

**THE ANALYSIS OF SYNTACTIC COMPLEXITY AND
GRAMMATICAL ACCURACY IN UNISBANK
STUDENTS' WRITING**



THESIS

**In Partial Fulfillment of the Requirements
for Master Degree in Linguistics**

Ummi Nur Laila Sulistyani

13020317410005

**FACULTY OF HUMANITIES
DIPONEGORO UNIVERSITY
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THE ANALYSIS OF SYNTACTIC COMPLEXITY AND GRAMMATICAL
ACCURACY IN UNISBANK STUDENTS' WRITING

A Thesis Submitted to the Graduate Faculty
of Universitas Diponegoro in Partial Fulfillment
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MASTER OF LINGUISTICS

Submitted by

Ummi Nur Laila Sulistyani

13020317410005

SEMARANG

2019

THESIS APPROVAL

**THE ANALYSIS OF SYNTACTIC COMPLEXITY AND GRAMMATICAL
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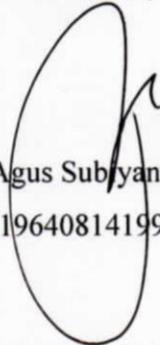
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Umami Nur Laila Sulistyani

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Advisor,

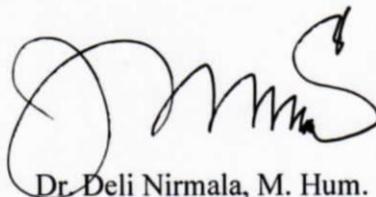


Dr. Agus Subiyanto, M.A.

NIP. 196408141990011001

Master Program in Linguistics

Head,



Dr. Deli Nirmala, M. Hum.

NIP. 196111091987032001

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THESIS

In Partial Fulfillment of the Requirements
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THE ANALYSIS OF SYNTACTIC COMPLEXITY AND GRAMMATICAL ACCURACY IN UNISBANK STUDENTS' WRITING

Submitted by:

Ummi Nur Laila Sulistyani

13020317410005

Approved by

Strata II Thesis Examination Committee Master Degree in Linguistics

on December 23rd, 2019

Chairman

Dr. Agus Subiyanto, M.A.

NIP. 196408141990011001

date 20 / 12 / 2019

First Member

Dr. Nurhayati, M.Hum.

NIP. 196610041990012001

date 20 / 12 / 2019

Second Member

Dr. Deli Nirmala, M.Hum.

NIP. 196111091987032001

date 23 / 12 / 2019

Third Member

Dr. M. Suryadi, M. Hum.

NIP. 196407261989031001

date 19 / 12 / 2019

Accepted and declared in Semarang

on December 23rd 2019

Dean of Master Program in Linguistics,

Dr. Nurhayati, M.Hum.

NIP. 196610041990012001

CERTIFICATION OF ORIGINALITY

I hereby declare that this study is my own and that, to the best of my knowledge and belief, this study contains no material previously published or written by another or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgement is made in the text of the thesis.

Semarang, 29 - 11 - 2019



Ummi Nur Laila Sulistyani

MOTTO

My mom said this before, “If we met an obstacle, all we have to do is knock it over. That obstacle will turn into a bridge.”

– Dream High

DEDICATION

This thesis is dedicated to my tough and strong mother Dra. Hj. Tuti Haryani, my precious little sister Almh. Dewi Aqiilah Sulistyani, and to all those who helped make it possible.

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All praise to Allah SWT for His blessing that has been given to me, so I can complete this thesis entitled “The Analysis of Syntactic Complexity and Grammatical Accuracy in UNISBANK Students’ Writing”. This thesis is arranged to fulfill the requirements for the degree of Master of Linguistics from Faculty of Humanities Universitas Diponegoro.

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Finally, the writer realize that this thesis still contains weakness. Constructive critics and suggestion given for the improvement of this final project are expected for the further study. I hope that this final project would be useful for the readers.

Umami Nur Laila Sulistyani

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ABSTRACT

Syntactic complexity and grammatical accuracy are two of the CAF triad (Complexity, Accuracy, and Fluency) which can be used to measure students' language proficiency. However, the development of those criteria does not run hand in hand at the same time, as one of the CAF triad stand out more than the other. This research is intended to know the syntactic complexity and grammatical accuracy of students' writing. The data used in this research were gathered from the second and fourth semester students of UNISBANK who took Introduction to Literature and Introduction to Prose. The participants of this study were 30 students, coming from second and fourth semester students. The data used in this study are the students' writing of a story called "The Black Cat". The writing was then analyzed by using Syntactic Complexity Analyzer developed by Xiaofei Lu. Meanwhile, the grammatical accuracy was analyzed by using the online grammar checker and raters' help. The result shows that second semester students and fourth semester students show similar result of syntactic complexity. In terms of grammatical accuracy, fourth semester students achieve better result than second semester students. This study also claims that there is strong negative correlation between syntactic complexity and grammatical accuracy in second semester students. But, the weak positive correlation is found between syntactic complexity and grammatical accuracy in fourth semester students.

Keywords: syntactic complexity, grammatical accuracy, students' writing, syntactic complexity analyzer

INTISARI

Kompleksitas sintaksis dan akurasi tata bahasa adalah dua dari triad CAF (Kompleksitas, Akurasi, dan Kefasihan) yang dapat digunakan untuk mengukur kemahiran bahasa siswa. Namun, pengembangan kriteria tersebut tidak berjalan bersamaan, karena salah satu triad CAF lebih menonjol daripada yang lain. Penelitian ini dimaksudkan untuk mengetahui kompleksitas sintaksis dan akurasi tata bahasa penulisan siswa. Data yang digunakan dalam penelitian ini dikumpulkan dari mahasiswa semester kedua dan keempat UNISBANK yang mengambil Pengantar Sastra dan Pengantar Prosa. Partisipan penelitian ini adalah 30 siswa, yang berasal dari mahasiswa semester kedua dan keempat. Data yang digunakan dalam penelitian ini adalah tulisan siswa tentang sebuah cerita yang disebut "Kucing Hitam". Tulisan tersebut kemudian dianalisis dengan menggunakan Syntactic Complexity Analyzer yang dikembangkan oleh Xiaofei Lu. Sementara itu, akurasi tata bahasa dianalisis dengan menggunakan pemeriksa tata bahasa online dan bantuan penilai. Hasil penelitian menunjukkan bahwa mahasiswa semester kedua dan mahasiswa semester empat menunjukkan hasil yang sama dari kompleksitas sintaksis. Dalam hal akurasi tata bahasa, siswa semester empat mencapai hasil yang lebih baik daripada siswa semester kedua. Penelitian ini juga mengklaim bahwa ada korelasi negatif yang kuat antara kompleksitas sintaksis dan akurasi tata bahasa pada siswa semester kedua. Namun, korelasi positif yang lemah ditemukan antara kompleksitas sintaksis dan akurasi tata bahasa pada siswa semester empat.

Keywords: kompleksitas sintaksis, akurasi tata bahasa, tulisan siswa, analisis kompleksitas sintaksis

CHAPTER 1

INTRODUCTION

Chapter 1 explains background of the study, research questions, limitation of the study, research objectives, significance of the study, and definition of key terms.

1.1 Background of the Study

Writing, as one of the skills which should be learnt by foreign language students, is considered as one of the hardest skills in the process of learning. As writing skill is considered as one of the most difficult linguistic abilities to be mastered by majority of language learners (Luchini, 2003), students often complain to their teachers about their uncertainty on the ways of expressing their ideas in writing. Along with speaking, writing is considered as a productive skill, while the receptive skills consist of listening and reading. Through writing, students will be able to communicate in form of written text so that the readers will be able to get the idea of their writing. In the writing process, it is important to have a good structure of writing to enable the readers to get the messages or ideas written by the writers.

The data from Human Development Index among Countries in 2002 stated that Indonesia's adult (15 years and above) literacy – the ability to read and write – rate remained at the second lowest with 87.9%; compared to what have been

achieved by Malaysia, Vietnam, China, Singapore, Thailand, Philippines, and Japan (Jalal & Sardjunani, 2005). The analysis of adult and youth literacy for 41 selected countries held by UNESCO (2012) stated that adult (15 years old and older) illiterate population in Indonesia, from 1900 to 2010 was more than ten thousand. In 1990, Indonesian adult illiterate population reached 21,557,000 people, and reduced in 2000 by the number of 15,303,000. In 2010, Indonesian adult illiterate population was still higher compared to Cambodia, with the number 12,709,000. EFA Global Monitoring Report – Education for All 2000-2015: Achievements and Challenges from (UNESCO, 2015), presented that the percentage of youth illiterates in Indonesia (with range of age between 15-24 years old) reached 56% in 1995-2004; while in 2005-2012 diminished into 51%.

In the domain of second language acquisition (SLA), writing can be used to measure the students' ability in understanding second language. When the students have the ability in understanding second language, they will not have any difficulty to deliver their ideas in form of written text. Writing is also known to have a significant task in the development of accuracy in second language development (Weissberg, 2000). Students or writers will be able to reassign their thoughts and ideas accurately from the first language to the second language when they have a good ability in writing. Having good writing skills is also important for the students because it is essential to academic achievement, to graduate from college, to gain employment, and to communicate effectively.

In order to be a good writer, students are required to fully understand about domain, discourse, and linguistic knowledge (Flower & Hayes, 1980). Domain knowledge related to the writers' skills to produce significant ideas (Graham & Perry, 1993) to improve the quality of writing (Simon & Chase, 1973). Discourse knowledge related to the strategies in producing better – structured text in various genres of writing (Bereiter & Scardamalia, 1987). Meanwhile, linguistic knowledge related to the ability to create grammatically correct complex sentence structures with varied use of vocabulary, correct punctuation, and accurate spelling (Applebee, Langer, Jenkins, Mullis, & Foertsch, 1990). By having the domain, discourse, and linguistic knowledge, students will be able to produce better – quality texts by using their knowledge to generate and organize the ideas to write and to revise the texts without imposing too much on their cognitive resources (Deane, 2013).

Being able to occupy variety of sentence patterns is also essential for a successful writer. By having this ability, writers or students will be able to create syntactically complex sentences. In the linguistics area, this issue is interpreted as syntactic complexity. Syntactic complexity has been observed by linguists in order to know how the patterns of complex sentences contribute to the improvement of writing quality. The use of complex sentence patterns is needed to visibly state the ideas effectively, as it is stated by (Beers & Nagy, 2011) that “certain syntactic structures, for example, subordinate clauses, relative clauses, and complex noun phrases assign writers to express increasingly complex

thoughts". Additionally, the utilization of complex syntactic structures signals successful writing (de Haan & van Esch, 2006).

The massive use of simple sentences in a text, on the contrary, is frequently viewed as the weakness of the students. Using simple sentences is regarded as a disadvantage in writing by the teachers and might result to the deduction of the writing score (Hamp-Lyons, 1991). Hinkel (2003) conducted a study over 1000 learners and native speakers on their writing. It resulted that the learners employed extremely simple syntactic constructions. The tendency of using simple sentence patterns over more complex sentences might be primarily related to the mainstream teaching methods in writing instructions. Current writing instructions are likely to be focused more on the higher level of writing processes; such as planning, drafting, revising, and editing (Connors, 1983). Meanwhile, as the consequent, 'syntax of writing' is the given less attention. Undoubtedly, the employment of sentence patterns variety, especially the complex ones, is important for high-quality writings.

Besides related with writing abilities, genre, and writing quality, syntactic complexity, which is one indicator of successful writing, is found to be related with grade levels (Jagaiah, 2017). In language learning, students tend to write syntactically more complex sentences (Hunt, 1970) and produce longer sentence length (the score of mean number of words per T – unit) as their grade-level increases. Students also tend to use an increased number of words in sentences as their grade level increases (Haswell, 2000). The increasing number of words in sentences increases the length of the sentences which can be seen as an indicator

of syntactic growth (Jagaiah, 2017). The mean number of clauses per T – unit is also found to be higher as the grade level increases (Wagner, Puranik, Foorman, Foster, Tschinkel, & Kantor, 2011). The higher number of sentence complexity is found in the higher grade students' writing which use more sophisticated sentence structures such as subordination structures (Beers & Nagy, 2011). With the result showed by the previous research above, it is assumed that as a grade level is getting higher, the result of syntactic complexity will raise as well.

Writing is important to show the students' proficiency in delivering their idea in communicative ways. However, students still face difficulties in writing is found in some research which has been done. Previous research done by (Fadda, 2012) about the post-graduate students' difficulties in academic writing conclude that many difficulties and stresses are faced by ESL students from King Saud University in their academic writing, including those caused by the distinction between spoken and written styles in English. Knowing the plague words which should be avoided during writing, maintaining pronoun-antecedent agreement and using pronoun in the text, producing sentences fragments, and experiencing difficulties in combining sentences are some problems encountered by King Saud University students. These difficulties are caused by the alphabets which are different between English and Arabic. Besides, writing styles differences that Arabic tends to have more metaphoric phrases and lengthier sentences than English does also become a problem.

The same condition regarding to students' writing difficulties is also found in UNISBANK Semarang. From the unstructured interview with one of the lecturers in UNISBANK Semarang, it is explained that most of the students in the class face difficulties in academic writing which can be seen from the students' writing score for their exam. From the teaching which has been done by the lecturer, it was found that most of the students were not interested in the English classroom because they thought of writing as a hard part of skill to be mastered. Another statement gotten from the students was that they do not really like the way of teaching because the teaching process was conventional to them. This condition is also supported by the previous study done by Purwanto (2017) which discuss about the writing accuracy especially grammatical accuracy in sixth semester UNISBANK students' free writing in order to check students' readiness of writing final project. The study shows that the sixth semester students of the Faculty of Language and Cultural Studies UNISBANK have obtained a considerable success in writing skills, which, at the same time, signals their ability to compose their final project paper. However, a longitudinal study in writing is expected to be conducted in order to see the improvement or maintain students' writing.

In second language acquisition, complexity, accuracy, and fluency can be used to know the students' language performance in both writing and speaking. Those three aspects are said to have correlation in the second language acquisition and development. Therefore, this study is intended to know the syntactic complexity, the grammatical accuracy and the correlation of those two variables

in order to know the UNISBANK students' writing proficiency. Based on the assumption that syntactic complexity and grammatical accuracy result will be higher in the higher grade level, researcher compared two different groups of students come from second semester and fourth semester in terms of their writing. The complexity of students' writing can be operationalized through three ways; counting the number of words, counting the nodes by using a parse tree, and/ or using the index of syntactic complexity (Szmrecsányi, 2004). As research in syntax become more recognizable, the method of analyzing syntactic complexity has also developed. One of the methods developed during this era is counting syntactic complexity by using Syntactic Complexity Measure, or it can be called as SCM. The use of SCM in determining syntactic complexity is more beneficial, as it can be used to analyze the mass amount of data. SCM also provides criterion which can be used to determine the students' syntactic complexity.

Numerous research have been done regarding syntactic complexity and second language learners. In this research, the analysis of syntactic complexity of students' writing will be the focus of researcher. In second language acquisition, the complexity itself cannot be separated from accuracy and fluency. Those three factors relate each other to determine the learners' language proficiency in second language acquisition. Therefore, besides revealing about the syntactic complexity of students' writing, this research will also explain about the grammatical accuracy of the sentences used by the students and its relation to syntactic complexity. This research is also intended to reveal the sentence patterns used by second and fourth semester students of UNISBANK Semarang.

1.2 Research Questions

In writing, many students have difficulty in expressing their ideas; furthermore they have to compose it to a different language which is not their first language. The difficulties to deliver the ideas bring impact in the students' writing output, especially for ESL and EFL learners. There are some problems which have been identified related to the students' writing ability as the research questions, as follows.

1. Which group of students has better result of syntactic complexity?
Why?
2. Which group of students has better result of grammatical accuracy?
Why?
3. How is the correlation between syntactic complexity and grammatical accuracy in the students' writing?

1.3 Limitation of the Study

This study was limited only in the syntactic complexity and grammatical accuracy of fifteen second semester students and fifteen fourth semester students of UNISBANK Semarang's writing. In consideration of the time limitation and researcher's capability, the small amount of participants is chosen for this study. The reason for choosing small participants per semester is because in the study of SLA, the big number of participants is not always the best thing, as many

variables which can affect language production are also taken into account (Granger, 2009). By having the small amount of participants, it is expected that the result showed will be more detailed in explaining the case happened. Therefore, 15 participants were chosen from each semester. This study implies the theory of syntax combined with the theory of writing in second language acquisition by using computational linguistics. As syntactic complexity and grammatical accuracy of EFL learners' can also be seen from the written text, this study is limited from the summary of a narrative story used as the source of the data. As this study implies case study, the results of this research cannot be generalized.

1.4 Objectives of the Study

Based on the research questions above, the main objectives of the study are:

1. To find out which group of students in UNISBANK Semarang have better ability in syntactic complexity and the reasons.
2. To find out which group of students in UNISBANK Semarang have better ability in grammatical accuracy and the reasons.
3. To find out the correlation of syntactic complexity and grammatical accuracy in second semester and fourth semester students of UNISBANK Semarang.

1.5 Significance of the Study

This research is expected to contribute better understanding for other researchers in the future especially in syntactic complexity, grammatical accuracy, and their relationship in second language learners. The second benefit is the research results are expected to be used as the reference for those interested in conducting research related to syntactic complexity and grammatical accuracy of second language learners.

Practically, this study is beneficial for both English teachers and the students. For the teacher, this study will bring benefit in understanding the language development of children and students regarding to their age. It can also help the teacher to discover the best way to facilitate the students promoting their writing ability.

1.6 Definition of Key Term

In this study, there are some key terms which are used. Those key terms are presented as follows.

Syntactic complexity. Syntactic complexity refers to sentence structure that links data sets with different levels of hierarchy effectively and efficiently using sentence components (Jagaiah, 2017). It also refers to the ability to use a wide range of sophisticated sentence structures, vocabulary, and connected clauses within a language.

Grammatical accuracy. It refers to the ability to avoid errors in a language performance and represent higher levels of language control as well as avoid challenging structures that can cause errors (Ellis, 2009).

Writing skill. It refers to the capability to recognize multiple aspects of writing process, including setting goals of writing, developing and organizing the ideas, transferring ideas into various sentence structures, revising the draft, and composing the final text. It also needs the mastery of lower level skills of writing (spelling, sentence construction, vocabulary, punctuation) and high order skills of writing (planning, drafting, and revising) in order to be able to be categorized as proficient writers (Jagaiah, 2017).

1.7 Thesis Organization

The writer has divided this thesis into five chapters which discuss different chapters; namely, introduction, review on related literature, research methodology, findings and discussion, and the last, conclusion.

The first chapter explains the background of the thesis. Furthermore, the writer also provides the research questions, objectives and significances of the study, limitation of the study, definition of key terms, and thesis organization.

The second chapter provides the review of related literature about this study, namely previous studies and theoretical framework. Hypothesis formulas are also included in this study.

The third chapter describes the research method which the writer uses for this study. The chapter starts with design of the study and continues with the description of population and sample and research instrument. Then, the writer shows the process of collecting data. Lastly, this chapter is ended with the explanation of how the writer analyzes the data of this study.

The fourth chapter discusses the findings which are shown in this study, both in statistical and descriptive forms. It also presents the explanation of the findings which is elaborated with the related literature and previous studies.

At last, the fifth chapter summarizes the result of the study, the suggestion, and the implication for the future research.

CHAPTER II

REVIEW OF RELATED LITERATURE

Related literature regarding the research topics, theoretical framework as the fundamental of this research, and hypotheses of the study are explained in this chapter. The details of related literature, theoretical framework, and hypotheses are presented as follows.

2.1 Review on Previous Research

Several studies regarding to sentence complexity had been conducted before. The previous research is arranged based on the sequence of time of the research published. The following are the review on the previous studies.

The first study conducted by Chen & Zechner (2011) discusses the associations between speakers' syntactic complexity features and their speaking proficiency scores provided by human raters. 1060 spontaneous spoken responses from 189 non-native speakers and 100 responses from 48 native speakers were chosen for this study. The speaking section of TOEFL Practice Online was used as a speaking prompts. This study compares the use of Automatic Speech Recognizer (ASR) and human transcriptions with manually annotated clause and sentence boundaries. The data selected from non-native speakers was then divided into five variants of test sets based on human transcriptions and ASR output. The data was analyzed by using Lu's syntactic complexity analyzer which

combines between Stanford Parser and Stanford Tregex to know the Clause and sentence Boundary features (CB features) and Parse Tree based features (PT features). The result shows that there is a correlation between speakers' syntactic complexity features and their speaking proficiency scores seen from the number of manually annotated human rater and automated classifiers. The Pearson correlation when using manually annotated is $r = 0.49$, meanwhile the correlation of models using automated classifier is $r = 0.2$.

