speakers. If someone wants to become a good writer, he or she should mastered the basic rules of writing skill, such as grammar, vocabulary, punctuation, etc. The understanding of English structure is necessary for beginners. To understand the English text, people can try to analyze simple sentences and try to create a simple sentence in spoken or written.

When we do writing of course we make a sentence. A sentence is a words that put together then forms a meaning. A sentence is a basic form that expresses a complete idea. A sentence can be called sentence at least should have a subject and a main verb to complete the form. For example, "Lia laughs". Jaya (2017) states that subject is a noun which doing the main verb, and the main verb is the verb which subject doing (p. 69). Grammatical elements between the constituent parts of which distributional limitations and dependencies can be established is a sentence, but it can itself be put in the no distributional class. It equals to say that the notion of distribution based on the substitutability is not applicable to sentence at all. According to Noam Chomsky, the basic purpose of the linguistic analysis of language is to separate the grammatical sequences which are sentences from the ungrammatical sequences that are not sentences of and to study the structure of the grammatical sequences (Fromkin and Rodman, 1988: 162).

In English learning, we also have to learn about the English components, those are pronunciation, vocabulary, and grammar. Writing relates with vocabulary and grammar. When students do writing, they need to master a lot of vocabulary because it will make our writing more interesting and does not monotone. Writing also has to follow the correct grammatical rules. It aims to avoid misunderstanding and misinterpretation from the readers. Then grammar is the one element which has to be mastered by students in learning English. Grammar is basic rule for making sentence or forming words. It can be said that grammar is a central element of language, which contains of grammatical structure rules (Kurniawan and Seprizanna, 2016). Grammatical rules allow students to know and apply how to put some words together so that become the correct sentence. Learning grammar makes students able to know how to produce the great sentences, and it makes easier for them to show their feeling and ideas. People will tend to speak and write English well when they use grammar correctly.

In this case, researcher focuses on sentence patterns of seventh grade students' essay in Eakkapap Sasanawich Islamic School Krabi, Thailand. The reseacher chooses students' essay because they mostly use simple sentences, and their essay contains a few patterns that can be analyzed grammatically. Then the

researcher chooses Thai students because they are still categorized as EFL students. On the other hand, the topic which is chosen by researcher has experienced that there are students who are still confused to know and understand how to make good English sentences. Then the students also got confused in translating word by word to make a sentence because sometimes a word has a various meanings depending on its classes. The reason why researcher choose this focus which analyze sentence patterns was that the researcher is interested in analyzing it and wants to learn deeper about the grammatical analysis.

This research only focuses on sentence patterns structure in seventh grade students' essay in Eakkapap Sasanawich Islamic School Krabi Thailand. This research more focuses on discussing how the sentences written by students, the process of word formation, the errors and structures of the seventh grade students' written language. Therefore, this research would be essential to be researched as it can contribute to the development of English Learning. Through this research, the researcher hopes that the readers can understand and get deeper knowledge and information about grammatical analysis sentence patterns.

METHOD

In conducting the current research, the researcher use descriptive qualitative research. Descriptive design is adequate to be applied in this research because the purpose is gaining a lot of information about sentence patterns and word formation contained in the data. Data collection was in the form of students writing which was a daily assignment and also the results of daily tests. In order to obtain sufficient data in this study, the researcher took 35 seventh grade students, each from Thailand. As for the written tasks to be researched, there were thirty five (35) written tasks written by seventh grade students at Eakkapap Sasanawich Islamic School Krabi Thailand.

The key instrument or the main instrument in this study was the researcher herself or the human instrument. Researcher acted as planner, implementer, data collector, analyzer, data interpreter, and became the pioneers of her research. This research involved all abilities and understanding to obtain research data. In addition, researcher also used supporting instruments, the instruments used in this research were (1) data filter table and (2) data analysis guide table. There are three steps in analyzing the data, namely data reduction, data display, and drawing conclusion.

FINDINGS AND DISCUSSION

In this part, the researcher describes and analyze what was identified in the data that was found in the seventh grade students' essays. The research data that would provide and answer to the research problem stated in the chapter one. As previously stated in the chapter one, the objectives of this study are to describe the word formation and sentence pattern in seventh grade students' essay at Eakkapap Sasanawich Islamic School Krabi Thailand. This finding is in line with the previous study as stated in the previous chapter.

According to the result of the students' essays, the researcher found several kinds of word formation, namely *affixes* included *prefixes* and *suffixes*. Then the researcher found four kinds of sentence patterns in students' essays, namely 1)

simple sentence; 2) compound sentence; 3) complex sentence; and 4) compound-complex sentence. The following is the explanation of the data that have been found.

For the first, Affixation is a word formation process by adding affixes to the root word, and one from of affixation is prefixes. Prefix is an affix which is located at the beginning of a word, such as *be-*, *de-*, *en-*, *un-*, *ex-*, *hyper-*, *pre-*, *pro-*, *re-*, *sub-*, *super-*, *trans-*, *dis-*, *in-*, *im-*, *il-*, *ir-*, *non-*, *mis-*, *mid-*, etc. Meanwhile, based on the data analysis, the researcher found the type of prefix that is only *re-*. Then suffix is an affix which is located at the end of a word, and suffix forms a word and new meaning that is different from original word. The example of suffix, those are *-ful*, *-able*, *-ing*, *-ation*, *-er*, *-or*, *-ess*, *-ity/-y*, *-ment*, *-s/-es*, *-ise/-ize*, *-ive*, *-ish*, *-ian*, *-less*, *-able*, *-ed*, *-ical*, *-like*, *-ous*, *-y*, *-ly*, *-ness*, *-ism*, *-al*, *-ate*, *-en*, *-ify*, etc. Meanwhile, based on the result of the data analysis, it was found that the suffixes were *-d/-ed*, *-ing*, *-s/-es*, *-er*, *-ion*, *-ment*, *-ness*, *-ist*, *-y/-ity*, *-ly*, *-ful*, *-able*, and *-est*.

