THE ERRORS MADE BY THE SIXTH SEMESTER STUDENTS
OF THE ENGLISH DEPARTMENT
OF WIDYA MANDALA SURABAYA CATHOLIC UNIVERSITY
IN CONSTRUCTING COMPOUND AND COMPLEX SENTENCES

A THESIS

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PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
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ABSTRACT
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Key terms: Errors, Compound and Complex Sentences, Coordinators, Subordinators.

The mastery of English compound and complex sentences is of a paramount importance because it can help us to study the basic utterances of English spoken and written sentences. In addition, compound and complex sentences can also be used to express ideas that are impossible to express in one word, one phrase, or even in one simple sentence. In fact, they can be used to produce the effectiveness and clarity in English oral or written communication. Thus, the analysis of errors in English compound and complex sentences can be used as an input for the remedial teaching program. The present research tries to study three types of compound sentences and three types of complex sentences with the limitation on twenty five coordinators and thirty five subordinators being tested.

The problems which were investigated in this study were: 1) the types of errors made by the students in constructing English compound and complex sentences, 2) the frequency of occurrence of each type of error made by the students in constructing compound and complex sentences, and 3) the areas of difficulties encountered by the students in constructing compound and complex sentences.

With these problems, the present study had three purposes: 1) to find out the types of errors made by the students in constructing compound and complex sentences, 2) to find out the frequency of the occurrence of each type of error made by the students in constructing compound and complex sentences, and 3) to describe the areas of difficulties encountered by the students in constructing compound and complex sentences.

The subjects of this study consisted of 79 sixth semester students of the English Department who were taking the translation course at Widya Mandala Surabaya Catholic University. The instrument used to collect the data was a pencil and paper test on compound and complex sentences in sentence combining and translation with 25 coordinators and 35 subordinators. This test was administered to the subjects who had finished their grammar courses.

The study reveals the following findings:
1) The types of errors made by the students in constructing compound and complex sentences consisted of (1) 11.51 % errors of omission, (2) 80.93 % errors of misformation, and (3) 7.57 % errors of disorder.
The results further show that in constructing compound and complex sentences, the students made 40.48% errors on the average from the test. This means that the students' qualitative mastery in constructing compound and complex sentences was fair.

2) With regard to the frequency of occurrence of errors of each coordinator and subordinator, it can be concluded that:
   a) Six coordinators were difficult i.e. (1) correlative conjunctions: either...or, neither...nor; (2) conjunctive adverbs: however, otherwise, besides, and likewise
   b) Three coordinators are fair, i.e. (1) correlative conjunctions: both...and (2) conjunctive adverbs: moreover, then, and meanwhile
   c) Five coordinators are easy, i.e. (1) Coordinate conjunctions: but, or, for ; (2) Correlative conjunctions: not only...but also ; (3) conjunctive adverbs: therefore.
   d) Thirteen Subordinators are difficult, i.e. (1) Noun clause: that-request, what-exclamation; (2) Adverb clause: while, since, before, after, as soon as, whereas, in order to, unless, only if, whether or not, and in case.
   e) Three Subordinators are fair, i.e. (1) Adjective clause: whose; (2) Adverb clause: when, and although
   f) Nineteen Subordinators are easy, i.e. (1) Noun clause: that-statement, whether, who, which, what, when, where, how, why, how-exclamation; (2) Adjective clause: who, whom, which, when, where, that; (3) Adverb clause: then, because, if.

In terms of each coordinator and subordinator being tested in this study, an attempt was made to trace back the causes of errors from the areas of difficulties with the limitation on interlingual and intralingual errors. These errors were mostly caused by the students' insufficient knowledge of the target language rules in constructing compound and complex sentences. Semantically, compound and complex sentences between Indonesian and English are similar but it did not guarantee the students could master English compound and complex sentences in general. It implies that those errors representing the students' language background were due to intralingual errors rather than interference from Indonesian, as the students' native language.
ABSTRACT


Key terms: Errors, Compound and Complex Sentences, Coordinators, Subordinators.

Penguasaan kalimat majemuk bahasa Inggris, baik kalimat majemuk bertingkat, sangat penting karena hal tersebut dapat membantu kita untuk memahami ujaran dasar lisan maupun tulisan. Disamping itu, kalimat-kalimat majemuk dapat juga digunakan untuk mengungkapkan gagasan-gagasan yang sulit disampaikan dengan satu kata atau satu frasa dan bahkan dengan sebuah kalimat tunggal. Kenyataannya, kalimat-kalimat majemuk dapat digunakan untuk menghasilkan keefektifan dan kejelasan komunikasi lisan maupun tulisan dalam bahasa Inggris. Dengan demikian, hasil suatu analisis kesalahan kalimat majemuk bahasa Inggris dapat digunakan sebagai masukan untuk program pengajaran remedi. Penelitian ini mencoba mempelajari 3 jenis kalimat majemuk setara dan 3 kalimat majemuk bertingkat dengan batasan pada 25 coordinators (kata-kata tugas koordinatif) dan 35 subordinators (kata-kata tugas subordinatif) yang diuji.