The second study written by Arya, Hiebert, & Pearson (2011) discussed syntactic complexity aimed to examine the effects of syntactic and lexical complexity on the comprehension of elementary science texts in the third grade students. The two dimensions of syntactic complexity (simple, complex) and two dimensions of lexical complexity (simple, complex) are used to examine the comprehension of texts. The texts used are four texts which have different topics; Jelly Beans, Tree Frogs, Soil, and Toothpaste. The participants of this study were 142 third-graders coming from four different schools in Northern California and have various ethnic and percentage of ELL. In the study, it is written that syntactic and lexical complexity is affected by the influence of reading ability and the prior knowledge toward the reading materials. The study describes that syntactic complexity does not influence the performance across any of the four topics. Meanwhile, comprehension performance for texts on Tree Frogs and Soil is significantly influenced by lexical complexity, but not for texts on Jelly Beans and Toothpaste.

The third study proposed by Qi (2014) talks about EFL, ESL and ENL in terms of their syntactic complexity. The study is intended to discover how the writing from different language proficiency level such as EFL, ESL, and ENL is related to the syntactic complexity measures. The correlation of each syntactic complexity measurement and the influence of chosen topics are also discussed in this study. The participants of this study are 220 Singaporean (for ESL) and Chinese (for EFL) undergraduate students. The study focuses on six categories which are general complexity, complexity via subordination, coordination, phrasal elaboration, and specific measures of syntactic complexity (Norris & Ortega, 2009). This study used two types of annotations; the first one is L2 Syntactic Complexity Analyzer made by Lu and the second annotation by using UAM CorpusTool. It discloses that global syntactic complexity measures, subordination, and coordination are the most indicative measures to identify proficiency levels. It also shows that global complexity measures correlate positively with subordination. Meanwhile, mean length of clauses associates positively with complex nominals and the use of dependent clauses. It also explains that the topic selection also influences the results of coordination, phrasal complexity, and mean length of sentences,

Lintunen & Mäkilä (2014) also discussed syntactic complexity in his study. It is aimed to examine the nature of syntactic complexity in second language production, both in written and spoken, and also to discover how the complexity measure results is influenced by the choice of the segmentation unit. The data used for this study were the casual verbal monologues and short written

outputs produced by eighteen upper secondary school learners considered as intermediate level learners. The total number of words is 4240; 2353 words for written and 1887 words for spoken. The data was analyzed in terms of its AS-Unit, T-Unit, and U-Unit. On average, the written sample contains 9.4 T-units, 8.4 sentences and 21.3 clauses per subject. Meanwhile, the mean number of the spoken words is 12.2 AS-units, 7.3 U-units and 17.8 clauses. This study also concluded that the spoken mode is less complex than written mode of production. The finding is parallel with numerous earlier studies on the distinctions between the complexity of written and spoken.

The fifth study written by Vyatkina (2015) also did a study related to syntactic modification and complexity. The study is aimed to identify how the complexity of syntax grows and the factors affecting the growth. It explored the variety of modifiers used by twelve English speaking learners who began to learn Germany as their second language. The use of modifier categories in the writing outcome, such as adjectives, cardinal numbers, adverbs, prepositional phrases, adverbial clauses, and relative clauses is the focus of this study. The study resulted that a powerful source which modulate syntactic complexity is the proficiency of L2. It also explained that the frequencies of syntactic modifiers used can serve as developmental indices at beginning L2 proficiency levels. It also resulted that the participants of this study tend to modify their writing from the very beginning of a language course for over four semesters. On the other hand, there are no significant changes in the overall size and range of modification system in the students' writing.

Tai (2015) in the same year also wrote a journal about writing development in syntactic complexity. The objective of the study is to investigate the growth of L2 writing in a CLIL class (as measured by syntactic complexity, accuracy and fluency). The procedure was done by examining authentic texts written in the class. From the beginning, the middle and the final stage of the course, there are 57 written assignments from nineteen respondents who entered an eighteen week CLIL class. The participants were reported to range between intermediate to advance level of English proficiency. The study disclosed that the participants have enhanced their accuracy and fluency but not complexity, indicating to some extent that a CLIL class has been useful to improve the writing of L2. The relatively short duration of the current study, the participants' relatively high English proficiency, and other factors such as familiarity with topics are the possible cause for the lack of improvement in syntactic complexity. The potential causes for accuracy and fluency enhancement during the study include the preference for Standard English, course evaluation criteria, and practice effects. It can be concluded that while learning the content at the same time, students could still absorb linguistic knowledge, although a CLIL class did not emphasize forms and writing in a natural setting. In other words, the effectiveness of CLIL classes on language learning is supported by the research findings, at least on syntactic accuracy and fluency improvement.

Another study related to syntactic was conducted by Ngangbam (2016). The study focused on analyzing the syntactic errors found in the written composition committed by students of English language class in Mutah

University. The research is aimed to observe the English syntactic problem persistent in the written performance. The subject is sixty native Arabic freshmen from Mutah University taking English language class. The syntactic errors identified in this study were classified into 15 categories of errors; spelling, syntax, sentence fragments, adverbs, punctuation, verbs, lexicon, subject omission, conjunctions, articles, nouns, pronouns, prepositions, capitalization, and adjectives. From sixty subjects, total data collected was 5.255 words, and the errors found by Rater 1 were 2,426 and 2,453 for Rater 2. The data then analyzed using SPSS to find about the Pearson correlation coefficients. It resulted that spelling has the highest error rate with 9.65% and adverbs has the lowest error rate with 0.53%. The study concluded that the interference of L1 influence the number of error occur in the written composition.

Wang (2016) also conducted research about syntactic complexity in Chinese students. It is aimed to compare the syntactic complexity of personal statements written by proficient users of English and Chinese non-English major students (EFL learners). The number of personal statements written by proficient users of English is fifteen and a total of 38 personal statements were collected for the Chinese non-English major students. The study shows that EFL learners differ greatly from the proficient users of English in the use of complex nominal. It also states that Chinese non-English major students achieved lower result of the mean sentence length and the mean clause length compared to proficient users of English showed by its statistically significant differences. Fewer coordinate

structures and more clauses were also found to be used by Chinese non-English major students than the proficient users of English.

The study of syntactic complexity was also done by Martinez (2017) in secondary-level English writing students. It examines the written syntactic complexity in both bilingual and non bilingual secondary education students. The bilingual students are those enrolled in the class which uses CLIL as an approach. The data gathered from this study are in form of essays from 393 students in the third and fourth year of secondary education taken from seven state-run high schools in North Spain. Significant differences are found between the students who enrolled in bilingual and non-bilingual class in terms of their syntactic complexity. The bilingual program students are stated to outperform the non-bilingual program. It also states that the fourth year students generally achieved better score than the third year students in all complexity measures and in the general quality of the compositions.

The tenth study conducted by Jagaiah (2017) explains about the syntactic complexity and its relationship to writing quality in argumentative essay. It focused on the syntactic complexity measures (SCM). The purpose of this study is to examine the fit of the hypothesized model based on 28 Coh – Metrix SCM (a reliable automated text analysis tool that has the ability to capture numerous, well-established individual and composite syntactic complexity measures in an automated manner) as indicators of four latent variables (sentence pattern, sentence length, sentence connector, and sentence sophistication). The data used for this study is gathered from 1029 eight-grader. It resulted that the four latent

variables comprising 16 SCMs were a good representation of syntactic complexity for the sample eighth-grade, automatically scored formative assessment data for argumentative writing analyzed in this study.

Wijanti (2017) also conducted research related to syntactic complexity, but for the reading material. The study is aimed to know the quality of the reading materials selected for EAP Course in level 1, 2, and 3 in Sampoerna University. It is intended to know whether the syntactic complexity had by the reading materials is suitable for the learners in each level and gradually develop learners' language ability or not. The data used for this study are taken from the printed books and online articles used for teaching EAP Course; consist of ten books and five articles. The study compared the three level of EAP Course based on some categories such as sentence length, sentence complexity, subordination, coordination, and particular structure. The study resulted that the reading materials used for level 3 of EAP Course in Sampoerna University need to be reviewed in terms of sentence types, sentence coordination, and sentence structure.

Yazdani (2018) also did a study about syntactic complexity which is intended to discover the use of syntactic complexity in English written and spoken discourse of Iranian learners by using T-and C-unit. The subject of this study is forty five female Iranian students from three branches of a private language institute in Mashhad. The subjects are divided into three groups (elementary, intermediate, and advanced) based on Cambridge Placement Test. The task is to write 200 words essay of a certain topic to know the T-unit and an interview

session with the same topic to know the C-unit of the participants. The findings illustrate the fact that the most frequent element in macro level was clause in both writing and speaking, while in micro level, there were significant differences between elementary group & intermediate group and between the elementary group and advanced group in writing skill and there was a significant difference between elementary group & advanced group in using subordinate clauses in speaking.

Using written text as a media to explain syntactic complexity is beneficial, as it tends to have longer and more complex sentences compared to spoken text. Therefore, written text can provide a rich database for studying syntactic complexity (Kemper, Kynette, Rash, O'Brien, & Sprott, 1989). In this present study, writing samples were gathered from the second semester and fourth semester students in UNISBANK Semarang. The content of the writing samples was limited into the summary of a short story. The analysis of this present study will try to focus on the result of syntactic complexity analyzed by the software and the use of correct grammar in sentence production.

Complexity, accuracy, and fluency are three aspects which can be used to explain students' second language acquisition and proficiency. Therefore, as this study will focus on students' writing output, complexity and accuracy will be the aspects discussed more on this study. As the students' second language proficiency improves, the complexity and accuracy might develop simultaneously either. In comparison with the previous studies, this recent study will explain the use of grammatical accuracy in students' writing as it is closely related to

syntactic complexity. By doing so, it is possible for the researcher to identify the different areas or measures of syntactic complexity closely and completely. Moreover, this study will also uncover the implication of syntactic complexity and grammatical accuracy in second language learning.

2.2 Theoretical Framework

This section describes more about the theoretical framework of the research. There are several framework explained in this section as below.

2.2.1. Writing Skills

Writing, as one of the skills which should be learnt by foreign language students, is considered as one of the hardest skills in the process of learning. Along with speaking, writing is grouped in the productive skill, while listening and reading are categorized as the receptive skills. Brown (2001) defined writing as a thinking process; in which before its release, it can be planned and given with an unlimited number of revisions. In other word, it can be said that in writing, there is a process of doing things. Hyland & Tse (2004) explained that writing is a way to get things done, or it can be said that in writing, students are required to not only write down their idea, but also their thought, concept, and feeling. Through writing, students will be able to communicate in form of written or non verbal text so that the readers will be able to get the idea of their writing. Rivers also explained that writing is conveying information or expression of original

ideas to the new language in a consecutive way (Ahmadi, Motallebzade, & Fatemi, 2014).

The purpose of writing is both to express and impress the readers. Writers typically serve two masters; themselves and the readers (or are also called the audience). In writing, two things that matter the most are the writers' own desires to express an idea or feeling through writing and the readers who need to have ideas expressed in certain ways. Writers then have to choose the best form to write to convey their thoughts properly. Each type of writing, depending on its intention, has a distinct amount of complexity. Reid (2011) explained that there are three general purposes of writing; to explain (educate or inform), to entertain (amuse or give pleasure), and to persuade (convince or change the readers' mind). In order to be able to choose the language style which will be used, students should firstly focus on what purpose they want to achieve; whether explain, entertain, or persuade. By knowing the purpose, students will be able to know what kind of information they need, how they get it, how they want to organize and how they develop the information.

2.2.1.1. The Nature of Writing

Harmer (2004) explained that there are five types of writing performance had by the students; imitative (writing down), intensive (controlled), self writing, display writing, and real writing. Imitative means that students only have to re-write whatever the story told by the teacher. Intensive writing is that the students are given only the writing prompt to guide their writing. Self writing means

students are given freedom to write on their own, while display writing requires them to write more on academic writing, and real writing encourage students to write based on the real condition happened (academic, personal, and vocational/technical). For the current study, the writing implies intensive writing because students are given guidance to finish the writing task. The lecturer gives the writing prompts in order to be completed by the students.

Talking about writing means talk about the aspects or skills of writing.

Heaton (Heaton, 1975) defined four main areas for writing a good text;

- a. Grammatical skills : the ability to compose sentences correctly
- b. Stylistic skills : the ability to effectively use a language and manipulate the sentences
- c. Mechanical skills : The ability to use such language-specific conventions properly in the written language, such as punctuation, spelling, etc
- d. Judgment skills : The ability to write appropriately for the specific audience in mind and the ability to select, organize, and order relevant information for a particular purpose.

Besides those four big areas for writing a good text, the knowledge of cohesiveness and coherence is also needed, as Preston (Preston, 2007) said that sentences must also be cohesive and the whole text need to be coherent. In relation to the structure of clauses and complex clauses influenced by conjunctions, punctuations, deictic, and textual meaning, cohesion relates to the language resources that provide continuity in a text. Meanwhile, coherence

implies to the correlation between the text and the surrounding of the text affected by grammar, generic structure, and linguistic features.

2.2.1.2. Assessing Writing

Lecturer judgment has always played an important role in the assessment of writing. Lecturers ask students to write any number of topics and then assess the substantive information contained in the message, the clarity of the message conveyed, and the mechanics of writing (spelling, capitalization, and punctuation). Lecturers typically define the topics for writing, establish the criteria for evaluating the writing, and grade the writing themselves (O'Malley, Michael, & Valdez, 1996).

According to O'Malley (1996) two important components in the authentic assessment of writing are the nature of the task and the scoring criteria. A writing task is specified by the prompt which defines the task for student writing assignments. It consists of the instructions which students should follow in order to accomplish the task. The task itself should be specified include the amount of time, media, available sources, etc. Hyland (2003) states that writing prompt may be followed by both contextual and input data. Contextual data relates to information about "setting, participants, purpose, and other features of the situation" (Douglas, 2000). On the other hand, input data refers to the "visual and/or aural material to be processed in a communicative task" (Douglas, 2000).

The scoring of authentic assessments must be defined before the exercises and assessment procedures are developed. Three types of rating scales which are

commonly used include holistic scoring, primary trait, and analytic scoring (O'Malley, Michael, & Valdez, 1996). Holistic scoring is used to produce a single score from a variety of criteria (O'Malley, Michael, & Valdez, 1996).

Primary trait is a variation on holistic scoring which depends on the classroom activity. This kind of criteria only focuses on the work which shows the particular trait or motion which is demonstrated inside the classroom (O'Malley and Valdez, 1996:142). The scoring contains elements which focus on the content, the comparison with other approaches, and the coherence of the overall paper. In primary trait scoring, the paper is scored only on these features while the other features of the paper are ignored (O'Malley and Valdez, 1996:144).

Analytic scoring separates the criteria or features of composition into components which are scored separately. Sometimes, the given score are different considering the importance of the feature in instruction (O'Malley and Valdez, 1996:144). Two advantages of this type of scoring are in providing feedback to students on specific aspects of their writing and in giving teachers diagnostic information for planning instruction (Perkins, 1983 as cited in O'Malley and Valdez, 1996:144).

2.2.2. Syntactic Complexity

Syntactic theory is the framework which lies beneath the construction of syntactically complex sentences. There are some approaches which can be used to assess syntactic complexity; counting the words, counting the nodes, and using computational program (Szmrecsányi, 2004). Syntactic complexity has been

actively examined as an important construct in the research of language development for more than five decades (Jagaiah, 2017). It refers to the ability to use a wide range of sophisticated sentence structures and vocabulary in second language. Syntactic complexity is described as “the range of forms that surface in language production and the extent to which such forms are sophisticated” (Ortega, 2003).

In second language acquisition, syntactic complexity is stated to be the most complex dimension to be understood compared to accuracy and fluency, as it is somehow ambiguous for the learners. Syntactic complexity has been proposed as a fundamental and suitable way to analyze L2 performance. It is also used as an indicator of students’ language proficiency and as can be used to maintain the language development and progress (Bulté & Housen, 2015). As mentioned in Bachman (1990) that syntactic complexity is an important factor in the construction of second language evaluation and is often used as an index of L2 language learners’ proficiency and development status (Azadnia, Lotfi, & Biria, 2019).

There are various syntactic complexity measures which can be used to measure syntactically complex sentences. Some research indicate that sentence construction skills are acquired in the young age around grade two and the development continues until adulthood (Haswell, 2000). When the development grows better, writers will become more proficient and advanced in producing various complex structure (Mc Cutchen, 1994) and longer sentences (Mc Namara, Crossley, & Mc Carthy, 2010).

Called as a sentence, various constituents at the level of word, phrase, or clause can be arranged in grammatical ways to form potentially vast set of simple and complex sentences (Chomsky, 1957). In terms of syntactic complexity, the sentences formed from the arranged word, phrase, or clause are what the researcher examined. In measuring syntactically complex sentences, various syntactic complexity measures can be used. One of the ways which can be used to measure syntactically complex sentences is measuring the length of production unit (mean number of words per clause) (Hunt, 1970). This claim is also supported by Beers & Nagy (Beers & Nagy, 2009) that mean number of words per T-unit can also be used to examine about syntactically complex sentences. Longer sentences were found to be used in argumentative, descriptive, and expository genre of the text. The study also explains that descriptive genre of the text are syntactically more complex and have higher mean number of word per clause compared to argumentative and expository genre (Ravid & Berman, 2010).

Syntactically complex sentence structure helps the writers to express ideas which tied up together to summarize series of thoughts systematically. It also helps the writers to convey meaning effectively (Jagaiah, 2017). Lack of syntactic complexity in the sentence production can be seen from the example below:

Karen is a diligent student. Karen forgot to do her homework. Karen was punished by the teacher. (S1)

The sentences produced above are the example of simple sentences produces by low-skilled writers. The sentences above are not effective because each sentence only provides single information. Meanwhile, we know that combining those

single sentences into one complex sentence will be more effecting and bring more pleasing flow, as a sentence below:

Karen, who is a diligent student, forgot to do her homework and was punished by the teacher. (S2)

The relation between Karen is a diligent student and Karen forgot to do her homework is unclear when the information is provided as in the simple sentence (S1). This happened because the single sentences do not have any references to the relation between events if it is presented as simple single sentences. The sentences presented in example S1 syntactically correct. However, the correlation between each sentence is not well presented as those sentences only provide single information in each sentence. It is not clearly explained that Karen who forgot to do her homework was a habitual or one-time occurrence which caused her to be punished by the teacher. Each simple sentence provides separate ideas, which make the readers to guess the connection between each sentence. Some readers might be able to guess the connection between each simple sentence, as they already have some prior knowledge about the situation. Meanwhile, some other readers might not be able to make connection between each sentence due to the lack of familiarity with the situation. This condition can hinder comprehension of the writing and rise ambiguity in understanding the writing.

The example above (S1) lacks connectives such as relative pronouns (who) and conjunctions (and) which contribute to the cohesion by clearly linking ideas at the clausal and sentence level (Halliday & Hasan, 1976) as appeared in

S2. If writers understand how to construct sentences by connecting phrases and clauses, they will be able to lengthen the sentence and embed it. It will not only create complex sentence structure, but also decrease the load on cognitive resources of the readers and reduce ambiguity. Sentence (S2) as in the example above makes clear connection between Karen (as the subject) and the information provided after the subject (the predicate). The complex sentence structure (S2) makes understandable connections for the readers and is able to convey meaning effectively rather than (S1). It also reduces the possibility of misconception in understanding the writing. Therefore, it is important for the writers (in this case students) to master the ability in constructing varied sentence structures, especially syntactically complex sentences, to compose good quality texts.

2.2.2.1 Syntactic Complexity and Proficiency

Syntactic complexity has been shown to be closely related to the overall level of L2 proficiency (Ortega, 2003). In relation to the global increase in L2 skills, syntactic complexity is thought to evolve in three stages. First, sentences or clauses are formed as separate, uncoordinated sentences (e.g., "I have a cat. It is eight months old;" stage 0). These two independent sentences then are linked in stage 1 by coordination as "I have a cat and it is eight months old". In stage 2, subordination is used to increase the complexity of the sentences into "I have a cat which is eight months old". In the final stage, the complexification of the noun phrase is shown by the linked of pre-modifying phrase "eight months old" into the main clause and create a sentence as "My eight months old cat". Therefore, as

learners acquire proficiency, syntactic complexity is assumed to extend from coordination to subordination to phrasal elaboration (Wolfe-Quintero, Inagaki, & Kim, 1998).

