

**AN ANALYSIS ON SYNTACTIC COMPLEXITY IN STUDENTS' WRITING SKILL  
AT ELEVENTH GRADE OF SMAN 19 KABUPATEN TANGERANG  
IN ACADEMIC YEAR 2019/2020**

**Tia Sutiah<sup>1</sup>, Isnaniah<sup>2</sup>**

<sup>1</sup> English Language Education Faculty of Teacher Training and Education, Universitas Islam Syekh-Yusuf

email: [sutiahtia71@gmail.com](mailto:sutiahtia71@gmail.com)

<sup>2</sup> English Language Education Faculty of Teacher Training and Education, Universitas Islam Syekh-Yusuf  
email: [isnaniah@unis.ac.id](mailto:isnaniah@unis.ac.id)

**Abstract**

The aim of this research is to find out the result of students' writing skill in using of syntactic complexity on essay descriptive text writing at 11th grade of SMAN 19 Kabupaten Tangerang. The total population is 290 students of eleventh grade and the sample is 33 students at XI IPA 2. This research used qualitative method, then sentences in writing skill that would be analyzed by the researcher are the sentences. The sentences are simple sentence, compound sentence, complex sentence, and compound-complex sentence. After the researcher has done the analysis and calculated the total percentage of four the sentences. The result show essay in the simple sentence is 31%, compound sentence is 5%, complex sentence 7% and compound-complex sentence is 1% with percentage 33 students who got in learning syntactic complexity in the descriptive text.

**Keywords: Writing Skill, Syntactic Complexity, Descriptive Text**

**1. INTRODUCTION**

Writing skill is important because by writing people can develop ideas, expression, and opinions. Writing skill can be developed through several types such as writing diary, magazines, newspapers or blogs. Unfortunately, for the students, writing is one of the skills which difficult to be learned by them. It was supported by Richards & Renandya (2002:303), he stated that writing is the most difficult skill for L2 learners to master. The difficulty lies not only is generating and organizing ideas, but, in translating the ideas into readable text, the students not pay attention as lower learn skill of spelling, punctuation, word choice and so on. In other words, writing is not interesting lesson in learning English. Almost all of the students had been thinking something boring to do writing. It was happened because learning English different with Indonesia. The students have never acquired the second language easily as native speaker (Sukendra, Mulyana, & Sudarmaji, 2018).

Writing in English has some difficulties when words are changed to the sentences, it can be seen from the length of unit words. The students commonly make mistakes in their writing, especially in using sentence structure, like simple sentence, compound, complex and compound-complex sentences. According to Swiqtek (2002), he stated that sentences have four types; there are : the first simple sentence which consists of one main clause, the second a compound sentence consists of two or more main clauses and the clauses are independent and may stand on their own, the third a complex sentence is a sentence that contains at least one full dependent clause with its own subject and predicate. As we know, a dependent clause is a clause that starts with a subordinator, a word like because, although, if, who and so on. And the last a compound complex sentences are sentences that have a compound sentence with complex parts, or a complex sentence with compound parts. The writing skill in students of the sentence form of syntactic complexity in the understand and usage in the types of sentences that cause difficulty to the students in writing skill in the syntactic complexity. There are some factors that cause students for not mastering the writing, such as using the meaning of the words, phrases, clauses, and sentences. Then the students lazy to open dictionary to improve their knowledge. Especially in the sentence of syntactic complexity.

The source of related to this title Lahuerta (2018), argued that "the examined differences in syntactic complexity of English writing skill, and the measures of syntactic complexity. The partisipans were 200 students at Spanish, the student was used essay which will be evaluated by quantitative measures into aspects of language second English. Then, the result of this study indication the complexity measures chosen the significant differences in writing proficiency when comparing different proficiency level." A Syntactic Complexity is one of grammatical that will be experienced for the students in the improve most of their English writing in the class, then the

teacher will be knowing the understanding of the students in using syntactic complexity English writing especially in the sentences of syntactic complexity of essay written.

### **1.1 Syntactic Complexity**

Syntax is linguistic element in a language cite from Prasad (2012) he defines that syntax as "the way that words and phrases are put together to form sentences in a language." It means, syntax is the grammar of sentences which words can be strung together to form acceptable sentences. And Complexity on the grammar will determine the length of production unit or words, in the sentence structure. One way to improve students writing skill is giving them a syntactic complexity, especially in the descriptive text. It might increase the students in the writing skill, Because the students can be learn from their mistake. Ortega (2015:18) stated the focuss on syntactic complexity is understand to extensively such as "the range and the sophistication of grammatical resources exhibited in language production." In other words, the syntactic of complexity has some components amongs the sentential, clausal, and phrasal level. Furthermore, the features of language such as forms, stucture, and pattern. It can give the effect to the writing students skill, this structure can be learn by students from a formal or functional.