Table 1. The Results of Word Formation

No.	Word Formation	Data Found
1.	Prefix	<i>re-</i>
2.	Suffixes	<i>-d/-ed</i> , <i>-ing</i> , <i>-s/-es</i> , <i>-er</i> , <i>-ion</i> , <i>-ment</i> , <i>-ness</i> , <i>-ist</i> , <i>-y/-ity</i> , <i>-ly</i> , <i>-ful</i> , <i>-able</i> , and <i>-est</i> .

The second, based on the data in students' writing results in Eakkapap Sasanawich Islamic School, the researcher found several type of sentences, namely simple sentence, compound sentence, complex sentence, and compound-complex sentence. In the simple sentence, the researcher found 111 simple sentences in students' essays with the variations of simple sentence formulas, such as 1) Subject-Verb (SV), 2) Double Subject-Verb (SSV), 3) Double Subject and Verb (SSVV), and 4) Subject-Double Verb (SVV). Then in the compound sentence, the basic formula for a compound sentence is "simple sentence + comma (,) + coordinating conjunction + simple sentence". The kinds of coordinating conjunctions used in compound sentence are *for*, *and*, *nor*, *but*, *or*, *yet*, and *so*. Based on the data, students only used coordinating conjunction *and*, *but*, *or*, and *so*, and there are 17 compound sentence that have been found from the data sources. For the complex sentence, a complex sentence is a sentence which contains one independent clause and one or more dependent clause. An independent clause is the clause which has one subject-verb pair and express a complete thought while a dependent clause is an independent clause with a subordinating word, such as *because*, *after*, *when*, etc added to the beginning of it. The researcher found 44 data in the students' essays. And the last of the kinds of sentence patterns is compound-complex sentence. In here, a compound-complex sentence is a type of sentence which is combination of compound and complex sentence. Then the researcher found seven compound-complex sentences in the students essays.

Then several irregularities appeared in the form of word order errors which form a phrase or sentence. This shows that there is still a strong influence on the mother tongue (L1) which is commonly used by seventh grade students in Ekkapap Sasanawich Islamic School Krabi other than English. The sentence structure used by students in their essay shows that there are differences from each student.

CONSLUSION AND SUGGESTION

Based on the results of the research regarding the characteristics of the written language structure of the seventh grade students in Ekkapap Sasanawich Islamic School Krabi, it was concluded as follows.

The first one is that the words formation contained in seventh grade students' essay included the formation of affixation, namely (1) prefixes and (2) suffixes. The most widely form of the suffix word was suffix *-ed* in the verb category (past tense and past participle), suffix *-ing* in the noun (gerund) and verb (present participle) category, and suffix *-s/-es* in the noun plural category. The emergence of word formation from students' essay is different for each students.

The after one is that the sentence structures found are simple sentences consisting of several variations, such as 1) Subject-Verb (SV), 2) Double Subject-Verb (SSV), 3) Double Subject and Verb (SSVV), and 4) Subject-Double Verb (SVV). There were also several passive voices. The compound sentence, complex sentence, and compound-complex sentence structure were also found in the seventh grade students' essay. In addition, in compound sentences, it was found the use of coordinating conjunctions which were signs of compound sentences produced by students. Then in complex sentences, it was found the use of subordinators which indicated that those complex sentences contained dependent clause and independent clause. Then several irregularities appeared in the form of word order errors which form a phrase or sentence. This shows that there is still a strong influence on the mother tongue (L1) which is commonly used by seventh grade students in Ekkapap Sasanawich Islamic School Krabi other than English. The sentence structure used by students in their essay shows that there are differences from each student.

Many factors make seventh garde students in Ekkapap Sasanawich School experience any problem, such as irregularities in word formation and and sentence structure which are triggered by (1) students who often forget or do not understand word formation and sentence structure in English, (2) the influence of mother tongue (L1) and environment, (3) known limitations of English vocabulary adjustment of differences between English and foreign language (mother tongue), as well as the factors that influence the process of word formation and sentence structure.

According to the results of this research, there are several suggestions that can be conveyed related to the research which has been carried out. These suggetions are submitted to English teacher, Ekkapap Sasanawich School students, and further research.

1) English Teacher

For english teachers, as the discovery of the characteristics of the written language structure of the seventh grade students in Ekkapap Sasanawich Islamic

School Krabi, Thailand on the students' essay, the teacher should pay more attention to the word formation and sentence structures used by students. This is in order to make the result of this research as a guideline for the preparation of learning materials to make students better at writing in English and reduce inaccuracy. In addition, teachers should better balance the teaching material, so that not only one material dominates.

2) Ekkapap Sasanawich School Students

For students, it is expected to be more active in learning especially in writing by paying attention to affixation, word selection, and sentence structure in their effectiveness. In addition, students are expected to be more active by frequently asking the teacher or anyone involved in the material and the difficulties which students have in English learning.

3) The Further Research

For further research, this research is expected to be one of the references but with a different research focus, object, and level. The researcher also hopes that this research could become one of the references in English learning especially in understanding about affixes and sentence structure.

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