2.2.2.2 Syntactic Complexity and Grade

Some research found that students at higher grades wrote more complex sentences syntactically compared to students at lower grades. As the grade level increases, students have the tendencies to use more complex sentences in their writing (Hunt, 1970). It is proved from his study which examines grade four, six, eight, ten, and twelve's writing which showed an enhancement of complex sentences in their writing. Sentence length (mean number of words per T-unit) is also reported to increase as the grade level increase. It was also stated by Haswell (Haswell, 2000) that undergraduate, graduate and junior students developed longer sentence lengths, suggesting syntactic growth over time. It means that as the students mature, an increase number of words in sentences which increase the length of sentences are used.

2.2.3. Sentence Patterns

Sentence pattern is stated as one of the way to test the students' syntactic complexity. It reflect the use of grammatical classes, be it clause, phrase, or words. In a specific way, it combines the four components; the sentence types (simple, complex, compound, compound-complex), the word order of main clause

and subordinate clause (subject-verb and subject-verb-object), the word classes (nouns, verbs, adjectives, adverbs, conjunctions, prepositions, determiners, and auxiliary verbs), and phrases (noun phrases, verb phrases, adjective phrases, adverb phrases). Research done by Blair and Crump (Blair & Crump, 1984) showed that students tend to use more simple sentences in the descriptive genre compared to argumentative genre in the third grade. Meanwhile, significant difference occurred in the tenth grade level, where complex sentences were mostly used in argumentative genre. Blair and Crump (Blair & Crump, 1984) also looked at the word order of main and subordinate clauses. In the third grade level, subject-verb and subject-verb-object were found to consistently have higher proportion of use in the descriptive genre. However, several word-order patterns showed consistent distinctions of use between genres across the grades. For the argumentative genre, the proportions of subject-verb-complement (noun) patterns at all three grade levels were significantly greater.

Moran's study of word classes did not yield any significant differences in the use of word classes between students with learning disabilities and low-achieving students (Gonzalez, 2018). The reason for this is that all words in a sentence belong to a specific word-class category. A string of words in a sentence matches a specific word class. Therefore, no significant differences are noticed in the use of word classes between students with learning disabilities and students who are otherwise low-achieving. It must be noted that the use of numerous adjectives, adverbs, or noun and verb phrases are likely to increase the complexity

of sentences because they are packed with more information compared to sentences without additional use of word classes.

More recent studies tend to include phrasal complexity using the length of phrases as a measure to examine sentence patterns (Ravid & Berman, 2010). Ravid and Berman (Ravid & Berman, 2010) argued that the phrase measures are important components of sentence patterns to examine syntactic complexity because sentences using more phrases were found to be syntactically more complex.

2.2.4. Grammatical Accuracy

Grammar is a major communication element. In communication, fluency is not the only factor that matters, but also linguistically correct and socially acceptable. Accuracy refers to the capacity of the learners during a language performance to achieve target-like and prevent errors. In other words, accuracy refers to the ability of the learners to reduce errors by avoiding challenging structures which can lead to errors (Ellis & Barkhuizen, 2005). Grammatical accuracy is also explained as the ability to stay away from errors in performance and reflecting more elevated amounts of control in the language as well as avoiding the challenging structures that may provoke errors (Skehan & Foster, 1999).

Chomsky (1957) notes that it is necessary for learners to have the knowledge of grammar in a language to be able to produce and understand the sentences (Alfiyani, 2013). The ability to express meaning in from source

language to target meaning is called as grammatical competence. In order to achieve grammatical competence, students should pay more attention to what they say and how they communicate their ideas in a target language.

Supporting the importance of grammar, Harmer (2002) states that although it is difficult to create "correct" grammar rules, communication can suffer if grammar rules are violated too carelessly (Alfiyani, 2013). When grammatical skills are overlooked, the learners are certain to become grammatically poor communicators. Having grammar knowledge is therefore very necessary for the students to produce their thought accurately. As grammatical accuracy can also be used as students' performance descriptor, it is important to measure students' grammatical accuracy to know their proficiency and understanding of L2 (Housen & Kuiken, 2009).

Grammatical accuracy can be measured in some ways; measuring the number of errors in every 100 words (Kuiken & Vedder, 2007; Mehnert, 1998), measuring the error-free T – units per total number of T – units ratio (Benzehaf, 2016), or measuring the percentage of error-free clauses per total number of clauses (Rodriguez & Cardenas, 2012; Foster & Skehan, 1996). Measuring grammatical accuracy is aimed to know the students' ability in producing understandable, grammatically correct, and socio-linguistically accepted sentences in L2. The interference of L1 in L2 acquisition is what creates error during the process of language learning. Therefore, to get the better result of grammatical accuracy measurement, a valid descriptor is needed to reveal the grammatical

accuracy completely. Error per 100 words is said to be the most valid to measure grammatical accuracy in second language learners (Inoue, 2016).

There are some discourse features which can be included into the types of errors in accuracy; those are nouns, determiners, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions (Chaaroui, 2017). To examine grammatical accuracy, syntactical errors (e.g., word order errors, missing elements) and morphological errors (e.g., verb tense, subject-verb agreement, errors in word forms, and errors in the use of articles and prepositions) were considered as error. Errors in spelling and punctuation and errors concerning the word choice were taken into consideration when the words used are distorted its meaning.

2.2.5. The Relationship of Syntactic Complexity and Grammatical Accuracy

The study of complexity, accuracy, and fluency has become an issue in second language learning area. Along with fluency, complexity and accuracy are said to be a triad which can be used to measure the language proficiency (Benzehaf, 2016). Some research has investigated about the relationship of complexity and accuracy in language learning.

Over three years, Vespoor, Lowie, and van Dijk (Vespoor, Lowie, & van Dijk, 2008) conducted a longitudinal study to observe the relationship of the triad with the proficiency of an advanced English learner in terms of the academic writing. The study explained that complexity and accuracy have not grown at the

same time. This result is also supported by Skehan and Foster's finding (Skehan & Foster, 2007) which explains that complexity and accuracy compete for the students' focus. As there might be challenging and demanding task during the language learning, it is hard for the students focus on more than one language area. Simultaneous exposure to multiple L2 areas is therefore found to be difficult. Ferrari (Ferrari, 2012) also explains that there are trade-off effects between complexity and accuracy in the participant's language development he observed longitudinally.

The interaction between accuracy and complexity measures is also examined by Spoelman and Verspoor (2010). In their study, it is explained that there is an unstable interaction of complexity and accuracy in a Dutch student who is learning Finnish. It is stated that the accuracy rates during the early stage of learning was going up and down. This finding is also supported by the fact that no competition between complexity and accuracy or significant interactions between syntactic complexity and fluency were found in her study (Gunnarson, 2012).

In relation to L2 learning, a research regarding to the CAF development in naturalistic context of a Turkish immigrant living in USA (Polat & Kim, 2013) was conducted. The study describes that the complexity and accuracy were not going hand in hand. While the syntactic complexity and lexical diversity of the participant developed well, the accuracy in the other hand was said to not develop as well as the complexity. Another study related to complexity and accuracy of L2 writing also conducted by Rosmawati (2013). The academic writing output made

by the participant, an advanced female L2 learner taking a postgraduate program, was rated. The result shows that there is a dynamic system in the result of complexity and accuracy. The development of both construct is also varied and non-linear; the association between complexity and accuracy is revealed to be slightly negative as the difference is not statistically significant.

2.3 Hypotheses

Based on the problem of the research, there were two hypotheses which were taken. They are presented as follows:

- H₀₁ : Fourth semester students have better ability than second semester students in terms of syntactic complexity.
- H₀₂ : Fourth semester students have better grammatical accuracy compared to second semester students.

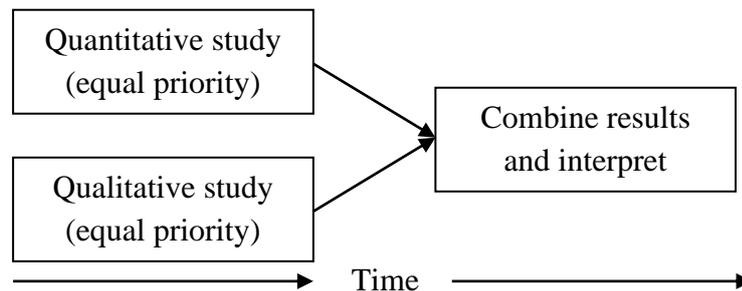
CHAPTER III

RESEARCH METHOD

In the third chapter, the writer presents research approach, type of the research, design of the research, population and sample, variable of the research, procedure of collecting data, research instrument and technique of analyzing data.

3.1 Research Design

This research uses mixed-method research as a research design. The reason of using mixed-method research is to gain a more comprehensible understanding of the research problem because in a single study, it incorporates quantitative and qualitative approaches. The design used in this research is the triangulation design of mixed-method. In triangulation design, both quantitative and qualitative method will be carried out in the same time to study about the same case happened (Fraenkel, Wallen, & Hyun, 2016). In this research, the data will be analyzed together using both quantitative and qualitative method. Quantitative method will take place first to count on syntactic complexity statistically and the qualitative method will be conducted next to follow up and refine the quantitative findings. By doing the mixed-method research, it is expected that this research will reveal the phenomena of syntactic complexity and grammatical accuracy in the UNISBANK Semarang students' writing.



3.2 Population and Sampling

The participants for this research come from Faculty of Language and Humanities UNISBANK Semarang. The 81 students majoring in English Literature who participate in this research are coming from second and fourth semester. There were 54 second semester students and 19 fourth semester students took part in this research. The age range of students participated in this study are around 18 to 22 years old. But, when this data gathering was conducted, some students were not able to come to the class. The unavailable students (8 students) were excluded from this research. Therefore, there are 78 total students participated in this study. As the student numbers enrolling in the second and fourth semesters are different, a simple random sampling is used to determine the number of participants used in this study. The simple random sampling is applied to ensure fairness regarding the chosen participants. There are 30 participants chosen from the sampling process; 15 students from second semester and 15 students from fourth semester. The participants chosen as a sampling had prior experience in writing English written text. The consideration of choosing 15 participants in each semester because The reason for choosing small participants

per semester is because in the study of SLA, the big number of participants is not always the best thing, as many variables which can affect language production are also taken into account (Granger, 2009). By having the small amount of participants, it is expected that the result showed will be more detailed in explaining the case happened. Therefore, 15 participants were chosen from each semester.

3.3 Data Collection Method

The data used for this research came from the writing of second semester students and fourth semester students. Second semester students were taking Introduction to Literature, while fourth semester students were taking Introduction to Prose. The writings used in this research were taken from their middle exam which was about writing a summary of a narrative story titled “The Black Cat” written by Edgar Allan Poe. Both groups of students were given the same amount of time to finish the task. The students are free to use dictionary or looking for the references while writing the summary. The narrative story is chosen in this study to promote the correct grammar use, as narrative story use past tense in its writing. Therefore, the students’ ability in using the correct grammar can be measured from the use of narrative story.

3.3.1 Syntactic Complexity

Some steps were taken to collect the data. The first step was to retype the students' writing using Microsoft Word because the submitted files are in form of hard copy. This was done in order to make the texts easier to process in the software because the software can only be used for the typed text, not the printed or hand-written text. After that, the researcher named the file one by one by using number per file and put it in different folder for second and fourth semester students. The next step was to process the syntactic complexity of students writing. The data saved in form of plain text (.txt file) was then copied to the online program called Syntactic Complexity Analyzer (SCA) via <http://www.personal.psu.edu/xx113/downloads/l2sca.html> (will be redirected to <https://aihaiyang.com/software/l2sca/>). After being copied, the researcher chose the criteria which would be used to measure the syntactic complexity. The result would then appear in form of number which can be explained further.

3.3.2 Grammatical Accuracy

The typed text written by the students were then analyzed in terms of its grammatical accuracy. Grammatical accuracy can be measured in some ways; measuring the number of errors in every 100 words (Skehan, 2018), measuring the error-free T – units per total number of T – units ratio (Benzehaf, 2016), or measuring the percentage of error-free clauses (Rodriguez & Cardenas, 2012). In evaluating grammatical accuracy, some steps were also taken in this research. After doing the same early steps as above, to get the reliable result of grammatical

accuracy, two types of measurements were used in this research; using the online grammar checker and inter – raters. The writer asks for the raters' help to analyze the grammatical accuracy of students' writing. Besides, online grammar checker is also used to complete the grammatical accuracy result from the rater. The result of both measurements will be combined to reveal the students' grammatical accuracy. Some aspects included in the measurement of grammatical accuracy (Ellis & Barkhuizen, 2005) were listed as follow;

- a. The error use of subject–verb agreement
- b. The error use of determiners
- c. The error use of auxiliary verbs
- d. The error use of preposition
- e. The error use of tense

3.4 Data Analysis Procedures

The data gathered for this study was analyzed by using both computerized program and manual annotation. The specification and procedures of the data analysis were explained below.

3.4.1 Syntactic Complexity

In order to analyze the syntactic complexity of UNISBANK students' writing output, online-computerized program suggested by Lu (Lu X. , 2017) called Syntactic Complexity Analyzer will be used. Syntactic Complexity Analyzer is a software program which combines between Stanford Parser and TreGex. This program is a whole program which can analyze syntactic

complexity based on its words classes as parser tree does and display the result in numerical to make it understandable for the user. The program will display the result in number as a part of quantitative or statistical method. This program is quite reliable to be used for testing second language learners, as Lu (Lu X. , 2011) explained that the result of automated program and the manual annotation suit quite well. The results of the data processed from second and fourth semester then combined and analyzed to determine the syntactic complexity of the written task.

There are fourteen syntactic complexity measures which can be used to explain syntactic complexity. The specification of each measure is written in the table below.

Measure	Code	Formula
<i>Type 1 Length of Production Unit</i>		
Mean length of sentence	MLS	# of words/# of sentences
Mean length of T – unit	MLT	# of words/# of T – unit
Mean length of clause	MLC	# of words/# of clause
<i>Type 2 Sentence Complexity</i>		
Sentence complexity ratio	C/S	# of clause/ # of sentence
<i>Type 3 Subordination</i>		
T – unit complexity ratio	C/T	# of clause/ # of T – unit
Complex T – unit ratio	CT/T	# of complex T – unit/ # of T – unit
Dependent clause ratio	DC/C	# of dependent clause/ # of clause
Dependent clause per T – unit	DC/T	# of dependent clause/ # of T – unit
<i>Type 4 Coordination</i>		
Coordinate phrases per clause	CP/C	# of coordinate phrases/# of clause
Coordinate phrases per T – unit	CP/T	# of coordinate phrases/# of T – unit
Sentence coordination ratio	T/S	# of T – unit/ # of sentence
<i>Type 5 Degree of phrasal sophistication</i>		
Complex nominal per clause	CN/C	# of complex nominal/ # of clause
Complex nominal per T – unit	CN/T	# of complex nominal/ # of T – unit
Verb phrases per T – unit	VP/T	# of verb phrase/ # of T – unit

Table 3.1 Measures of Syntactic Complexity

3.4.2 Grammatical Accuracy

It is understandable that explaining the result only in numerical might lead into misunderstanding. Therefore, qualitative method in form of descriptive is also needed to be included in this research. The manual annotation to check about students' syntactic complexity was done using Stanford Parser to expose the sentence patterns used by the students. Complexity itself is closely related to accuracy in the study of SLA. Therefore, in this research, researcher will also reveal about the students' grammatical accuracy. There will be two inter-raters that will help in analyzing the grammatical accuracy for the students' writing.

- The first rater is a master degree student majoring Play, Education, Toys, and Language in Universidad de Córdoba. She has a prior experience in teaching English as Second Language (ICGSE Level) in Jakarta Multicultural School. The first rater is also used to be a reviewer and familiar with the use of rubric in assessing writing.
- The second rater is a master degree student majoring Applied Linguistics in Universitas Diponegoro. She has prior experience in teaching English and familiar with the use of rubric in assessing writing. The second rater also has experience to be reviewer.

In order to know the grammatical accuracy of students' writing, the analysis was done by using both raters' help and online grammar checker program to measure the grammatical accuracy. There are numbers of grammatical accuracy measurement which can be used to check grammatical accuracy. However, the

number of error per 100 words is stated to be the most valid descriptor of grammatical accuracy (Inoue, 2016). Therefore, as this research will use the number of errors in every 100 words (Skehan, 2018) to measure the students' grammatical accuracy, the formula is created as follow to make the calculation easier.

$$G.A = \frac{\sum \text{error}}{\sum \text{words}} \times 100$$

G.A is explained as the percentage of grammatical accuracy. Meanwhile, \sum error is explained as the total number of errors made by the students in their writing and \sum words means the total number of words produced by the students.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the result of syntactic complexity measures, grammatical accuracy, and the correlation of those two variables through some findings and discussion.

4.1 Findings

4.1.1 Number of Syntactic Constructions

The 30 writing outputs which came from second and fourth semester students were analyzed in terms of the number of words, sentences, verb phrases, and clauses. An analysis of syntactic construction was done by using L2 Syntactic Complexity Analyzer software to know the number of words, sentences, verb phrase, and clause produced by the thirty participants coming from second and fourth semester. The result is presented in Table 4.1 below.

Students	2 nd Semester				4 th Semester			
	Words	Sentences	Verb Phrases	Clauses	Words	Sentences	Verb Phrases	Clauses
1	476	32	69	55	289	24	38	28
2	448	35	66	54	411	20	48	43
3	748	41	92	63	545	35	76	64
4	651	39	95	74	297	20	39	34
5	428	26	62	46	548	36	79	60
6	442	17	64	53	324	18	50	32
7	314	21	50	39	428	22	51	40
8	403	26	56	42	593	22	87	66

9	328	21	49	42	547	41	79	61
10	305	18	36	26	307	12	44	34
11	269	21	37	31	420	19	59	46
12	459	30	65	52	632	46	83	65
13	501	24	61	45	543	22	59	47
14	451	29	64	52	191	16	29	23
15	366	26	54	42	108	20	48	36
N	6589	406	920	716	6183	373	869	679

Table 4.1 Number of words, sentences, verb phrases, and clauses of students' writing

The analysis shows that second semester students have higher result in the number of words produced than fourth semester students. The same results also appear for other syntactic constructions; which are sentences, verb phrases, and clauses. In general, second semester students produced higher number of words, sentences, verb phrase, and clause compared to fourth semester students. Holistically, the different number of syntactic construction between second semester students' writing and fourth semester students' writing varies and quite significant; as it can be seen from the number of words produced where second semester students produced 6589 words in their writing and fourth semester students produced 6183 words. In terms of sentences, verb phrases, and clauses, second semester students also produce higher result than fourth semester students.

The findings above show that the lower grade students produced higher number of words in sentences than fourth semester students. However, the longer sentences or number of syntactic construction produced by second semester students do not imply that second semester students have better ability in producing syntactically complex sentences than fourth semester students.

Therefore, to show a more specific result of syntactic complexity, a further analysis by using more specific measures is carried out.

A statistical analysis using SPSS is conducted to know the mean and standard deviation of words, sentences, verb phrases, and clauses produced by second semester and fourth semester students.

Descriptive Statistics					
	N	2 nd smt		4 th smt	
		Mean	Std. Deviation	Mean	Std. Deviation
Word	15	439.27	11.294	412.20	12.497
Sentence	15	27.07	7.285	24.77	9.841
Verb Phrase	15	61.33	16.430	57.93	18.487
Clause	15	47.73	12.003	45.27	14.492
Valid N (listwise)	15				

Table 4.2 Mean and SD of students' writing

Table 4.2 shows that from 15 participants grouped in second semester, the mean of words produced is 439.27 (SD = 11.294). Meanwhile, for the fourth semester, the mean of words produced is 412.20 (SD = 12.497). The second semester students also produced higher mean number of sentences with 27.07 (SD = 7.285). Meanwhile, the mean number of sentences produced by fourth semester students is 24.77 (SD = 9.841). Second semester students' writings also show greater result in the verb phrases and clauses produced in their writings than the fourth semester students. Second semester students reveal to have mean number of verb phrases, which is 61.33 (SD = 16.430). Meanwhile, fourth semester students result 57.93 (SD = 18.487) in the mean number of verb phrase. For the clause produced, second semester students produce 47.73 (SD = 12.003) and fourth semester students produce 45.27 (SD = 14.492).

Second semester students show higher result in the mean of word, mean of sentence, mean of verb phrase, and the mean of clause compared to the fourth semester students. However, the result of standard deviation reveals that fourth semester students achieve higher result compared to second semester students. The increasing number of standard deviation in fourth semester students indicates that the students in fourth semester have greater variety of words, sentences, verb phrases, and clauses produced compared to second semester students. From this result, it can be concluded that fourth semester students have more varied distribution in the text they produced compared to second semester students; despite the smaller number of words, sentences, verb phrases, and clauses they produced.