Permasalahan-permasalahan yang dianalisis dalam penelitian ini adalah 1) jenis kesalahan yang dibuat mahasiswa dalam menulis kalimat majemuk bahasa Inggris, 2) frekuensi terjadinya setiap jenis kesalahan yang dibuat mahasiswa dalam menulis kalimat majemuk bahasa Inggris, 3) lingkup bidang kesulitan yang dialami mahasiswa pada saat menulis kalimat majemuk bahasa Inggris.

Dalam lingkup permasalahan tersebut, penelitian ini meliputi tiga tujuan: 1) menemukan jenis kesalahan yang dibuat mahasiswa dalam menulis kalimat majemuk bahasa Inggris, 2) memperhitungkan frekuensi terjadinya setiap jenis kesalahan yang dibuat mahasiswa dalam menulis kalimat majemuk bahasa Inggris, 3) menguraikan lingkup bidang kesulitan yang ditemukan mahasiswa dalam menulis kalimat majemuk bahasa Inggris.

Subject penelitian ini terdiri dari 79 mahasiswa semester VI jurusan bahasa Inggris yang sedang mengikuti mata kuliah Translation di Universitas Katholik Widya Mandala Surabaya. Instrument yang digunakan untuk mendapatkan data adalah tes menulis kalimat majemuk bahasa Inggris dalam bentuk menggabungkan dua kalimat tunggal menjadi kalimat majemuk dan menterjemahkan kalimat-kalimat majemuk bahasa Inggris yang menggunakan 25 coordinators (kata-kata tugas koordinatif)
dan 35 subordinators (kata-kata tugas subordinatif). Ujian tersebut diberikan kepada mahasiswa semester VI jurusan bahasa Inggris yang telah mengikuti semua mata kuliah Grammar.

Penelitian ini mengungkapkan penemuan-penemuan berikut ini:
1) Jenis kesalahan yang dibuat mahasiswa dalam menulis kalimat majemuk bahasa Inggris terdiri dari (1) 11.51 % kesalahan omission, (2) 80.93 % kesalahan misformation, dan (3) 7.57 % kesalahan misorder. Hasil penelitian lebih lanjut menyebutkan bahwa didalam menulis kalimat majemuk, mahasiswa membuat kesalahan rata-rata 40.48 %. Hal ini berarti penguasaan kalimat majemuk bahasa Inggris oleh mahasiswa secara kualitatif adalah sedang (Fair)

2) Berkaitan dengan frekwensi terjadinya kesalahan untuk tiap jenis coordinator maupun subordinator (kata tugas koordinatif maupun subordinatif) dapat disimulkan bahwa:
   a) 6 coordinators (kata-kata tugas koordinatif) sukar, diantaranya (1) correlative conjunctions: either...or, neither...nor; (2) conjunctive adverbs: however, otherwise, besides, and likewise.
   b) 3 coordinators (kata-kata tugas koordinatif) sedang, diantaranya (1) correlative conjunction: both...and; (2) conjunctive adverbs: moreover, then, meanwhile.
   c) 5 coordinators (kata-kata tugas koordinatif) mudah, (1) coordinate conjunctions: but, or, for; (2) correlative conjunction: not only...but also; (3) conjunctive adverb: therefore.
   d) 13 subordinators (kata-kata tugas subordinatif) sukar, diantaranya (1) naoun clause: that-request, what-exclamation; (2) adverb clause: while, since, before, after, as soon as, whereas, in order to, unless, only if, whether or not, in case.
   e) 3 subordinators (kata-kata tugas subordinatif) sedang, diantaranya (1) adjective clause: whose; adverb clause: when, although.
   f) 19 subordinators (kata-kata tugas subordinatif) mudah, diantaranya (1) noun clause: that-statement, whether, who, which, what, where, how, why, how-exclamation; (2) adjective clause: who, whom, which, when, where, that; (3) adverb clause: then, because, if.

Untuk setiap coordinator dan subordinator (kata-kata tugas koordinatif dan subordinatif) yang diuji dalam penelitian ini, usaha penelusuran penyebab kesalahan dalam lingkup bidang kesulitan dilakukan terbatas pada kesalahan interlingual dan kesalahan intralingual. Kesalahan-kesalahan tersebut pada umumnya disebabkan kurangnya pemahaman kaedah-kaedah penulisan kalimat majemuk bahasa Inggris. Secara semantis, kalimat majemuk bahasa Inggris mirip dengan kalimat majemuk bahasa Indonesia, namun hal itu secara umum tidak dapat menjamin bahwa mahasiswa dapat menguasai penulisan kalimat majemuk bahasa Inggris. Hal tersebut mengimplikasikan bahwa kesalahan-kesalahan tersebut adalah kesalahan intralingual dan bukanlah kesalahan sebagai akibat intervensi bahasa Indonesia sebagai bahasa ibu mahasiswa.
Dari penemuan-penemuan tersebut, guru diharapkan memberi perhatian lebih terhadap kata-kata tugas yang sukar agar penguasaan mahasiswa dalam menulis kalimat majemuk bahasa Inggris dapat meningkat. Diharapkan juga agar penelitian replikasi dilakukan dengan menggunakan instrumen yang lain dan dengan sampel yang lebih banyak agar dapat diambil kesimpulan yang lebih sahih.
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