As Housen & Bulte (2014) writing in syntactic complexity have some type of sentence which can defined as grammars syntax. The syntactic complexity can be make the students improve their skill in writing, especially in the make a descriptive text. Then, the built the words included such as noun phrases, conjunction, vocabularies, and so on. Based on explanation above the syntax is one aspect how language works and how sentences are structural. Not only that, the complexity of grammar in writing descriptive text which is usually used to find out the extent to which language is produced in making text and to find out the complexity of construction which consists of several components or sub constructions in syntactic. Furthermore, in syntax system of rules syntax and categories that underlines sentence. It mean the students ability to creat and undertand sentences, every sentence have contain a verb and the subject, noun, noun phrase, clause and so on. There are four types of sentences, but the syntactic complexity here the researcher concern to simple sentence, complex sentence, compound sentence, and complex-compound sentence.

### **1.2 Descriptive Text**

Descriptive text is one of ganres in the types text in English language. Descriptive is a verbal picture of person, animal, place, and thing. It is an activity to describe something in detail and clear. According to Noprianto (2017) description is describing the way something looks such as the physical apperance and leaning description is the important because the description moves our emotion become the experience.

Desriptive text is a text that consists of view of researchers that thinking about an object. The object usually can be something, someone and some place, Not only that Descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object or person. According to Hanapi et al., (2018) he states that a description allows the readers to use, hear, or feel the subject matter clearly. The description which had mentiond above, It must be arranged logically so that the description is clear.

## **2. RESEARCH METHODOLOGY**

The researcher carried out the research at SMAN 19 Kabupaten Tangerang. It is located on JL. Raya Kresek Desa, Saga, Kec. Balaraja, Tangerang, Banten 15610. The process of collecting data was going to be taken from February until August 2019. This research will use a qualitative method. It used to know how is students' writing skill in using syntactic complexity. According to Savenye & Robinson (1996) "qualitative research is a research with the findings which do not obtain by statistical procedure or other calculation in order to reveal and undertanding a certain thing in the unknown phenomena."

The subject of the research was the eleventh grade of SMAN 19 Kabupaten Tangerang the researcher used purposive sampling to take the sample is XI IPA 2 and the researcher took 33 students. Sugiyono (2006: 124) "Sampling purposive adalah teknik penentuan sampel dengan pertimbangan tertentu, sesuai dengan jenis penelitian. Sampel ini lebih cocok digunakan untuk penelitian kualitatif, atau penelitian-penelitian yang tidak melakukan generalisasi." It is to know how is students' using syntactic complexity, the instument of the research was students' essay about descriptive text. The researcher give some instruction and paper, then the students make a descriptive text about someone, favorite place or thing. The students could a descriptive text at

least 100 words by the time 45 minute, the descriptive text include generic structure, language features and syntactic complexity.

According to Mihaela & Moscovici, (2008) technique of collecting data is a way that uses by the researcher to get the data. In this research, the researcher will instruction to students the eleventh grade. Then checking the sentences that will be calculated how many students undersrtand about sentences of every text in syntactic complexity such as simple sentence, compound sentence, complex sentence, and compound-complex sentence in the descriptive text. After that, the researcher will rewrote in every sentence.

For know how the result of percentage of students' using syntactic complexity in writing skill. The researcher used the percentage formula. The formula is below:

$$P = \frac{F}{N} \times 100$$

Noted :

P : Percentage of syntactic complexity

F : Number of forms syntactic complexity

N : Total number of sentence

### 3. FINDING AND DISCUSSION

Written essay was used to get the data in this research, which is focussed on the syntactic complexity. The forms of syntactic complexity which were divided into four sentence: simple sentence, compound sentence, complex sentence, and compound-complex sentence. Then, the research was analyze the students' writing skill which was done before counting of the sentence in the syntactic complexity. The result of analysis presented in the table form to show the score in every descriptive text of the students essay.

After doing the research and analysis it, the researcher indentified the using syntactic complexity in the text. The table below was the recapitulation of students' essay which classified based on the type of sentences made by students.