4.1.2 Syntactic Complexity

The writings of the chosen participants will then be analyzed using L2 Syntactic Complexity Measures developed by Lu which combine between Stanford Natural Language Processing Parser and TreGex. A manual annotation is also done to know the comparison of syntactic complexity between second semester and fourth semester. Both analyses are done to examine the syntactic complexity of second semester students and fourth semester students as a whole and within each group.

As the number of words and sentences produced cannot be used as the indicator of syntactic complexity, a detailed measurement of syntactic complexity criteria is done to reveal the phenomena. A holistic syntactic complexity measure

is performed between different groups of students. From the analysis of syntactic complexity using Syntactic Complexity Analyzer with the fourteen criterion developed by Ai & Lu, the result is presented in the tables below. The tables below show the result of syntactic complexity between second semester students and fourth semester students. The fourteen items analyzed in Syntactic Complexity Analyzer are grouped into five types of measure as follows.

Syntactic Complexity Analyzer Result			
Measure	Code	2nd semester	4th semester
<i>Type 1 Length of Production Unit</i>			
Mean length of sentence	MLS	248.1858	269.4328
Mean length of T – unit	MLT	219.6561	221.3723
Mean length of clause	MLC	139.0879	141.3367

Table 4.3 Length of production unit between 2nd and 4th semester

The Length of Production Unit as the first measure of syntactic complexity is presented by the score of MLS (Mean Length of Sentence), MLT (Mean Length of T-unit), and MLC (Mean Length of Clause). MLS is explained to be one of valid indicator to analyze about syntactic complexity (Yazdani, 2018). Therefore, the result of this criterion can be used as a consideration to determine the result of syntactic complexity. Table 4.3 above shows that the overall number of MLS (Mean Length of Sentence) for second semester students, which is 248.1858, is significantly lower than the fourth semester which ranges in 269.4328. This means that fourth semester students achieved higher number of MLS than the second semester students. The increase shows a positive result because it means that the fourth semester students are able to compose longer sentences and have better ability about the sentence structures knowledge. This can be seen from the

result which shows that fourth semester students score higher than second semester students in MLS.

Table 4.3 also shows the score of Mean Length of T-unit (MLT) between the second and fourth semester. The second semester results 219.6561, meanwhile the fourth semester scores higher which is 221.3723 in total.

Table above also shows the number of Mean Length of Clause (MLC). The Mean Length of Clause refers more complex phrases usage which will raise the length of clause. As it can be seen, the number of MLC between second and fourth semester students is different. The second semester students achieves score 139.0879 in terms of MLC, found to be longer compared to fourth semester students which score 141.3367. The increasing number of MLC from the second to fourth semester signals a positive attitude toward the syntactic complexity, because the higher the level of students, the more clauses they should be able to compose in their writing. Understanding students' syntactic complexity from only seeing the length of production unit is not enough, as it only provides quantitative information on students' writing. This quantitative information is not enough to make judgment on how well the students produce complex sentences. However, for overall complexity, MLT is extensively considered to be a valid measurement (Nakamura, 2019). Therefore, from the length of production unit measure, it can be stated that fourth semester students have better syntactic complexity compared to second semester students.

Syntactic Complexity Analyzer Result			
Measure	Code	2nd semester	4th semester
<i>Type 2 Sentence Complexity</i>			
Sentence complexity ratio	C/S	27.0478	28.6371

Table 4.4 Sentence complexity between 2nd and 4th semester

The result of second type of measure is shown from the score of sentence complexity ratio in Table 4.4. Sentence complexity ratio is also said to be a better discriminator to understand the syntactic complexity of students' writing. The result of comparison between the second semester students and the fourth semester students in the second criteria is quite similar to the first criteria. The result showed that second semester students achieved lower result of sentence complexity ratio than the students in fourth semester. It showed that the second semester students produce lower score in 27.0478, meanwhile the fourth semester students score 28.6371. The difference of sentence complexity ratio among students in the second semester and fourth semester is not significant, as Table 4.4 showed that the difference is only 1.59. The result indicates that fourth semester students have better familiarity of using different sentence structures compared to second semester students.

Syntactic Complexity Analyzer Result			
Measure	Code	2nd semester	4th semester
<i>Type 3 Subordination</i>			
T – unit complexity ratio	C/T	23.979	23.4484
Complex T – unit ratio	CT/T	6.3435	6.1734
Dependent clause ratio	DC/C	5.3274	4.7727
Dependent clause per T – unit	DC/T	8.7075	7.7153

Table 4.5 Subordination between 2nd and 4th semester

The third category is subordination shown by the number of T – unit complexity ratio (C/T), complex T – unit ratio (CT/T), dependent clause ratio (DC/C), and dependent clause per T – unit (DC/T). T – unit related to the minimal terminable unit, which is defined as “one main clause plus any subordinate clause or non-clausal structure that is attached to or embedded in it” (Hunt, 1970). T–unit is stated as one of syntactic complexity’s most reliable indicators. Therefore, the result of T – unit in this part is said to be one of the criteria to determine the syntactic complexity result. The result of syntactic complexity measures in the third type (subordination) reveals that second semester students have greater result than fourth semester students in the four criteria listed.

The number of T-unit complexity ratio (C/T) for the second semester students is 23.9790, slightly higher than the students in the fourth semester which score 23.4484. This results in a gap of 0.52 points between the second semester students and fourth semester students. Second semester students also rank higher in the amount of Complex T-unit ratio (CT/T) than fourth semester students. The group of second semester students results 6.3435 in the number of complex T – unit ratio. Meanwhile, complex T – unit ratio results 6.1734 for the fourth semester. The difference between second semester and fourth semester is not really significant, as the difference is only 0.2.

The second semester students also have higher result in the (DC/C) compared to fourth semester students. Second semester students resulted 5.3274, which is higher than fourth semester students which resulted 4.6727. The result between second semester and fourth semester students creates 0.55 point in

difference. The significant difference occurred in the dependent clause per T – unit (DC/T) criteria; where second semester students scores 8.7075 and fourth semester students scores 7.7153. The difference between second semester students and fourth semester students is noted to be significance, as the number showed 0.99 in difference.

Syntactic Complexity Analyzer Result			
Measure	Code	2nd semester	4th semester
<i>Type 4 Coordination</i>			
Coordinate phrases per clause	CP/C	3.5786	3.3345
Coordinate phrases per T – unit	CP/T	5.7764	5.2856
Sentence coordination ratio	T/S	16.9142	18.0801

Table 4.6 Coordination between 2nd and 4th semester

Commonly, coordination is regarded a less complex syntactic structures predictor. This is because the relationships between the structures are very simple to ace compared to subordination by the less qualified students. The result of type four (coordination) are shown in Table 4.6. Table 4.6 explains that the second semester students show higher result of coordinate phrases per clause than fourth semester students. Second semester students scores 3.5786 in coordinate phrases per clause. Meanwhile, for fourth semester students, the average of coordinate phrases per clause is lower than for second semester students with the number 3.3345.

From Table 4.6, second semester students' writing are better than the fourth semester students in terms of coordinate phrases per T – unit. Second semester students are stated to score 5.7764. Meanwhile, fourth semester students reveals to score 5.2856 in the coordinate phrases per T – unit criterion. Table 4.6

above reveals that second semester students use coordination in the sentences more often than the fourth semester students. It is in line with the result found by Yazdani (2018) which stated that the high usage of coordination is usually observed in less proficient students.

Meanwhile, for the sentence coordination ratio, the result presented by second semester students is 16.9142. It is significantly lower compared to fourth semester students which resulted 18.0801. From the result presented, it can be inferred that second semester students have lesser ability than fourth semester students in the use of coordinate phrases. This can also be said that students in the fourth semester have a better understanding of how to provide a good sentences combination. This condition happened because second semester students are less exposed to complex structure which justify the little usage of subordination.

Syntactic Complexity Analyzer Result			
Measure	Code	2nd semester	4th semester
<i>Type 5 Degree of phrasal sophistication</i>			
Complex nominals per clause	CN/C	13.1088	14.0206
Complex nominals per T – unit	CN/T	20.8036	21.9917
Verb phrases per T – unit	VP/T	30.6181	30.1016

Table 4.7 Degree of phrasal sophistication between 2nd and 4th semester

The degree of phrasal sophistication between second semester students and fourth semester students is shown in Table 4.7 above. For the first two measures, the complex nominals per clause and complex nominals per T-unit, Table shows higher result for the fourth semester students compared with the second semester students. Table 4.7 shows that the complex nominal per clause of

second semester students is 13.1088; apparently lower than fourth semester students which scores 14.0206. Fourth semester students are found to use more complex nominals per clause compare to second semester students. This is in accordance with Biber's finding (Biber, Gray, & Poonpon, 2011) which stated that more complex nominals will appear in more advanced writing.

The second semester students score 20.8036 for the complex nominals per T-unit (CN / T), slightly lower compared to the result of fourth semester students writing which scores 21.9917. This can be inferred that students in the fourth semester have a better ability than students in the second semester to use complex nominal implemented in clause and T-unit. Second semester students have higher result than fourth semester students for the number of verb phrases per T-unit. Second semester students score 30.6181, which is slightly higher than fourth semester students which result 30.1016. Meanwhile, for the last category, it can be inferred that second semester students have better ability than fourth semester students in using verb phrases to build a sentence, As shown by the verb phrase per T – unit which is higher in the second semester students than in the fourth semester students.

The result showed in Table 4.7 above explains that every category of syntactic complexity represents various results. In the first type of syntactic complexity measure, the differences occur throughout the length of the production unit, showing that students in the fourth semester are able to produce longer sentences than students in the second semester, as it is known that longer sentence is one indicator of syntactic complexity. Fourth semester students also have higher

number of sentence complexity ratio compared to second semester students. The higher number of sentence complexity ratio signals positive result of syntactic complexity. Fourth semester students also perform better result than second semester students in terms of complex nominal used per clause and T-unit, and the use of verb phrases per T-unit. Meanwhile, for the use of coordination phrases, second semester students scored higher than fourth semester students.

4.1.3 Grammatical Accuracy

The grammatical accuracy of students' writing is examined by using the raters' help and online grammar checker. The categories of error included are subject–verb agreement error, determiners error, auxiliary verbs error, and preposition error (Ellis & Barkhuizen, 2005). The model of grammatical accuracy used is measuring the number of error per 100 words (Skehan, 2018), as this measurement is said to be the valid measurement of grammatical accuracy (Inoue, 2016). In order to measure the percentage of grammatical accuracy, the formula as follow is used.

$$G.A = \frac{\sum \text{error}}{\sum \text{words}} \times 100$$

The result of measurement is presented in Table below:

Student	Percentage of G.A	
	Second Semester	Fourth Semester
1	5.67	8.65
2	7.14	5.11
3	2.27	7.52
4	12.29	11.45
5	7.94	4.56

6	7.24	7.10
7	6.05	3.27
8	7.20	6.24
9	3.66	5.12
10	7.54	6.19
11	5.20	5.48
12	4.36	2.37
13	11.98	2.76
14	5.76	5.76
15	9.29	16.67
Average of G.A	6.91	6.55
Lowest Percentage	2.27	2.37
Highest Percentage	12.29	16.67

Table 4.8 Percentage of grammatical accuracy in second and fourth semester students

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Second	15	2.27	12.29	6.9060	2.76632
Fourth	15	2.37	16.67	6.5500	3.63265
Valid N (listwise)	15				

Table 4.9 Mean and SD of grammatical accuracy

Table above showed the result of grammatical accuracy in the writing of second and fourth semester students. The lowest percentage of grammatical accuracy in second semester students' writing is 2.27% and the highest percentage of grammatical accuracy is 12.29%. Meanwhile, in the fourth semester students' writing, the lowest percentage of grammatical accuracy is 2.37% and the highest percentage is 16.67%. The mean of grammatical accuracy in second semester students' writing is 6.90 (SD = 2.77), appears to be higher than in the fourth semester students which is 6.55 (SD = 3.63).

4.1.1 Correlation of Syntactic Complexity and Grammatical Accuracy

As syntactic complexity and grammatical accuracy are included into second language proficiency dimensions, the relationship between those two aspects cannot be separated. A correlation test was done in order to know the relationship of syntactic complexity and grammatical accuracy. Pearson correlation test was done in both second and fourth semester students to know the correlation of syntactic complexity and grammatical accuracy; whether it is correlated to each other positively, negatively, or do not correlate each other.

		Complexity	Accuracy
Complexity	Pearson Correlation	1	-.071
	Sig. (2-tailed)		.801
	N	15	15
Accuracy	Pearson Correlation	-.071	1
	Sig. (2-tailed)	.801	
	N	15	15

Table 4.10 Correlation test of syntactic complexity and grammatical accuracy in second semester students

The table above shows the correlation test between syntactic complexity and grammatical accuracy in second semester students. In the correlation test which has been done, the result of Pearson correlation or correlations coefficient between syntactic complexity and grammatical accuracy is -0.71. As the result of correlations coefficient is bigger than 0.5, it can be said that there is a strong correlation between syntactic complexity and grammatical accuracy in second semester students. However, the two variables correlated negatively as the Pearson correlation shows the negative (-) sign.

A correlation test is also done for fourth semester students' writing to know the relationship between syntactic complexity and grammatical accuracy in

fourth semester students. The result of correlation test is presented in the table below.

		Complexity	Accuracy
Complexity	Pearson Correlation	1	.336
	Sig. (2-tailed)		.221
	N	15	15
Accuracy	Pearson Correlation	.336	1
	Sig. (2-tailed)	.221	
	N	15	15

Table 4.11 Correlation test of syntactic complexity and grammatical accuracy in fourth semester students

In the correlation test which has been done, the result of Pearson correlation or correlations coefficient between syntactic complexity and grammatical accuracy in fourth semester students is 0.336; smaller than the middle correlation coefficient which is 0.5. Therefore, it can be said that the correlation between syntactic complexity and grammatical accuracy in fourth semester students is weak. The correlation coefficient between syntactic complexity and grammatical accuracy in second semester students shows positive result. Consequently, from the correlation test above it can be concluded that there is a positive correlation between syntactic complexity and grammatical accuracy in fourth semester students. Weak positive correlation is found between syntactic complexity and grammatical accuracy in fourth semester students.

4.2 Discussion

The data analyses above are expected to provide satisfying results in order to answer the research questions. This discussion will reveal the findings in detail

to explain the results and create the conclusion. The findings from previous research are also included as a comparison when needed. The discussion will be divided into some sub chapters based on the research questions. The potential reasons of the discrepancies are also clarified as betterment for the teaching process or pedagogy.

From the finding above, holistically, it can be seen that second semester students produced higher sentence constructions such as words, sentences, verb phrases, and clauses than fourth semester students. However, numbers of words or sentences produced are not a valid descriptor of syntactic complexity; as some students might choose to combine sentences into more compact ones. More advanced learners might choose to use more embedded sentences like the complex ones, rather than using longer syntactic constructions. The act of choosing more embedded sentences over longer syntactic constructions leads to shorter writing output (Kern & Schultz, 1992; Qi, 2014). Therefore, the number of words and sentences cannot be used as the only indicators of syntactic complexity. A more specific measure is needed to uncover the syntactic complexity in students' writing.

The first research question discusses which group of students will have better result of syntactic complexity. Researcher hypothesizes that fourth semester students will have better result of syntactic complexity compared to second semester students. From the fourteen criteria of syntactic complexity, it is agreed that some syntactic complexity measures can be used as the strong indicators to determine syntactic complexity. Mean length of sentences, sentence complexity

ratio, subordination, coordination, and phrasal complexity is stated to be the valid indicators in distinguishing syntactic complexity in different group of students (Kuiken & Vedder, 2019).

MLS (mean length of sentences) is explained to be one of valid indicator to analyze syntactic complexity (Yazdani, 2018). Research findings indicate that there is a substantial difference in the outcome of MLS between second semester and fourth semester students. The finding indicates that fourth semester students is better achieving than second semester students in terms of mean length of sentences. The result showed is in accordance with the previous findings from Lu (2011) which stated that in differentiating the proficiency level, mean length of sentences is a useful syntactic measure of complexity. The difference result in the MLS (mean length of sentences) is seen as the impact of other syntactic complexity measures such as subordination and coordination, as stated by Vyatkina (2015) that the addition of subordinate and coordinate clause to the clause per sentence can increase the average sentence length. For the result of MLT (mean length of T-unit) and MLC (mean length of clause), it shows that fourth semester students also have higher result compared to second semester students. The result of MLT related to the students' ability to compose main clause and dependent clause. MLT is also said to be a measure of overall complexity (Nakamura, 2019). From the number shows in MLT criteria, it can be said that students in the fourth semester are able to compose better main clause and dependent clause compared to students in the second semester. The number

shows reflect positive result, as the higher the students' level, the greater number of MLT it should have.

Sentence complexity ratio is also said to be better discriminator to understand syntactic complexity of students' writing. The findings reveal that there is an increase of sentence complexity ratio (C/S) between second semester students and fourth semester students. The increase is not significant, as its difference is only 1.59. However, it is enough to say that fourth semester students have better familiarity of using different sentence structures compared to second semester students which result higher number of sentence complexity ratio.

Subordination and coordination are also used as the measurement of syntactic complexity, especially clausal complexity (Nakamura, 2019). The assumption that subordination has contributed significantly to the holistic results of syntactic complexity is acceptable, resulting in a strong correlation between the number of dependent clauses and the average sentence length or clauses per sentence. It confirms the previous research findings that those subordination type measures such as dependent clauses per clause or dependent clauses per sentence indicate the differences between students with varying language levels (Vaezi & Kafshgar, 2012). Ortega also stated that the calculation of subordination can explore more on syntactic complexity (Kuiken & Vedder, 2019). In determining syntactic complexity, the subordination type measures especially dependent clauses is said to be one of the most important indicators (Carter & Mc Carthy, 2006). It is mentioned that subordination can signal more advanced writing compared to coordination (Qi, 2014). Therefore, it is assumed that the result

showed in the findings above will reveal that fourth semester students will produce higher result of subordination than second semester students.

However, the research finding on subordination is not the expected result. Related to the previous study, it is expected that subordination number will be higher in the higher grade. Therefore, it is expected that fourth semester students will result higher number of subordination than in the second semester. As subordination is based on the calculation of the dependent clause, it is expected that subordination will be used in more advanced writing than in less proficient students. But, the result showed that second semester students achieved better result than fourth semester students. Therefore, for the subordination criteria, the result is contradictive to the hypothesis that the higher the grade is, the greater number of result will show.

The other syntactic complexity measure which said to be a valid descriptor of syntactic complexity is coordination. Commonly, coordination is regarded as the indicator of less complex syntactic structures. This is because the structures in between relationships are much simple to ace by the less proficient students compared to subordination. With such assumption, researcher thinks that coordination structure will be likely used by second semester students. The finding reveals that second semester students produce higher coordinate phrase per clause and coordinate phrase per T-unit. Meanwhile, for the sentence coordination ratio, fourth semester students is found to have greater number than second semester students.

Meanwhile, understanding the length of production of unit, subordination, and coordination is also not enough to reveal comprehensive understanding of syntactic complexity, since these measures can only include some statistical information that is not so useful in making direct inferences or judgments. Complex nominals often act as an alternative to relative clauses and may also mirror the complexity of sentences. From the findings above, it is found that from both complex nominal criteria; the complex nominals per clause and complex nominal per T – unit, it is revealed that fourth semester students produce greater result than second semester students in terms of complex nominals. The findings are in line with Biber's finding (Biber, Gray, & Poonpon, 2011) which revealed that more complex nominals will appear in more advanced writing.

Another measurement which is commonly used to measure syntactic complexity is the use of T – unit. T – Unit is the most common measure used by the other researcher to understand syntactic complexity, especially for mean length of T-units (Qi, 2014). Along with other measurement mentioned above, T – unit is argued to be one of the most accurate syntactic complexity indicators (Hunt, 1964). However, T – unit itself might distort the original intentions of students whose focus lies more on producing sentences rather than T – unit. T-unit analysis often lacks some useful information such as coordination (Wu & Ortega, 2013) and noun clausal features embodied in noun phrases (Biber, Gray, & Poonpon, 2011), which are both also important syntactic complexity indicators for some class of learners. The use of T – unit as a measurement is not always able to differentiate syntactic complexity, as those more professional learners are not

necessarily the ones who generate longer T-units. Even so, overall complexity can be seen from the result of Mean Length of T-Unit (Nakamura, 2019). Related to the result of MLT discussed above, it can be said that fourth semester students have better syntactic complexity compared to second semester students.

From the discussion above, it can be seen that fourth semester students have better ability in some aspect of syntactic complexity; such as length of production unit, sentence complexity, and degree of phrasal sophistication. Meanwhile, for the subordination and coordination, second semester students have higher result than fourth semester students. The higher result of subordination and coordination in second semester students indicates that they have less ability in syntactic complexity. This result is in line with this the claim that higher number of subordination and coordination in a group of participant signal lesser result of syntactic complexity (Hopper & Traugott, 2003).

In measuring overall complexity and phrasal complexity, MLT and MLC are considered as the valid measurement (Nakamura, 2019). The finding and discussion above shows that the result of MLT and MLC is bigger in fourth semester students. Meanwhile, for the result of clausal complexity, subordination and coordination is said to be three good descriptor (Nakamura, 2019). The result shows that second semester students have better result of clausal complexity than fourth semester students.

The reason behind the similar result of syntactic complexity between second semester students and fourth semester students can be seen from the manual annotation which is done by the researcher. As it is known that providing

quantitative result is not enough to draw a conclusion toward a phenomenon in second language learning, therefore the researcher also provides the analysis of syntactic complexity from qualitative point of view. It is explained that there are other variables which can be used to analyze syntactic complexity besides measuring the sentence length; those are analyzing the types of sentence patterns, the sentence connectors, and the sentence sophistication (Jagaiah, 2017). In order to know the sentence patterns of students writing, the researcher compared students' writing by using descriptive analysis based on some criterion; the sentence types (simple, complex, compound, compound-complex) and the word order of main clause and subordinate clause (subject-verb and subject-verb-object) (Jagaiah, 2017).

The sentence type used by the students in their writing can reflect their syntactic complexity, as assumed that the higher grade will tend to use more complex and compound sentences compared to the lower grade. There are four types of sentence used by the students in their writing; simple sentence, compound sentence, complex sentence, and compound – complex sentence. The frequency of sentence used by the second and fourth semester students in their writing is presented in Figure 4.1 below.

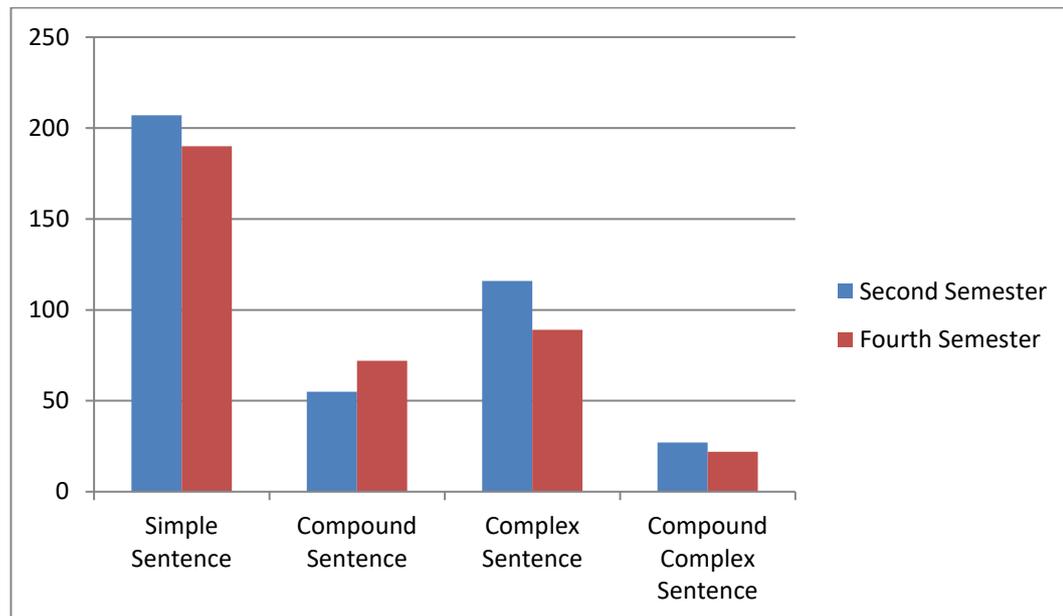


Figure 4.1 Number of Sentences Produced by Second and Fourth Semester Students

From the analysis of sentence types used by the students, it is revealed that simple sentences are the commonly type of sentences used by the students in both semester in their writing. In general, simple sentences have the highest frequency of usage compared to compound sentences, complex sentences, or compound – complex sentences. The highest frequency of simple sentences usage is caused by its simplicity in sentence structures.

In terms of compound sentences usage, holistically, fourth semester students are found to use more of compound sentences compared to second semester students in their writing. It can be inferred that fourth semester students have better ability in combining two or more independent clause into a sentence by using coordinating conjunctions (and, but, or, nor, for, yet, so). This result is also supported by the finding from the computerized program above which showed that the result of sentence coordination ratio is higher in second semester students than in fourth semester students.

The result of SCM criteria and number of compound sentences produced by second semester students are correlated to each other. The result of coordination criteria in the second semester students is higher than fourth semester students because second semester students produced more compound sentences than fourth semester students. This finding is in line with the result found by Yazdani (2018) which stated that the high usage of coordination is usually observed in less proficient students. This condition happened because second semester students are less exposed to complex structure which justify the little usage of subordination.

Meanwhile, second semester students have a tendency to use more complex sentences than fourth semester students in their writing. It can be seen from the number of complex sentences produced by the students. From this finding, it can be concluded that second semester students have better ability in combining clauses to form complex sentences by using subordinating conjunctions (after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, while) or basic relative pronoun (that, which, who, whom, whose) than second semester students.

Second semester students also have tendency to use more compound – complex sentence in their writing than fourth semester students. As subordinating conjunction is used to combine independent clause and dependent clause, it is expected that subordination will be used in more advanced writing than in less proficient students. But, Figure 4.1 above shows that second semester students produced more complex sentences than fourth semester students. In addition to

the previous finding from the result of Syntactic Complexity Measure, it is explained that second semester students have better ability in producing complex sentences than fourth semester students. Therefore, the result is contradictive to the hypothesis that the higher the grade is; the greater result of complex sentences will show.

Some examples of students' writing are presented below to understand the sentence type they used.

Student 1 – Second semester

“There was a man who always fond of animals. He had many kind of animals in his house since he was a child. He was a gentle and caring man. When he grew up, he finally married with a woman. Even in his manhood, he still took care of his animals together with his wife. He gave his animals some foods and liked to pet them. Especially, his black cat named....”

“.... He lost all his wealth. And in his burned-house, he found the portrait about the cat who had rope tied in its throat. And he concluded that all that happened to his house was made by his black cat, Pluto.”

From the example above, it can be noticed that the Student 1 have tendency to use simple sentences in the beginning of her writing. It can be seen from the third sentence “He was a gentle and caring man” and “He lost all his wealth”. Besides using simple sentences, Student 1 in second semester also applied the use of complex sentences and compound sentences. As seen in the first sentence, Student 1 tried to imply compound sentence in his writing output. It can be seen from the use of wh- structure in the sentence “And in his burned-house, he found the portrait about the cat **who** had rope tied in its throat”. Beside, compound sentence can also be seen from the use subordinating conjunctions

“since” in the second sentence. Beside compound sentence, complex sentence is also used which can be seen from the sentence “In the night, when he finally calmed down and slept in his bedroom, his house was burned down by the fire”.

Researcher then compared the second semester student’s writing with fourth semester students’ writing.

Student 1 – Fourth Semester

“The black cat is a short story written by Edgar Allan Poe in 1843. The black cat tells about mental illness because of alcohol. At the beginning of the story describes that the man have happy life with his wife and many household pets. His favourite pets is a black cat, Pluto.”

The use of complex sentences, compound sentences, and complex – compound sentences can be seen from the writing sample showed above. From the first sentence, it can be seen that fourth semester students have ability in combining two simple sentences into one complex sentence, as seen in the example “The black cat is a short story written by Edgar Allan Poe in 1843”. The sentence example beside is coming from two simple sentences; the black cat is a short story and the black cat is written by Edgar Allan Poe in 1843. But, instead of writing it as two separated sentences, Student 1 in fourth semester students combine those sentence into more complex sentence. From the example of sentences and findings above, it can be concluded that second semester students have better ability than fourth semester students in producing complex sentences.

In terms of word order, it can be noticed that both second and fourth semester students have ability in understanding the subject–verb agreement to produce sentences. Both second and fourth semester students also have ability in

combining subordinate clause in a sentence. It is also implied that in general, both semester students have ability in using adverb to complete a sentence to avoid ambiguity and understand where to put the adverb. However, particularly, some students still do not have the ability to use conjunctions to combine two simple sentences into the complex one. The example of sentences produced by second semester students is written below.

“There was a man who always fond of animals. He had many kind of animals in his house since he was a child. He was a gentle and caring man.”

From the sentences produced by second semester students above, it can be seen that second semester students tend to use simple sentences in their writing. The conjunctions are rarely used in the sentences produced above. Meanwhile, to make the sentences produced become more complex and effective, conjunctions can be applied to the sentences above so the result will be the sentences below

*“There was a man who always fond of animals **and** had many kinds of animals in his house since he was a child. He was a gentle and caring man.”*

Besides using conjunction such as “after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, and while”, basic relative pronoun such as “that, which, who, whom, whose” can also be used to combine simple sentences into more complex one as seen in the example below.

*“There was a gentle and caring man **who** always fond of animals **and** had many kind of animals in his house since he was a child.”*

The use of conjunction “and” to connect each sentence in the example above will increase the result of syntactic complexity in second semester students’ writings. The sentence pattern used can also indicate the result of syntactic complexity in students’ writing. Second semester students tend to use simple sentence like in the example “*There was a man who always fond of animals*”. Besides using simple sentence, the example before also signal the use of noun phrase in the sentence like in the “*caring man*”. The sentence produced used mostly word classes listed such as nouns, verbs, adjectives, adverbs, and conjunctions.

Comparing the syntactic construction between second semester and fourth semester students, it is noticeable that second semester students tend to use simple sentences in their writing. The sentences made by second semester students are indeed correct grammatically, but, it is not syntactically complex as fourth semester students did. The fourth semester students have a tendency to use more compound sentences in their produced sentences compared to second semester students. They also have better ability in combining words and clause to make sentences syntactically more complex and effective.

The reason of similar result of syntactic complexity between second semester students and fourth semester students is caused of the number of complex and compound–complex sentences produced by second semester students. The number of complex sentences and compound–complex sentences produced by second semester students increase the result of syntactic complexity analyzer presented above. Besides that, the similar ability in syntactic complexity

shows by second and fourth semester students is caused by the grade gap is close that cause second semester students and fourth semester students have similar result and ability of syntactic complexity. Therefore, the hypothesis above which states that fourth semester students have better ability of syntactic complexity than second semester students cannot be proven.

The second research question discusses which group of students will have better result of grammatical accuracy. Researcher hypothesizes that fourth semester students will have better result of grammatical accuracy compared to second semester students. The finding above shows that the mean of grammatical accuracy in second semester students is higher than in fourth semester students. However, the mean of grammatical accuracy cannot be used as a benchmark to conclude the result of grammatical accuracy. The more specific analysis is discussed below to measure the grammatical accuracy of second semester and fourth semester students.

In this research, grammatical accuracy was measured as the number of error words per 100 (Skehan, 2018). The aspect analyzed in the term of grammatical accuracy is the use of correct tense, subject/ verb agreement, spelling, punctuation, and capitalization. In order to be able to understand more about syntactic complexity between second and fourth semester students, researcher presents some sentences produced by second and fourth semester students as a comparison.

The analysis from inter raters and online grammar checker reveal that there are some types of error occur in the second and fourth semester students'

writing. The error occurs are similar to the common type of error occurs which are subject-verb agreement, determiner errors, auxiliary verb errors, and preposition errors (Gelman, Meck, Romo, Meck, Francis, & Fritz, 1995). However, more specific error are found and categorized by the researcher. Those types of error occurs in both semester are listed below

- a. Error in determiner use
- b. Error in subject – verb agreement
- c. Error in the use of preposition
- d. Error of punctuation within clause
- e. Error of passive voice
- f. Error of pronoun use
- g. Error of conjunction use
- h. Error in tense use

A specific analysis of grammatical accuracy is done between second semester and fourth semester students to know the frequency of error occurs.

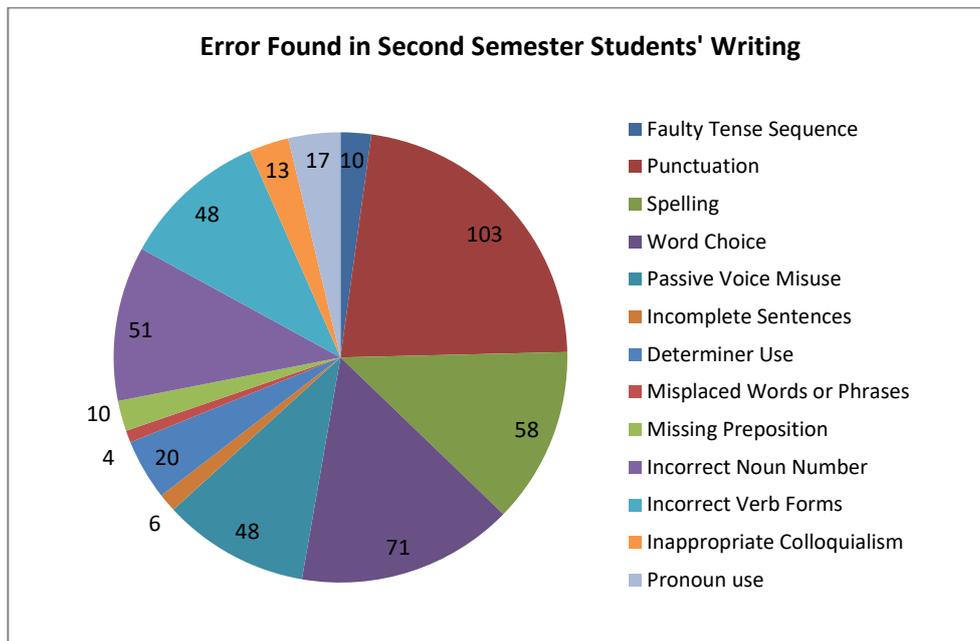


Figure 4.2 Types and Frequency of Error in Second Semester Students' Writing

From the chart above, it can be seen that there are twelve types of error appear in second semester students' writing. The highest frequency of error occurs in the second semester students' writing is the error in punctuation and followed by error in spelling. Meanwhile, the lowest frequency of error is misplaced words.

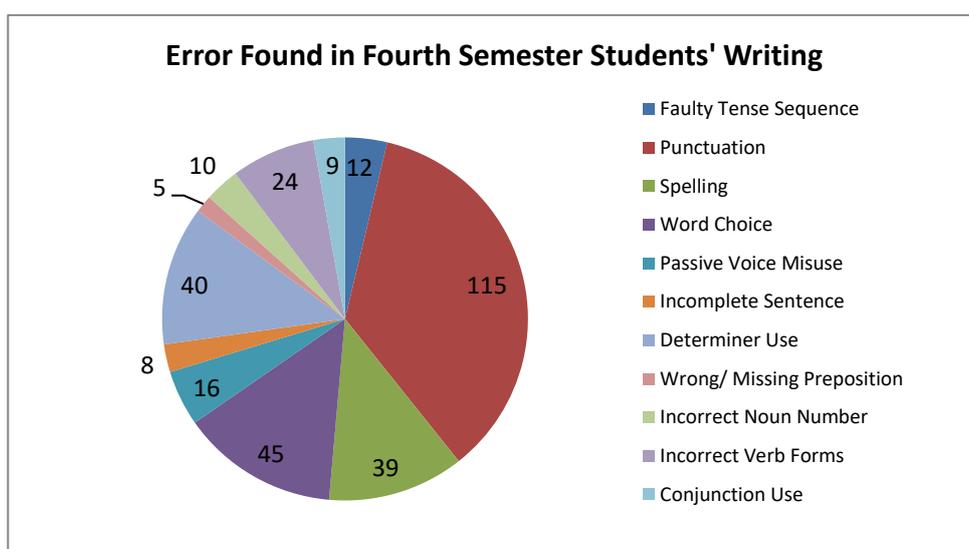


Figure 4.3 Types and Frequency of Error in Fourth Semester Students' Writing

The Figure 4.3 shows that there are eleven types of error detected in fourth semester students' writing. The highest frequency of error occurs is the error in punctuation and followed by the error word choice. Meanwhile, the lowest frequency of error is the error use of preposition.

From the discussion about the type and frequency of errors in second and fourth semester students' writing, it is noticeable that there are some similar types of error which occur in both second and fourth semester students' writing; such as errors in tense sequence, punctuation in compound/ complex sentences, spelling, word choice, passive voice misuse, incomplete sentences, determiner use, preposition, noun number, and verb forms. The same types of error are classified into a new graph to know the frequency of error occurred.

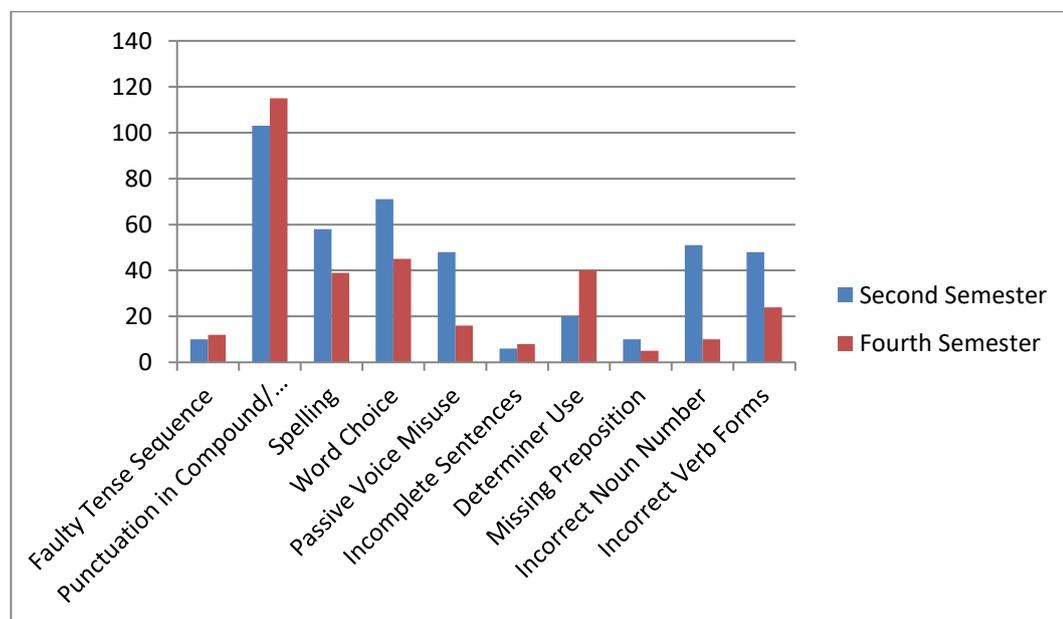


Figure 4.4 Comparison of Error in Second and Fourth Semester Students

Figure 4.4 shows the error categories between second semester students and fourth semester students in their writing. Out of ten error categories, there are

five categories which are done mostly by second semester students. Word choice, incorrect noun number, and incorrect verb forms are the most common error done by second semester students. However, errors in punctuation and determiner use are mostly done by fourth semester students. The bigger number of error in punctuation in fourth semester students show that fourth semester students have lesser control over punctuation use in compound and complex sentences compared to second semester students. Error of word choice also appears in second semester students, as seen in the example below.

1) *“The man became a madness person and so ill-tempered.”*

The sentence above contains a grammatical inaccuracy about the use of adjective clause. The clause *madness person* is an incorrect form of adjective clause, because the word *madness* is included into noun. Meanwhile, the writer’s intention in this sentence is to show about someone who is mad. Therefore, the correct form of clause is *mad person* instead of *madness person*. From this example, it can be noticed that second semester students have difficulty to choose the correct words to be used in a context.

Another example which can be noticed from the second semester students’ writing is the tendency of using sentence fragment instead of complete sentence as shown in the example below

2) *“He gave his animals some foods and liked to pet them. Especially his black cat that named Pluto.”*

The use of word “*especially*” to begin a sentence with is one example of grammatical inaccuracy. Instead of parsing those sentences into two, it is better

for the students to combine those two sentences into one to avoid unacceptable sentence fragment. The example of suggested sentence is presented below

“He gave his animals some foods and liked to pet them, especially his black cat that named Pluto.”

The suggested sentence above is more acceptable grammatically because it avoid any sentence fragment. Researcher then compared the sentences above written by second semester students with the sentences produced by fourth semester students.

“The story of "Black Cat" by Edgar Allan Poe tells the story of a young man; he is famous for his gentleness and humanity, and his fondness for animals.”