Table 1. Table of Recapitulation of Students' Essay Descriptive Text

No	Name	Simple Sentence	Compound Sentence	Complex Sentence	Compound Complex Sentence	Frequency of Error made
1	MM	1	0	1	0	9
2	RD	2	0	1	0	5
3	FA	1	1	1	0	5
4	RG	2	0	2	0	5
5	JP	0	0	2	0	4
6	DN	4	0	1	0	13
7	SN	4	0	0	0	9
8	LI	5	1	0	1	18
9	SR	2	0	0	0	9
10	IR	6	1	0	0	11
11	NM	1	0	1	0	6
12	SI	2	0	0	0	4
13	PH	1	1	0	0	5
14	EZ	1	1	0	0	8
15	S	3	1	2	0	8
16	FH	1	1	1	0	7
17	FA	4	1	1	0	5
18	AP	2	0	0	0	4
19	MR	2	0	0	0	4
20	CG	1	0	0	1	6
21	NA	1	0	1	0	6
22	N	2	0	0	1	6

23	MG	1	0	0	0	4
24	RPY	1	0	0	0	6
25	AF	4	1	0	0	18
26	FM	6	0	0	0	8
27	YY	3	1	0	0	8
28	ID	2	1	0	0	5
29	AA	1	0	0	0	4
30	SY	0	0	0	1	2
31	AN	2	1	0	0	4
32	DV	1	0	1	0	4
33	DA	2	0	2	0	6
	Total	71	12	17	4	226

Table 4.2 Percentage of students Syntactic Complexity

No	Form of Syntactic Complexity	Percentage of the Syntactic Complexity
1	Simple Sentence	$\frac{71}{226} \times 100\% = 31\%$
2	Compound Sentence	$\frac{12}{226} \times 100\% = 5\%$
3	Complex Sentence	$\frac{17}{226} \times 100\% = 7\%$
4	Compound – Complex Sentence	$\frac{4}{226} \times 100\% = 1\%$
5	Total Percentage of Sentence	44%

This table above showed that the four commonest writing syntactic complexity were simple sentence with the number of sentence forms was 71 syntactic complexity of 31% in this case. The second rate of compound sentence with the number of sentences forms was 12 syntactic complexity of 5%. The third rate of sentence complex sentence with the number of syntactic complexity was 17 of 7%. And the last rate of compound-complex sentence with the number of syntactic complexity was 4 of 1%.

#### 4. CONCLUSION

Based on the result of the research data of essay written students in one class at XI science 2 was finished, the researcher analyzed the result essay students writing. In analyzing the data, the researcher used the result of essay writing students. It was obtained from looking for how is the students' writing skill in using syntactic complexity, especially in the simple sentence and compound sentence, and complex sentence and compound-complex sentence.

The researcher concluded many students understand in the forms of simple sentence is 31%, compound sentence is 5%, complex sentence is 7% and compound-complex sentence is 1% in syntactic complexity, with the percentage 33 students who got in learning syntactic complexity in the descriptive text. It means many students are still confused in learning syntactic complexity. They have not mastered yet about forms of sentence, and they still confused in using simple sentence, compound sentence, complex sentence, and compound-complex sentence.

#### 5. REFERENCES

- Hanapi, H., Buru, U. I., Bugis, R., Buru, U. I., Handayani, N., & Buru, U. I. (2018). The Use of Pictures in Teaching Descriptive Text to Improve Students' Writing Skill, (July).  
Housen, A., & Bulte, B. (2014). ScienceDirect Conceptualizing and measuring short-term

- changes in L2 writing complexity, 26, 42–65. <https://doi.org/10.1016/j.jslw.2014.09.005>
- Lahuerta, A. C. (2018). Analysis of Syntactic Complexity and L2 Proficiency in Efl Writing, 75–82.
- Noprianto, E., & Indonesia, U. P. (2017). Student ' s Descriptive Text Writing in SFL Perspectives, (December). <https://doi.org/10.21093/ijeltal.v2i1.53>
- Ortega, L. (2015). Journal of Second Language Writing Syntactic complexity in L2 writing : Progress and expansion. *Journal of Second Language Writing*. <https://doi.org/10.1016/j.jslw.2015.06.008>
- Richards, J. C., & Renandya, W. A. (2002). *methodology in language teaching. pdf*. the United States of Amerika by Cambridge University Press, New York.
- Saville, M. (n.d.). *introduction second language acquisition*.
- Sugiyono. (2004). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*. (A. Nuryanto, Ed.) (11th ed.). Jakarta: CV. Alfabeta.
- Sukendra, I., Mulyana, A., & Sudarmaji, I. (2018). A Case Study of NL Influence in Students' Interlanguage, 18(1), 46–54. <https://doi.org/10.33592/pelita.v18i1.32>
- Swiqtek, J. (2002). English sentence analysis. An introductory course. *Perspectives-Studies in Translatology*, 10(2), 158–159. <https://doi.org/10.1017/CBO9781107415324.004>