The sentence produced by fourth semester students above is more complex and grammatically correct compared to the sentences produced by second semester students. It can be seen from the use of conjunction “and” to connect some clauses. The example written above also reflects the use of compound sentences, as seen in “*he is famous for his gentleness and humanity, and his fondness for animals*”. But, to make the sentence more compact, two dependent clauses written above can be connected into one clause as below

*“The story of "Black Cat" by Edgar Allan Poe tells the story of a young man **who** is famous for his gentleness and humanity, and his fondness for animals.”*

Some example of sentences written by second semester students which contains grammatical error are also presented below

- 1) *“He lost all his wealth. **And** in his burned-house, he found a **potrait** about the cat who had a rope tied in its throat.”*
- 2) *“The police came to his house **to investigated** about his wife death.”*

- 3) “*The man has some many animals and he was **effection** by his parents.*
“
- 4) “*The man **Spent him** time to feeding and caressing his animals.”*

From the example above, it is noticeable that there are some grammatical errors found in the sentences produced. The use of word “and” as the beginning of the sentence is not acceptable as the grammatically accurate sentence because the word “and” should be used as a connector to connect two sentences into one. From the sentences produced above, it can be inferred that second semester students have lesser ability in connecting sentences or using sentence connection in a correct way. Besides, some mistype were found, such as in word “potrait” which should be written as “portrait”. The second semester students also have difficulty in using the correct verb tense which should be used. Second semester students have difficulty in differentiating between noun and verb which should be used in a sentence. It can be seen from the usage of the word “effection” instead of “affected”. The use of incorrect grammar was also found in the writing written by second semester students, as written in the second example. The word “to” in a sentence should be followed by the base type of verb. Meanwhile, in the example written above, the word “to” is followed by the verb “investigated”, whereas it should be written as “investigate”. The second semester students also have lesser awareness of using the correct possessive pronoun in a sentence. It can be seen from the last example “*The man Spent **him** time to..*”. The second semester students are noticeable using the incorrect possessive pronoun in the sentence, where it should be written as “*The man Spent **his** time to..*”.

From the discussion about grammatical accuracy, it can be concluded that second semester students have varied error types than fourth semester students. For the same error types occurred, second semester students seem to have better control of using the correct determiner and punctuation in clause. However, second semester students have lesser ability than fourth semester students in using correct verb forms, noun number, spelling, and passive voice. Therefore, answering the second research question about which group of students have better grammatical accuracy, it can be concluded that fourth semester students have better ability in grammatical accuracy compared to second semester students.

The third research question answers the question about the relationship between syntactic complexity and grammatical accuracy. The finding found above reveal that there is a correlation between syntactic complexity and grammatical accuracy in the writing of both second semester students and fourth semester students.

The result of Pearson correlation or correlations coefficient between syntactic complexity and grammatical accuracy in second semester students' writing is -0.71 which means that there is a strong negative correlation between the two variables. Meanwhile, for the fourth semester, the result of Pearson correlation or correlations coefficient between syntactic complexity and grammatical accuracy in fourth semester students is 0.336. The result shows that there is a weak positive correlation between syntactic complexity and grammatical accuracy in fourth semester students' writing. The finding is in line with some previous studies which discussed complexity and accuracy. The previous study

explained that complexity and accuracy is not correlated positively, as both complexity and accuracy is somehow not going hand in hand and tend to overtake each other (Gunnarson, 2012). When the complexity becomes the focus of students' writing, the accuracy will be lower as the impact (Ahmadi, Motallebzade, & Fatemi, 2014).

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and suggestion of the research project. Furthermore, the writer also includes the implication of conducting the research for the English teaching and learning process.

5.1 Conclusion

From the findings and discussion in the previous chapter, there are differences found in the result of syntactic complexity between second semester students and fourth semester students. The result of SCM shows that fourth semester students have better result of syntactic complexity in some criteria. It can be seen from the length of production unit criteria. The overall and phrasal complexity shows that fourth semester students have better result of syntactic complexity. However, clausal complexity shows that second semester students have better result than fourth semester students. From the manual annotation, it can be concluded that second semester students generally have tendency in using complex sentences and compound–complex sentences than fourth semester students. In terms of grammatical accuracy, fourth semester students shows to have better grammatical awareness compared to second semester students and have better result of grammatical accuracy. Syntactic complexity and grammatical accuracy is said to negatively correlate each other in second semester students.

However, a weak positive correlation is noticed in the syntactic complexity and grammatical accuracy of fourth semester students.

5.2 Suggestion

Thinking back, this research experience suffers of certain unavoidable weaknesses. As the research only discussed about syntactic complexity and grammatical accuracy in students' writing, further research is expected to discuss on the three language proficiency benchmark (Complexity, Accuracy, and Fluency). More importantly, a further research on CAF in different language group of students is expected to be conducted. A rich explanation will be gotten if the research is conducted in various group and level of students' proficiency.

Although such events are uncommon and for the most part constrained to second language learner data, regardless it merits consideration in this examination. It is trusted that in future research the structured measurement of CAF can be additionally improved to more readily manage student information. Automated annotation and manual annotation can be joined to strike a harmony among effectiveness and exactness of the analysis.

Another outstanding impediment is that the students' writing used as the data is limited into fifteen students per semester, with the number of words range between 150 words to 600 words. The datasets are moderately short works which make some less inconsistent syntactic structures less obvious holistically. Ideally, future research can think about including various composition tests, for example

different genres of text for each example while the quantity of members ought to be guaranteed for representativeness.

On a last note, to show signs of improvement comprehension of how syntactic complexity and grammatical accuracy develop in second language learning, it is reasonable to gather some longitudinal information to catch the advancement procedure, which can further clarify the formative procedure of language improvement. Such longitudinal research on language at syntactic level can be important given the shortage of such research.

5.3 Implication

Seeing the result of syntactic complexity measures and its relation toward grammatical accuracy, researcher is able to answer explain the implication of studying syntactic complexity and grammatical accuracy in second language learning. By studying and understanding students' syntactic complexity, language teachers can adjust the teaching methods and the teaching materials they used to help the students foster in their language progress. It is also important for the teachers to consider the topic given to the students to promote students' understanding in second language, as some topic might be considered to be a hard topic for lower grade of students. For instance, students should be promoted to use more complex nominals and more subordination and/ or coordination structures in order to produce longer sentences and realize higher syntactic complexity, which generally will in return translate into high score in tests.

As grammatical accuracy is also one of important triad to measure performance in second language acquisition, it is also important for the teacher to be able to promote students' grammatical accuracy as well as syntactic complexity. It is understandable that both syntactic complexity and grammatical accuracy are two second-language features which are hard to increase at the same time. However, teacher are expected to be able to promote both of it by using the suitable teaching method and materials; and also by considering the students' language background.

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APPENDICES

Second Semester Students' Writing

- Student 1 - F

There was a man who always fond of animals. He had many kind of animals in his house since he was a child. He was a gentle and caring man. When he grew up, he finally married with a woman. Even in his manhood, he still took care of his animals together with his wife. He gave his animals some foods and liked to pet them. Especially, his black cat named Pluto. The man and Pluto became a best friend. But one day, the man changed for way worse because of the alcohol's influence. The man became a madness person and so ill-tempered. He grew irritated day by day with his black cat, Pluto, and hurt it because of the bad imagination that was made by his alcohol's addiction. Until he can't hold it anymore, then the man killed Pluto by hung it up in the tree. In the night, when he finally calmed down and slept in his bedroom, his house was burned down by the fire. The man, his wife, and his servant immediately left the house and saved their life. When the morning came, the man came back to check his house. He lost all his wealth. And in his burned-house, he found the portrait about the cat who had rope tied in its throat. And he concluded that all that happened to his house was made by his black cat, Pluto.

One day, when he drank his Gin or Rum, his eyes caught the figure of black cat that so alike with Pluto. The difference was just that, that black cat had a white fur in its breast area. He pet the black cat and that black cat followed him back to his house. That black cat became his wife's favorite. Soon, he found that he felt irritated about that black cat, but he held his feeling because he was reminded about his former black cat, Pluto. Day by day he held his feeling up until he can't hold it anymore. He planned to kill the black cat. His wife, who knew what he will do with that black cat, tried to stop him and she was killed instead. The man buried her in the back of the wall and calculated it so no one will know that he murdered his wife. The police came to his house to investigate about the woman's death. The man, who acted innocent, managed to make the police stop their suspicion about him. When the police prepared to depart from the man's house, the man suddenly heard a loud voice that only heard by himself because of his alcohol's addiction and saw the Pluto, the one who he imagined as the creature who seduced him into murder. The man believed that everything happened to his life was the action made by his former black cat, Pluto.

- Student 2 - M

There was a man who always fond of animals. He had many kind of animals in his house since he “as a child. He was a gentle and caring man. When he grew up, he Finally married with a woman. Even in his manhood, he still took care of his animals. He gave his animals some foods and liked to pet them. Especially his black cat that named Pluto. But one day the man changed for worse because ol‘the alcohol’s influence. The man became a madness person and so ill-tempered.He grew irritated day by day with his black cat, Pluto, and hurt it because of the bad inmagination that was made by his alcohol’s addiction. Until he can’t hold it anymore, then the man killed Pluto by hung it up in the tree. In the night, his house burned down. The man, his wife. and his servant immediately left the house and saved their life. He lost all his wealth. And in his hurned-house. he found a potrait about the cat who had a rope tied in its throat. And he concluded that all that happened to his house was made by his black cat. Pluto.

One day, when he drank his Gin or Rum, his eyes caught the figure of the black cat that so alike with Pluto. The difference was just that, that black cat had a white fur in its breast area. He pet the black cat and that black cat followed him back to his house. Soon, he found that he felt irritated about that black eat. but held his feeling because he was reminded about his former black cat. Pluto. Day by day he held his feeling up until he can’t hold it anymore. He planned to kill the black cat. His wife, aho knew what will he do with the black cat, tried to stop him. Felt irritated by his wife’s action, the man killed his wife in the end and buried her in the back of the wall.

He calculated it perfectly so no one will know the truth that he murdered his wife. The police came to his house to investigated about the woman’s death. The man, who acted innocent, managed to make the police stop their suspicion about him. When the police prepared to depart from the man’s house, the man suddenly heard a loud voice that only heard by him, because of his alcohol’s addiction and saw Pluto. the one who he imagined as the creature who seduced him into murder. The man believed that everything happened to his life until when he dragged to the cell by the police was the action by his former black cat, Pluto.

- Student 3 - M

On the eve of his death, an unnamed narrator opens the story by proclaiming that he is sane, despite the wild narrative he is about to convey. This narrative begins years before, when the narrator's honorable character is well known and celebrated. He confesses a great love for cats and dogs, both of which, he says, respect the fidelity of friendship, unlike fellow men. The narrator marries at a young age and introduces his wife to the domestic joys of owning pets. Among birds, goldfish, a dog, rabbits, and a monkey, the narrator singles out a large and beautiful black cat, named Pluto, as his favorite.

Though he loves Pluto, the narrator begins to suffer from violent mood swings, predominantly due to the influence of alcohol. He takes to mistreating not only the other animals but also his wife. During this uncontrollable rage, he spares only Pluto. After returning home quite drunk one night, the narrator lashes out at Pluto. Believing the cat has avoided him, he vengefully grasps the cat, only to be bitten on the hand. In demonic retaliation, the narrator pulls a penknife from his pocket and cuts out one of the cat's eyes. Though the narrator wakes the next morning with a partial feeling of remorse, he is unable to reverse the newly ominous course of his black soul. Ignored for certain now by the wounded cat, the narrator soon seeks further retaliation. He is overwhelmed by a spirit of PERVERSENESS, and sets out to commit wrong for the sake of wrong. He hangs Pluto from the limb of a tree one morning.

On the night of Pluto's hanging, the narrator's family's house burns down, but he dismisses the possibility of a connection between the two events. The day after the fire, which destroys all the narrator's possessions, he witnesses a group of neighbors collected around a wall that remains standing. Investigating their shouts of amazement, the narrator discovers the impression of a gigantic cat-with a rope around its neck-on the surface of the wall. The narrator attempts to explain rationally the existence of the impression, but he finds himself haunted by this phantasm over the course of many months. One night, while out drunk, the narrator discovers a black object poised upon a large barrel of alcohol. A new black cat has appeared, resembling Pluto but with a splash of white on his fur.

As with Pluto, the narrator experiences a great fondness for the mysterious cat, which no one has seen before. The cat becomes part of the household, much adored by his wife as well. However, following the earlier pattern, the narrator soon cannot resist feelings of hatred for the cat. These murderous sentiments intensify when the narrator discovers that the cat's splash of white fur has mysteriously taken on the shape of the gallows, the structure on which a hanging takes place. The white fur reveals the mode of execution that claimed Pluto, and the narrator pledges revenge.

One day, descending into the cellar of the building with his wife, the narrator almost trips over the cat. Enraged, the narrator grabs an axe to attack the cat, but his wife defends the animal. Further angered by this interference, the narrator turns his rage at his wife and buries the axe in her head. Faced with the evidence of his crime, the narrator considers many options for the body's disposal, including dismemberment and burial. The narrator eventually decides to take advantage of the damp walls in the basement and entomb the body behind their plaster. Without any difficulty, the narrator creates a tomb in the plaster wall, thereby hiding the body and all traces of his murder. When he finally turns to the cat, it is missing, and he concludes that it has been frightened away by his anger. On the fourth day after the murder, the police arrive unexpectedly at the narrator's apartment. Cool and collected, the narrator leads them through the premises, even into the basement. Though facing the scene of the crime, the police do not demonstrate any curiosity and prepare to leave the residence. The narrator, however, keeps trying to allay their suspicion. Commenting upon the solid craftsmanship of the house, he taps on the wall behind which is his wife's body with a cane. In response to the tapping, a long, loud cry emanates from behind the wall. The police storm the wall and dismantle it, discovering the hidden corpse. Upon its head sits the missing cat.

- Student 4 - F

Black cat is a story by Edgar Allan Poe written in American poet, short story, writer and critic who is the best known for his tales of ratiocination. The best short story is Black Cat, a man is maniacal hatred for a black cat consumes him and leads him to murder. The short story from black cat tells about the man, when he infancy he was the decency and humanity of his disposition. The man was tenderness of heart and even so conspicuous that it made he has bullying from his friends. The man has some many animals and he was affection by his parents. The man spent his time to feeding and caressing his animals. He was gentle and caring man. When he grew up, he decided to marry early. The man is was happy when he can find wife a not different personality from his own. When the man even married he have a some many pets, the pets are birds, gold fish, a fine dog, rabbits, a small monkey, and a cat.

The man had favorite pet, the favorite pet is a black cat. Name from The black cat is Pluto. His wife ever truth with superstition, she always treat that is all black cats as witches in disguise. But, was not ever serious upon that point. Pluto always be his playmate. The man always alone to gave food to pluto, and pluto attended he wherever he went about the house. Till the man manner, for several years, during which he general temperament and character had change. The man grew with more moody, more irritable, more regardless of the feeling of others. And he pets were made to feel the change in his disposition. For Pluto he try to restrain to not maltreating his pets, different to another animals he no scruple of maltreating them.

Change personality of the man because alcohol. One night when he returning home and much intoxicated, his imagination that the cat avoided his presence. The man seized him and when in his fright at the man violence, the cat inflicted a slight wound upon his hand with his teeth. That's make the man very angry and he decided to maltreating the cat. But finally he doing murdered with his cat. The man killed the cat by hung it up in the tree. Few days after the man decided to killed Pluto, his house is burn, the whole house was blazing. His wife, a servant and himself made our escape from the conflagration. The destruction was complete, when his wealth and his house is disappeared. From the time that the man and his wife live in the cellar. On the day succeeding the fire, he visited the ruins, and the man saw shadow of the giant cat at the wall in his bedroom. There was a rope about the animal's neck. One day when the man drunk he saw a cat like pluto, different from both each other is the another cat have a white furr in its breast area. One day his wife accompanied him and doing some household, when

the man will down the steep stairs, the cat maked him nearly throwing headlong, that make him annoyed and madness. The man taken an axe and planed to killed the cat, but his wife tried to stop him but the man blow was errested by the hand of his wife, he withdrew from her grasp and buried the axe in her brain. The man killed his wife, and him try to buried in the wall of the cellar. Some week the police came in the man cellar and asked where his wife, but him who acted innocent, and that not make police suspicious. When the police dicaded to leaves the cellar, his force open the wall and scream that he's killed his wife and the cat. Finnaly the man got punishment a hangman.

- Student 5 - M

The Black Cat is a story by Edgar Allan Poe and it portrays the ability of the human mind to assess itself. The narrator in the story realizes his deteriorating mental condition and accepts that he needs to do something about it before it is too late. The story revolves around guilt psychology and around a murderer who commits a crime and is able to conceal his crime. However, the guilt feeling resulting from the crime pushes him to the edge and he reveals himself. At the beginning of the story the man has been as a person who is kind and gentle, who loves animals and has many animals. With increasing age, the characters who love animals are increasing. His favorite is caring for and making friends with his pet. He married at a young age and had a wife who had the same hobby as him. When together with his wife he got a new pet friend named Pluto, a black cat. He really loves Pluto's eat more than any other pets.

When the nature of the man began to become angry and began to like alcoholic beverages, his character began to turn brutal. He finally tortured his wife and pet physically and verbally. Until finally he tortured his pet friend Pluto and killed him by hanging and burning. Soon after his house was burned down, he and his wife and servants saved themselves. A few days later he and his wife looked for another house to live in. After a few months of living there, the man found a cat that was exactly the same as physical Pluto. From eye wounds and body color, only the color difference in the body of the cat. But the man thinks that the cat is a Pluto that lives again. Then he thinks that Pluto is the incarnation of a witch who can't die

The man seemed to feel disturbed by the existence of a cat who has the same physique as Pluto and trying to kill him. His wife prevented him, so in the end he accidentally killed his wife with an ax stuck in his head. He then hid his wife's body on the wall of his house. Even so he still feels haunted by the same cat as Pluto. At the end of the story the man was captured by the local police, due to the murder he committed on his wife. And the man was finally sentenced to death by the police. The man confessing all his actions before finally being hanged to death.

- Student 6 - F

there was a man who used to be famous for his adherence, his good humanity, meekness, so he loved animals. He kept a variety of pets; such as birds, fish, rabbits, monkeys, and also this black cat. because his body is black and beautiful, and he gives a name to this cat, pluto. This cat also loves men so much that following this man, this man goes inside his house. This man also has a wife, But since this man knew alcohol, radical changes occurred to him, day after day he was often moody, irritable and no longer thought of the feelings of others, including his pets. The animal animals he cared for were hurt and tortured, until his favorite black cat was tortured until this man gauged out his favorite black cat's eyes one night this man went home drunk, and as if he saw the shadow of the black cat he had killed scare him, turning into a giant cat. He imagined how terrible the cat was, making a small wound in his hand with a cat's teeth. on the next night, when this man slept, he woke up from his sleep, apparently his house was on fire, but this man still imagined the shadow of the black cat, in the window of his room. finally, because the house had burned down, he decided to move house.

the next night when he tried to kill the giant cat, the target was precisely about his wife, regret appeared on him, but he did not want anyone to know about this. this man was still haunted by unshakable fear, an evil thought arose, then he decided to hide his wife behind the wall, the wall was plaster with rough plaster to prevent hardening, he also made a fake chimney, a fireplace, like a basement so no one knows and is suspicious of the wall that holds the wife's body. because of deep fear, evil thoughts arose, he was afraid that other people would know this, finally he hid his wife behind the basement wall in his house. he plastered the wall with rough plaster, made a fake chimney and a fireplace. the day passed, he felt safe, but on the fourth day, the police came to his house without his guess. the police came to investigate his house. the police also asked this man to accompany the investigation, until at the last investigation, the police suspected the basement of the house the man, then the police managed to find the wife's body behind the basement wall. finally this man was arrested by the executioner and put in prison.

- Student 7 - F

The Black Cat tells of a man who went crazy due to the figure of a black cat who continued to terrorize him. The life of the man was originally fine, he had a wife and a black cat named Pluto. Until one night he was drunk and when he saw his cat as if avoiding him, his emotions ignited and he immediately reached for Pluto who then struggled. He then viciously gouged out the innocent cat's eyes. The next incident that befell the cat was so vile. Pluto is hung in a tree until he dies. On that night suddenly his house was burned to the ground and the next day showed a terrible sign of a big cat with a neck entangled in a rope. The man then found another cat similar to Pluto. He then took it, but over time became frightened by the figure of the cat. When he tried to kill the cat, he instead accidentally killed his own wife.

The next thought that emerged in his brain was how he had to hide his wife's body. He thought of some of the more and more terrifying possibilities before finally deciding to bury his wife's body in the wall and close the wall again. The mysterious black cat strangely also disappeared afterwards. After his wife disappeared, the police suspected him but found no evidence. A few days later they returned to visit the man. The man showed the wall behind it buried his wife's body and proudly said how sturdy the wall was. A voice that was so terrible suddenly appeared. After the police checked what was behind the wall, a surprise appeared. Not only was the body of the man's wife found, but also the carcass of a black cat that disappeared mysteriously. Apparently without realizing the man helped kill the black cat.

- Student 8 - F

Black Cat is a short story by American writer Edgar Allan Poe. It was first printed on August 19, 1843, in the Philadelphia edition of a newspaper called the United States Saturday Post. We think a newspaper is a perfect place for it. This lurid tale reads like something right out of the headlines bizarre headlines to be sure. Gruesome news items were just as popular in Poe's time as they are in ours.

The narrators starts by telling about his childhood and how humans he was. He was particularly fond of animals and had many. He married someone with a similar interest, and they had many pets together. However, particular mention is given to the cat they have together, who was the favourite pet of the narrator. However, because the alcohol, the narrator changes his sunny disposition and become angrier and more irritable. He ill uses both his wife and his pets. One night, returning drunk, he sized his cat and the cat bites his hand. In a fury, the narrator cuts one eye from the cats face. The narrators later goes on to hang the cat from a tree and kill it, "because" he knows he is committing a terrible sin. On that same night, the narrators house bums to the ground, reducing his circumstances greatly.

However, in the mined house the narrators finds a picture of a gigantic cat on one of the walls with a rope around its neck. Although he tries to explain this picture away, he is unsettled. One night, again drunk, he sees another cat almost identical to his former eat, but with a white patch on his breast. This cat stays with the narrator and his wife, but the narrator comes to regard this cat with fear and dread, associating it with agony and death. One day, the narrator and his wife stops him. Overwhelmed by anger, he turns and killed her. He burries the wife in the cellar, bricking in her corpse. Finally , the police arrive and , filled with bravado, the narrator shows them the cellar and raps on the exact place where his wife's corpse is buried saying how wll the house is built. He shocked t cheer 8 voice from the tomb. And that's why the narrator is in jail, sentenced to death by hanging. The narrator had accidentally shut the cat up in the wall with the body.

- Student 9 – F

The summary tells the story of a man who likes animals since he was a child. He keeps a lot of animals and loves his pets, especially a black cat named Pluto. He and Pluto become friends. He married a woman who also likes animals until they become a harmonious family. But one day the man changed for worse because of the alcohol's influence. The man became a mad person and so ill-tempered. He grew irritated day by day with his black cat, Pluto, and hurt it because of the bad imagination that was made by his alcohol's addiction. Until he can't hold it anymore, then the man killed Pluto by hanging it up in the tree. In the night, his house burned down by the fire. He lost all his wealth. And in his burned house, he found a portrait of the cat who had a rope tied in its throat. And he concluded that all that happened to his house was made by his black cat, Pluto.

One day he saw a cat that looked like Pluto. He took the cat home and kept the cat. Soon, he found that he felt irritated about that black cat, but held his feeling because he was reminded about his former black cat, Pluto. Day by day he held his feeling up until he can't hold it anymore. He planned to kill the black cat. His wife, who knew what he would do with the black cat, tried to stop him. Felt irritated by his wife's action, the man killed his wife in the end and buried her in the back of the wall. But the black cat disappeared somewhere. After a few days the police came to investigate the case of his wife's death, he felt calm because he would not be found out, but when the police were about to leave he hit the wall right he buried his wife's body.

- Student 10 - F

The black cat is a short story by American writer Edgar Allan Poe, first published at August 1843 and included in the collection Tales by Edgar Allan Poe (1845). This focuses on cruelty towards animals, murder, and guilt, and told by an unreliable narrator who's rather difficult to like.

It starts from the narrator or The Man explains how from the young age he was noted of his tenderness and humanity, as well as his fondness for animals. When he married, he and his wife acquired a number of pets, including a black cat, named Pluto. This cat is especially fond of the narrator and vice versa. Their mutual friendship lasts for several years until the narrator becomes an alcoholic. One night, after coming home completely intoxicated, he believes the cat to be avoiding him and so chased him and picked up the animal. He hurts the cat by prying one eye using a knife, until eventually he takes the poor cat out into the garden and hangs it from a tree.

Later that night, the narrator wakes to find his house on fire, and he, his wife, and his servant, barely escape alive. All of the narrator's wealth is lost in the flames. And cat death brings myths, but the man wants to think positively. Afterwards, he moved to the apartment and found a cat similar to Pluto. He likes the cat and takes care of it. The man returns to his drinking habits. His hatred began to emerge. And when the man and his wife want to do something in the warehouse. The cat accidentally disturbed him, the man could not hold back his emotions and lifted the ax to hurt the cat. His wife prevented his action and he began emotion on his wife and instead hacked his wife.

- Student 11 - M

Summary of short story "Black Cat" is There was a man who always fond of animals. He had many kind of animals in his house since he was a child. He was a gentle and caring man. When he grew up, he finally married with a woman. Even in his manhood, he still took care of his animals. He gave his animals some foods and liked to pet them. Especially his black cat that named Pluto. The man and Pluto became a best friend. But one day the man changed for worse because of the alcohol's influence. The man became a madness person and so ill-tempered

He grew irritated day by day with his black cat, Pluto, and hurt it because of the bad imagination that was made by his alcohol's addiction. Until he can't hold it anymore, One day, he kill the cat. The night of the hanging, he house caught fire and everything was lost. One day, he and his wife ventured into the cellar of the building where they now lived, and the cat raced past them down the stairs. He swung an axe to try to kill it, but when his wife stopped him, he killed her instead. He decided to wall up her body in the wall. After completing his task, he felt pleased with his work and the fact. After four days, the police came to the man's house. And investigated the man's house, but then the man hit the wall with a cane. The police found his wife's corpse. And finally, the man get death penalty.

- Student 12 – F

There was a man who always fond of animals. He had many kind of animals in his house since he was a child. He was a gentle and caring man. When he grew up, he finally married with a woman. Even in his manhood, he still took care of his animals. He gave his animals some foods and liked to pet them. Especially his black cat that named Pluto. But one day the man changed for worse because of the alcohol's influence. The man became a madness person and so ill-tempered. He grew irritated day by day with his black cat, Pluto, and hurt it because of the bad imagination that was made by his alcohol's addiction. Until he can't hold it anymore, then the man killed Pluto by hung it up in the tree. In the night, his house burned down. The man, his wife, and his servant immediately left the house and saved their life. He lost all his wealth. And in his burned-house, he found a potrait about the cat who had a rope tied in its throat. And he concluded that all that happened to his house was made by his black cat, Pluto.

One day, when he drank his Gin or Rum, his eyes caught the figure of the black cat that so alike with Pluto. The difference was just that, that black cat had a white fur in its breast area. He pet the black cat and that black cat followed him back to his house. Soon, he found that he felt irritated about that black eat, but held his feeling because he was reminded about his former black cat, Pluto. Day by day he held his feeling up until he can't hold it anymore. He planned to kill the black cat. His wife, who knew what will he do with the black cat, tried to stop him. Felt irritated by his wife's action, the man killed his wife in the end and buried her in the back of the wall.

He calculated it perfectly so no one will know the truth that he murdered his wife. The police came to his house to investigated about the woman's death. The man, who acted innocent, managed to make the police stop their suspicion about him. When the police prepared to depart from the man's house, the man suddenly heard a loud voice that only heard by him, because of his alcohol's addiction and saw Pluto, the one who he imagined as the creature who seduced him into murder. The man believed that everything happened to his life until when he dragged to the cell by the police was the action by his former black cat, Pluto.

- Student 13 - F

Black cat is a short story by American writer Edgar Allan Poe. It was published in August 19, 1843. The first was published used The Saturday Evening Post but at the time they was used United States Saturday Post to temporary publication. Edgar Allan Poe is the legendary worlds writer because he always created good creations. The black cat is the one of the best creation by Edgar Allan Poe. Edgar Allan Poe was death at 40 old. The story told about the man have a mental illness because the alcohol but many people also thought it is horror short story. The story is very real and scary. The narrator brings the reader to understand a story well. A delivery in his story also is not complicated and arrange but the story not expanded to children because story is contain of violence, death and darkness and included of cruel.

The story told about the man who is a jail because confessing after murder his wife and a two cat. At the first the man had a good behavior with docility and humanity of his disposition even it was especially fond of animals and was indulged by his parents with a great variety of pets. He married early and so happy and had many pets like a bird, rabbits, small monkey and a cat, but for several years his had changed temperament and character because alcohol. He always drunk alcohol almost everyday. His cat name is Pluto. He was started torture his cat and his cat also realized his change character and even Pluto always stay away from his. Almost everyday he always tortured his cat even his killed him with a cruel. He also adopted second cat almost the same with a Pluto but he also treat the second cat with cruel and trial. And one day when his wife was accompanying his to upon household errand, into the cellar of the old building which our poverty compelled their to inhabit. The second cat followed his down the steep stairs and nearly throwing his headlong, exasperated his to madness. And then he will also hit the cat with axe, but his wife blocked his, so made his wife dead to instantly to withdrew his arm from her grasp and buried he axe in her brain and she dead without groan and the the cat also murdered to. Moreover, he burried the both in the wall with loosely constructed and had been plastered throughout with a rough plaster, which the dampness of the atmosphere had prevented from hardening. Upon the fourth day, a party police came but the first the man is very confident and is not suspicious, so that is way the police sucessfully to bleached but when the police will go to leave the cellar, the man hit the wall with his cane and damage the wall. He did it because he like hearing shouted from the wall and finally he got into the jail and also got hanging punishment.

- Student 14 - M

There was a man who love animal. He had many kind of pets in his home ever since he was a kid. He was a gentle and caring man. Then he grew up and he finally married with a woman. Even in his manhood, he still took care of his animals. He gave his animals some foods and liked to pet them. Especially his black cat that named Pluto. But one day the man behavior changed because of the alcohol's influence. The man became a violence person and so ill tempered. He grew irritated day by day with his black cat, Pluto, and hurt it because of the bad imagination that was made by his alcohol's addiction. Until he can't hold it anymore, then the man killed Pluto by hung it up in the tree. In the night, his house burned down. The man, his wife, and his servant immediately left the house and saved their life. He lost all his wealth. And in his burned-house, he found a potrait about the cat who had a rope tied in its throat. And he concluded that all that happened to his house was made by his black cat, Pluto.

One day, when he drank his Rum, his eyes caught the figure of the black cat that so alike with Pluto. The difference was just that the black cat had a white fur in its breast area. He pet the black cat and that black cat followed him back to his house. Soon, he found that he felt irritated about that black eat, but held his feeling because he was reminded about his former black cat, Pluto. But soon he cant control his feeling anymore. So he planned to kill the black cat. His wife, who knew what will he do with the black cat, tried to stop him. Felt irritated by his wife's action, the man killed his wife in the end and buried her in the back of the wall.

He calculated it perfectly so no one will know the truth that he murdered his wife. The police came to his house to investigated about the woman's death. The man, who acted innocent, managed to make the police stop their suspicion about him. When the police prepared to depart from the man's house, the man suddenly heard a loud voice that only heard by him, because of his alcohol's addiction and saw Pluto, the one who he imagined as the creature who seduced him into murder. The man believed that everything happened to his life until when he dragged to the cell by the police was the action by his former black cat, Pluto.

- Student 15 - F

Black cat is a story by Edgar Allan Poe. It tells about a man who always fond of animals. He has many kind of animals in his house since he was a child. He was a gentle and caring man. he took care of his animals. Especially his black cat that named Pluto. When he grew up. he finally married with a woman. One day, the man turned being worse because of the alcohol's influence. The man became a madness person and being ill-tempered. He grew irritated day by day with his black cat. Pluto. and hurted by it because of his bad imagination that was made by his alcohol's addiction. One day he can not hold it anymore, then the man accidentally killed Pluto by hung it up in the tree. When finally he calmed down and slept in his bedroom, his house burned down by the fire.

At the night, when he drank his alcohol in a den his eyes caught the figure of black cat that look like with Pluto. The only difference was , that black cat had a white fur in it is breast area. Soon, he found that he felt irritated about that black cat, but he held his feeling because he was reminded about his former black cat, Pluto. Day by day he held his feeling up until he can not hold it anymore. He planned to kill the black cat. His wife, tried to stop him. Felt angry with his wife's action, the man killed his wife and burried her in the back of the wall. The police came to his house to investigated about his wife death. The man, who acted innocent, managed to make the police stop their suspicion about him. When the police prepared to depart from the man's house, the man suddenly heard a loud voice that only heard by him because of his alcohol's addiction and saw Pluto, the one who he imagined as the creature who seduced him into murder. The man believed that everything happened to his life until he dragged to the cell by the police was the action by his former black cat, Pluto.

Fourth Semester Students' Writing

Student 1 - F

The black cat is a short story written by Edgar Allan Poe in 1843. The black cat tells about mental illness because of alcohol. At the beginning of the story describes that the man have happy life with his wife and many household pets. His favourite pets is a black cat, Pluto. The man becomes overwhelmed with alcohol and it turn, becomes more irritable. He also feels suspicious that the cat avoiding him for some reason. One night, after coming home intoxicated with alcohol, Pluto's scratches the man's hand. The man's feel like demon possessed him. Then he rip one of Pluto eyes out. Pluto fears the man now, hiding from him at every turn. The man's feels sorrow because he lost his best friend. One morning, the man hung the cat to the limb of a tree in his garden. His tears streaming from his eyes.

One night, the man's house was on fire. His entire worldly wealth swallowed up. On the day succeeding the fire, he visited the ruins and found out that the cat corpse were gone. A new cat appeals, a black one with only a splash of white on the breast. It reminds the man with his cat, Pluto. Eventually the man grows to loathe the second cat as well and attempts to murder the cat with an axe. His wife stops him and he end up with an axe in her brain. The man's tried to hide the corpse, he buries his dead wife in the cellar wall. The man revealed his name to the policemen. He raps on the wall in front of the policemen. The man should bertanggung jawab punishment is to be hung.

Student 2 - F

The Short Story titled "The Black Cat" written by Edgar Allan Poe told about a man who has psychological conflict in his life caused by alcoholism and scheduled to die on the following day. The story began when the man loved the animals from his early ages, the man and his wife have many pets including a large beautiful black paint called Pluto. This black cat was especially fond of the man and their mutual friendship lasts for several years until the man became alcoholic. When the man started drinking, his personality changed into worse. The man started physically and verbally abusing the pets. One night when the man was in intoxicated, he fancied that the cat avoided his presence. The man seized the cat, the fury of a demon instantly possessed him, he cuts one of its eyes from the socket. The man felt regret and guilty of his crimes. But, with his unreliable condition the man hung it into the limb of tree and murdered it. The night of the murder, the man's house catches fire and burned down. Only the man, his wife, and one servant were left alive. But, they lost all their money in the flames, along with the house. The man felt haunted of a black cat hanged for several times. One night when he was out drinking, another black cat appeared on the scene. This cat looked just like Pluto, except for the little white spot on his chest. The man taken the cat to the new apartment where they stayed, and his wife felt pleased. The man was too afraid of the cat to abuse it. The cat never left him alone for a moment, and even sited on his chest and breathed in his face when he was in bed. As the man's loathing of the cat increased, so did his physical and verbal abuse of his cat. One day the man and his wife went down to the cellar of the crummy old house they lived in now that they were poor. The cat followed them and in a fit of extreme imitation which made the man tried to kill the cat with an axe, but his wife stopped him, and the man buried the axe in her brain, killed her and calmly concealed her in a wall. In the end the black cat revealed the man's crime to the police and ended his life in the prison.

Student 3 - F

Edgar Allan Poe was an American author of the 19th century. "The Black Cat" is one of his mystery short stories, written in 1843. It is a story about a frightened man who is also the narrator of the story. He is a loving person and his family fond a black cat . Its name is Pluto and it becomes his friend. Even all of people around him said that Pluto is evil, he never believe it. He still care and loving Pluto.

One day his attitude was changed. He becomes emotional than before its all because of alcoholism. Sometimes, he hits his wife and Pluto. One night, he comes back drunk and Pluto bites him. He is so blinded by the drink and then he hits Pluto again. And he hang Pluto by its neck on a tree until it is dead. That night his house is on fire and he is lucky to be able to escape from the building. The next morning, in the remains of the building, there is a new plaster of wall standing in the centre of the ruins and on its surface there is a black shape similar to a cat. It is not supposed to be there since he hung the cat in the tree in the garden.

A month later after Pluto was dead he tries to find cat anymore. One night he finds a cat very similar to Pluto, this cat was suddenly showed up out of nowhere, except for the white hair on the front of its body. It comes home with him and it becomes a very good friend to his wife. The next morning he realized that this cat also lost one of his eyes like Pluto. Soon enough, he hates the animal, and keeps away from it so as not to hurt it like he did with Pluto. The cat follows the man everywhere and he wants to kill him but he is too afraid to do that. Slowly, the shape of the white hair on the cats front body changes into the shape of gallows. The man becomes more and more uneasy about this cat, he has a terrible dream and finds the cat sitting next to his face and pressing down on his heart. He is now a very bad man who only has evil thoughts and hates everyone.

One day, on his way to cut a log, the cat almost trips him, suddenly he wants to kill it but his wife stops him. He is very angry at his wife so he hit his wife head with the axe. However, he has to bury her body but he is afraid his neighbors will find it. So he buries her in the new plaster of the wall. When he finishes it, he realizes that the cat is not there anymore. For some time, he feels calm. On the fourth day, a group of police come to his house, he brags about his strong new wall and knocks on it. A voice, like a child cry, replies to the knock and it is followed by a long scream. The police hurry to break down the wall. When the wall is Opened, there is a cat screaming, standing on his wife head.

Student 4 - F

The story of Black Cat by Edgar Allan Poe told about the Man who really loved animals since he was young. He married in young age; his wife fond of animals also. One of their special pets is a beautiful black cat named Pluto. They became best friend for several year until The Man became an alcoholic. It changes the relationship of The Man and his Wife and his pets. One night in drunken stupor, he fancied that Pluto avoided his presence, so he took off one of Pluto's eye. In another day he hung Pluto on the tree because of Pluto avoided him. That night, The Man's house burns down. He visits the ruins and find image of a cats with rope around its neck on the wall. On the other days he founds a new black cat with a white Splotch on its chest. In a glance the appearance looks like Pluto which missing an eye. He loved the cat but by following day, he hates the creature. One day, the cat follows the man trips on the stairs and he raises an axe to kill the cat. He stopped by his wife, he got mad by the inference of his was wife, so he killed her and hide her corpse into the wall.

Three or four days pass, and finally police come to look for the premises. They still find nothing. When they abandoning the cellar and finished the investigation, the man started bragging about how well the house is. He took his cane and hits the spots where he was hidden his wife. At that moment, a wailing and screaming comes from behind the plaster. The police open the wall and find the narrator's wife, along with the black cat

Student 5 - F

Black Cat is a short story made by Edgar Allan Poe in 1843. The story is using the first speaker point of view. The speaker is man, he is guilty for killing his wife. From his prison cell, the unnamed narrator is writing the story of how everything in his life fell apart. Since he will die the next day, he wants to set the record straight, and tells us the story of his life. From the day he is born, he is mild and kind. He loves animals and has lots of them. As he gets older up these qualities grow stronger. Taking care of his pets and hanging out with them is his favorite thing to do. Before long, he gets married. His wife loves animals too, and fills the house with a variety of them. One of these is a humongous, all black, super-smart cat named Pluto. When the man starts drinking, his personality takes a turn for the worse. He starts physically and verbally abusing his wife and pets. One night, the narrator comes home from partying completely drunk. Thinking Pluto didn't want to hang out with him, he grabs the cat and cuts his eye out with a pen-knife. One morning, not long after the eye-gouging, the narrator is overcome with a perverse impulse. He hangs Pluto from a tree in his garden, murdering him. Writing from his jail cell, the narrator claims he did it precisely because he knew it was wrong. That night, the night of the murder, the man's house catches fire and burns down. Only the man, his wife, and one servant are left alive. But, they lose all their money in the flames, along with the house. One night when he's out drinking, another black cat appears on the scene. This cat looks just like Pluto, except for the little white spot on his chest. The man takes the cat home, and his wife is quite pleased. When it is discovered that this cat is also missing an eye, the man begins to despise it, while the woman loves it all the more. The man is too afraid of the cat to abuse it. The cat never leaves him alone for a moment, and even sits on his chest and breathes in his face when he is in bed. So, the man doesn't get any sleep. As his loathing of the cat increases, so does his physical and verbal abuse of his wife. One day he and his wife go down to the cellar of the crummy old house they live in now that they are poor. The cat follows them. In a fit of extreme irritation, the man tries to kill the cat with an axe. The woman stops him, and the man killing her by using axe. After the death of his wife, he tries to hide the body on the wall. But unfortunately when the police come to investigate, he admit himself has killed his wife and opens the womb whereas he hide his wife's body. Still feeling of the horror, he sees the black cat is above of his wife's head , this is based on his sight and his point of view , whether is true or not.

Student 6 - F

The black cat is a classic story written by Edgar Allan Poe in 1843. This story tells about the unnamed narrator who has mental illness after he becomes an alcoholic. The story begins when he writes a confession to liberate his soul from all accusations. He starts to describe himself as a docile and kindly man who very much loves animals. He has a lot of animals in his house and he loves them so much, chiefly a large black cat named Pluto. He loves Pluto and made a good friendship as well with Pluto before he experienced temper alteration caused by alcohol. His temper changes him to become a cruel man, he starts to do violence toward his pets including Pluto. He feels guilty and also remorse every time he did the persecution toward his pets especially his favorite pet, Pluto.

Day by day his temperament getting worse, and the climax is when he hangs Pluto to the limb tree. The pile of his guilty makes the narrator start to have fears and wild fantasies of black cats. Soon after he hangs the cat in his backyard, his house flames and everything has vanished. The narrator and his wife are forced to move in a cellar to live. He keeps feeling haunted by Pluto and unexpectedly he finds a second black cat which is nearly similar to Pluto. Just like Pluto's habits, the second black cat also likes to be spoiled with him. All of the second black cat's act is to remind him of Pluto and what he was done toward the cat. For this reason, the narrator cannot accept the second black cat existing anymore.

In the morning when he accompanies his wife to buy some household errands, the second black cat almost makes him fall, and he cannot withstand his anger, so he wants to kill the cat by using an axe but ends up with murdering his wife.

Student 7 - M

The story of "Black Cat" by Edgar Allan Poe tells the story of a young man, he is famous for his gentleness and humanity, and his fondness for animals. When he got married, he and his wife had several pets, such as birds, gold fish, good dogs, rabbits, small monkeys and especially black cats, named Pluto. But the man became angry and out of control. One night, under the influence of alcohol, he felt the black cat avoid him, then chased him and caught the animal. The animal bit a little in his hand, and the devil's anger came out and suddenly he took a knife from his pocket, gripped his throat and gouged out one of the black cat's eyes.

After the incident, the man felt sad and sorry, but the man fell back to excessive alcohol. Despite being tortured, Pluto did not die but Pluto seemed to suffer from pain. The man then hung Pluto on a tree, in fact he felt sad but was already thinking spirit of perverseness. At night his house caught fire. Wife, servant and man managed to escape. All his wealth is lost in the flame. The crowd had gathered around the remnants of the house's prints. The man found a strange figure like a giant cat hanging on one wall. The man felt very haunted by black cats. Shortly after this, the man found a black cat, a cat that is out of nowhere and resembles Pluto in everything, except this cat has some white color between its black feathers and only has one eye. The second black cat followed the man, he felt very disturbed and disgusted.

After the man finished his household chores with his wife, the second black cat followed him, the man almost tripped over the second black cat as he walked down to the basement, he was annoyed and took the ax to kill the cat. His wife tried to stop him, provoked by interference, he buried the ax in his wife's head, killing her instantly. He hid the corpse into the wall. When the police called to find out the disappearance of his wife, the man who hid his wife's body confessed to his crime and showed a hidden body when the police were about to leave. He dismantled the wall using his cane and saw that the black cat was above the head of his wife's body. The man felt the howling of the black cat as if from inside hell that led him to prison.

Student 8 - F

The Black Cat on the outline of the story is man who becomes the main character or mastermind in the story who experiences character transformation. In this story, in his soul like having a monster that gnaws at his good soul to turn into a cruel and evil soul. The monster came from his first black cat namely Pluto. He always imagined by the darkness that drives him to do evil to all his pets. His soul was very contrary to his former soul, he was someone who was gentle, compassionate towards animals and had a spirit that was loyal to friends but all of those souls were destroyed when he was overshadowed by that monster and the soul seemed to be carried away by the flow alcohol in his body.

He did marry at a young age, but he was fortunate to have a wife who shared the same passion for maintaining all kinds of animals. His luck was misused by him by the monster's shadow until he could act harshly to his loving wife. The monster always overshadowed the contents of his head and mind until he had the bean to pry one eye of his favorite black cat namely Pluto. He always feels sorry when after committing a crime against all his pets, but he always wanted to repeat the crime again until his favorite black cat vanished from the earth. Until one morning, he had the heart to hang his favorite black cat (Pluto), and burn it, but strangely all the walls of his house were burned like monster that want to destroy the walls of his soul which is easily fragile and his house was finished not left behind engulfed by fire which Ieli only fur the black cat and hang rope.

Poverty which undermines his remaining wealth. The man and his wife lives in the cellar. His guilt and sense of fear which always haunts his mind and heart makes him unable to live calmly. Until one night, his soul being affected by alcohol, he seemed to see an object resembling Pluto. The resemblance made him come closer and wanted to see clearly. It turns out that it is big black cat that is very similar to Pluto, only thing that makes a difference is this cat has some white fur around its chest. He then bring the second black cat to his home. He felt happy because he felt Pluto's presence was back in his life. However, the monster seemed to haunt his soul to do evil to his second black eat, but he always tried to confine his evil soul until one morning he saw one of his second black cat's eyes disappear, he felt sad why he did something same again. Until at one point, he was in the cellar and his second black cat followed him until he felt annoyed and was about to hit him with an ax, but his wife prevented him until he could kill his wife then buried her into the walls of his house. He felt sorry for doing the abomination, but on the other hand he felt calm because his second black cat disappeared and he felt there were no more monster haunting him. Until one day the police inspected him and he was desperate and finally he dismantled the building's walls where he buried his wife and he immediately he saw his wife's corpse with his second black cat on the head of his wife's corpse with his mouth gaping.

Student 9 - F

The short story of *The Black Cat* is told from the perspective of the narrator which is an anonymous man. He is scheduled to die the following day for his crime. Therefore he made a confession of all his deeds in written form. He began his story from his childhood to adolescent and his early married life. He was fond of animals, fortunately his wife also. Of all his pets he mentioned about a cat named Pluto that he used to have as a pet. He describes Pluto as a remarkably large, beautiful animal, entirely black. The man's wife jokes that the cat might be a witch in disguise, given its unusual intelligence. The man and Pluto have a close bond. He takes care of Pluto, and Pluto follows him everywhere around the house. It is a very tender relationship.

Then, everything goes wrong. When he became alcoholic, he starts getting angry at everyone. He mistreats his wife and their other animals, but he never hurts Pluto. But one night, he comes home drunk and thinks Pluto is avoiding him. He grabs the cat, who bites him. In retaliation, he cuts out one of the cat's eyes. After sober from his drunken state, he is horrified about his actions. But it is not enough to get him to stop drinking. The cat's eye socket heals, but he and Pluto no longer have a good relationship. Pluto starts to avoid him all the time. Instead of feeling remorseful, he just feels irritated at the cat's behavior. In the end he kill Pluto 'in cold blood' by hanging it to the limb of a tree. That night, his house burns down. He, his wife, and their servant all escape the fire unharmed, but the fire destroys his home and all of his possessions. When he returns to the ashes later, he sees the figure of a cat on the only surviving wall.

Months pass. He sees a cat remarkably similar to Pluto. except that on his chest is a white patch. The cat follows him home. At first, he likes the cat. but soon the hatred grows until he can't stand the cat at all, especially after he notices that one of its eyes is missing. But he cannot bring himself to hurt the cat because the white shape on its chest morphs into a gallows, a direct reminder of his crime against Pluto. Eventually, he is driven so mad that he tries to kill the cat with an axe. His wife intervenes, and he ends up killing his wife. He decides to conceal the body inside his house, behind the wall of the basement. He looks for the cat, but it is missing. For three nights, he sleeps undisturbed by the cat. Then, on the fourth day, police come to his house to ask questions about his wife's disappearance. During their investigation, the police didn't find anything, and made the man happy but before the police depart suddenly he raps on the wall he has rebuilt to conceal his wife's corpse. The noise of him knocking causes the cat, which had accidentally become sealed inside the wall, to howl, alerting the police to the presence of his wife.

Student 10 - F

The story started when The Anonymous Man is scheduled to die the following day, so he's about to pen his experience of life that has made his life go bad. From his infancy he's fond of animal, and the animal that he loved the most was named Pluto, a black cat which it furs entirely black. He began to suffer from violent mood swings due to his drinking habits and this caused him to mistreat his animal, sparing Pluto. One night, when he was intoxicated, he fancied that Pluto avoided his presence so he took off one of Pluto's eye. In another day he hung Pluto an on the night of the day which his cruelty to Pluto has done, his house is on fire, when e visited the ruins of his burnt house he saw a bas relief upon the white surface, the figure of a gigantic cat, after that he felt terror caused by hung Pluto.

On the other day, while the Anonymous Man out drunk, he found a cat that look like Pluto, but it has some splotch of white fur in his breast. He loved that cat but by the following day, he hates it. He tries to kill the cat with an axe but it arrested by the hand of his wife, he got mad by the interference of his wife, then he killed her. He was thinking hard and confused how to hide the corpse of his wife. Then, he inserted the corpse of his wife into the wall. When police came, he hit the wall by a cane and the police saw the corpse of The Anonymous Man's wife in the broken wall. The police was stunned when they saw the condition of the anonymous man's wife corpse, but then they arrested the anonymous man.

Student 11 - F

The Black Cat by Edgar Allan Poe is a short story that told about the man u the speaker who had been sentenced to death for the murder of his wife and he made a confession about what was exactly happened during those 'dark days'. The man used to be a person who was kind, obedient, animal lover, and full of affection. He married at a young age and was so happy to find a wife who had the same passion especially toward pets. The man had a cat named Pluto which was his favorite pet and playmate. Years passed in this way until the man became alcoholic and started to feel change about his character. He became more moody, more irritable, and he was not only abused his wife but also his pets. Because of under alcohol control, he tortured Pluto by cutting Pluto's eyes with a pocket knife after the cat tried to avoid his presence. The man explained how he felt his old self has left his body, and that alcohol made him into a completely different person.

One morning, the man woke with the thought of "perverseness" and he hung Pluto with a noose. He was crying and also feeling guilty because he knew that it had loved him. That night, the man house was burned on a fire, all of his property was burned, except one side of walls, which had an image of a cat hanging from a noose, and he felt haunted by it. Later, on the other night when the man was drunk, he found a cat which was similar to Pluto and decided to adopt it. His wife loved that cat, but the man soon began to hate the cat, he even called it 'beast', 'Horror', 'Terror'. It has black fur except on its chest, lost one of its eyes, and loved to attach to the man. However, it made him hate and spur his madness until when he was on the edges of his hatred and tried to kill it, he accidentally murdered his wife with an ax. He walled her body in the cellar to hide the evidence of his crime. The man looked for the cat for several days but found nothing. Eventually, when the police came to investigate the disappearance of the man's wife, he heard the cat's sound from inside the wall. The man, who had become insane, destroyed the cellar's wall where he buried his wife and uncovered his own crime.

Student 12 - M

From his prison cell, the unnamed narrator is writing the story of how everything in his life fell apart. Since he will die the next day, he wants to set the record straight, and tells us the story of his life. Since he was born, he is mild and kind. He love animals and has lots of them. Before long, he gets married. His wife loves animals too, and fill the house with a variety of them. One of these is a humongous, all black, smart cat named Pluto. When the man starts drinking, his personality takes a turn for the worse. He starts physically and verbally abusing his wife and pets. One night, the man come home from partying completely drunk. Thinking Pluto didn't want to hang out with him, he grabs the cat and cuts his eye out with a pen-knife. One morning, not long after the eye-gouging, the man is overcome with a perverse impulse. He hangs Pluto from a tree in his garden, murdering him.

That night, the night of the murder, the man's house catches fire and burns down. Only the man, his wife, and one servant are left alive. But, they lose all their money in the flames, along with the house. When the man returns the next day, there is a crowd in his bedroom, looking at his bedroom wall. On the wall is the slightly raised image of a "gigantic cat" with a rope around its neck. Since he left the cat hanging all day and all night, he figures one of the neighbors cut it down and then threw it through his window to wake him up. Somehow it stuck in the plaster of the wall. This bothers the man for a long time. One night when he's out drinking, another black cat appears on the scene. This cat looks just like Pluto, except for the little white spot on his chest. When it is discovered that this cat is also missing an eye, the man begins to despise it. The cat never leaves him alone for a moment, and even sits on his chest and breathes in his face when he is in bed. So, the man doesn't get any sleep. As his loathing of the cat increases, so does his physical and verbal abuse of his wife. One day he and his wife go down to the cellar of the crummy old house they live in now that they are poor. The cat follows them. In a fit of extreme irritation, the man tries to kill

the cat with an axe. The woman stops him, and the man "buries the axe in her brain," killing her.

The man wonders how best to conceal the body. After much deliberation, the man decides to hide the body in a space behind the cellar wall. That night, the man sleeps peacefully for the first time in ages. The cat is nowhere to be seen. The cops come around, but the man has finesses them. No big deal. On the fourth day, still no cat. But, the police return and search the house again, especially the cellar. Right when they are about to leave, abandoning their search of the cellar, the man decides to start bragging about how well built the house is. He takes his cane and hits it against the spot in the wall where he's hidden his wife's body. A noise answers his knock!

The police are on it. They take down the wall only to find the dead body, with the cat on top of its head. And that's why the man is in jail, sentenced to death by hanging. The man had accidentally shut the cat up in the wall with the body.

Student 13 - F

The Black Cat' was first published in August 1843 in the Saturday Evening Post. It's one of Poe's shorter stories and one of his most disturbing, focusing on cruelty towards animals, murder, and guilt, and told by an unreliable narrator who's rather difficult to like. You can read 'The Black Cat' below we've offered some notes towards an analysis of this troubling but powerful tale. First, a brief summary of the plot of 'The Black Cat'. The narrator explains how from a young age he was noted for his tenderness and humanity, as well as his fondness for animals. When he married, he and his wife acquired a number of pets, including a black cat, named Pluto. But as the years were on, the narrator became more irritable and prone to snap. One night, under the influence of alcohol, he sensed the black cat was avoiding him and so chased him and picked up the animal. The animal bit him slightly on the hand, and the narrator -possessed by a sudden rage -took a pen-knife from his pocket and gauged out one of the cat's eyes. Although the cat seems to recover from this, the narrator Ends himself growing more irritated, until eventually he takes the poor cat out into the garden and hangs it from a tree. Later that night, the narrator wakes to find his house on fire, and he, his wife, and his servant, barely escape alive. All of the narrator's wealth is lost in the flames.

A crowd has gathered around the remains of the house. Setting foot in the ruins, the narrator hands the strange figure of a gigantic hanging cat on one of the walls, the dead cat having become embedded in the plaster (the narrator surmises that a member of the crowd had cut down the hanging cat and hurled it into the house to try to wake the narrator and his wife). A short while after this, the narrator is befriended by a black cat he finds in a local tavern, a cat that has shown up seemingly out of nowhere, and resembles Pluto in every respect, except that this cat has some white among its black fur. The cat takes a shine to the narrator, so he and his wife take it in as their pet.

However, in time the narrator comes to loathe this eat, too, and once, when he nearly trips over the pet while walking downstairs into the cellar, he picks up an axe and aims a blow at the animal's head. His wife intervenes and stops him but, in a fit of rage, he buries the axe in his wife's head, killing her instantly. He conceals the body, but when the police call round to look into his wife's disappearance, a sound from the place where the narrator has concealed the body exposes the hidden corpse. When the body is revealed, the black cat is there -and it was the cat that had made the noise that gave away the location of the corpse. The narrator had walled up the animal when he had hidden his wife's body. And with this revelation, the narrator's story comes to an end.

Student 14 – M

The Black Cat is short story written by Edgar Allan Poe. Edgar Allan Poe is an American writer, editor, and literary critic. He is best known as a writer of poetry and short stories. He is famous for the mystery and horror genre. The Black Cat is one of his famous short stories.

The Black Cat is a short story that tells about a man who feels to be haunted by the ghost of a black cat. The Man starts by telling about his childhood and how he loves animal. Then he married with a person with similar interest. They have a lot of pets together, including a black cat called Pluto. But, The Man grows into a moody alcoholic. One day he hangs his beloved cat when it bites him on the hand. He still feels that the black cat keep haunting him. The new black cat appears and it reminds him with Pluto. So, he asks his wife to help him kill the new unknown cat. But he ends up killing the wife instead of the new black cat. Police later discover the body and the man gets punishment.

Student 15 - F

At the beginning of the story, the man lived happily with his pets and his wife. However, things begun changing when the man started taking alcohol. The Man started by being verbally abusive towards his wife. It was not his wife only who was subjected to violence by the man, but also his beloved cat, Pluto. In the beginning, the man loved the cat so much and spent majority of his time pampering it. Until one night The man sat down and saw his cat avoid it, his emotions ignited and the man immediately grabbed Pluto who then struggled. The man then viciously gouged out the innocent cat's eyes.

The next incident that befell the cat was so vile. He hung it from the tree until the cat died. On that night, suddenly the house that was burned down and the next day showed signs of it as a big cat with a neck entangled in a rope. The man then found another cat similar to Pluto. The man then took it, but over time it became difficult with the cat figure. When the Man tried to kill the cat, instead the man accidentally killed his wife.

The next thought that emerged in his brain was how he had to hide The corpse. The Man decided to bury the body inside the wall of his house and close the wall again. The mysterious black cat strangely also disappeared afterwards. After being found disappearing, the police suspected that They had found no evidence. A few days later the man showed to them that the wall where behind it was buried and proudly said how sturdy the wall. After the police checked what was behind the wall, a surprise appeared. Not only the corpse of his wife were found, but also the body of the black cat that disappeared.

Number of Sentence Construction

Semester	Students	Categories			
		Simple sentence	Compound sentence	Complex sentence	Compound – complex sentence
2	1	13	3	11	5
	2	15	3	14	3
	3	14	5	19	2
	4	18	8	10	3
	5	15	3	8	-
	6	7	5	1	4
	7	11	6	4	-
	8	18	3	4	1
	9	12	1	7	1
	10	11	2	5	-
	11	16	3	2	-
	12	15	3	10	2
	13	12	6	4	2
	14	16	2	8	3
	15	14	2	9	1
Sum		207	55	116	27
4	1	17	4	3	-
	2	11	3	5	1
	3	13	15	7	-
	4	9	5	6	-
	5	23	4	8	1
	6	9	4	4	1
	7	11	5	2	4
	8	6	3	7	6
	9	20	7	14	-
	10	3	4	1	4
	11	5	4	7	3
	12	32	2	11	1
	13	11	5	5	1
	14	10	2	4	-
	15	10	5	5	-
Sum		190	72	89	22

Second Semester Grammar Error Specification

Student	Types of Error													Sum
	Faulty Tense Sequence	Punctuation in Compound/ Complex Sentences	Spelling	Word Choice	Passive Voice Misuse	Incomplete Sentences	Determiner Use (a/an/the/this, etc.),	Misplaced word or phrases	Missing Preposition	Incorrect Noun Number	Incorrect Verb Forms	Inappropriate Colloquialisms	Pronoun Use	
1	10	5	1	6	4	1								27
2		5	5	4	7		11							32
3		3	5	7				2						17
4		16	14	8	1	2				39				80
5		10	1	8			2					13		34
6		10	2	4	14		2							32
7		11	1	5		2								19
8		4	6	4	7					8				29
9		2		3			5	2						12
10		7	1	3	8					4				23
11		1	2	1					10					14
12		4	2	4							10			20
13		17	12	6							25			60
14		4	3	4	2						13			26
15		4	3	4	5	1							17	34
Sum	10	103	58	71	48	6	20	4	10	51	48	13	17	

Fourth Semester Grammar Error Specification

Student	Types of Error											Sum
	Faulty Tense Sequence	Punctuation in Compound/ Complex Sentences	Spelling	Word Choice	Passive Voice Misuse	Incomplete Sentences	Determiner Use (a/an/the/this, etc.),	Wrong or Missing Preposition	Incorrect Noun Number	Incorrect Verb Forms	Conjunction Use	
1		4	7		1	1	12					25
2	7	10	2	2								21
3		18	3	6	3	2					9	38
4		8	2	2	2					20		34
5		6	5	6		1	7					20
6		12	3	2	4		2					23
7		9	2	1	1		1					14
8		11		15		1			10			33
9		8	3	11		1		5				19
10		5	2	6			6					19
11	5	10	1	6		1						18
12		2	2	2	4	1				4		15
13		5	3	2	4		1					15
14		2		3			6					11
15		4	4	4		1	5					18
Sum	12	115	39	45	16	8	40	5	10	24	9	