THE USE OF VARIED TYPES OF SENTENCES IN EFL STUDENTS' BA THESES' INTRODUCTIONS

THESIS

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

The Use of Varied Types of Sentences in EFL Students' BA Theses' Introductions

adalah benar- benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,

Fadhlisa

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ABSTRACT

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The study aimed to investigate the dominant types of sentence use and problems commonly experienced by EFL students regarding their use of them in BA theses' introduction. The research followed a qualitative content analysis and gathered data through document analysis and semi-structured interviews. Eight interviewees, specifically students from the academic year 2019, were using convenience sampling to be selected to participate. The findings show that the most frequently used by the students in their BA thesis were simple sentences (43%) of the whole number of sentence types found in students' BA theses. The second most frequent used of sentence was complex sentences (23%), while compound sentences (22%) and compound-complex sentences (9%). The EFL student faced various problems regarding the use of types of sentences in writing the BA thesis introduction, including misunderstanding clauses, combining clauses, subject and verb position, and difficulty in identifying main clauses. The findings suggest that appropriate strategy in writing is needed, especially in writing BA thesis using varied types of sentences. Students must improve and develop their skill in writing by knowing, combining, and mixing all the types of sentences.

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CHAPTER I

INTRODUCTION

A. Background of Study

Knowledge of English grammar and sentences is very important to write bachelor's thesis. Writing a bachelor's thesis cannot be separated from learning grammar and structure because it is one way to write a good bachelor's thesis. Sentences are one of the requirements in academic writing including a bachelor thesis. A sentence is a group of words that are used to express an idea in writing. It is complete, it can stand alone and consists of two parts subject and predicate. Sentences also be classified by their structure which includes: simple sentences, compound sentences, complex sentences, and compound-complex sentences. The sentences are important to create in writing and one must know the rules of making good and understand expression. By using good sentences, it can be easier to express an idea or argument to others by using a variety of sentences to make an interesting in writing.

Right sentences are one of the requirements in academics including a bachelor thesis. Therefore the sentences must arranged grammatically based on grammar rules in English. The student should be able to understand how to write English sentences in good order on composing their bachelor thesis. A good writing organization in a bachelor thesis should consist of an introductory, the body, and concluding paragraph is one of the complex and

difficult parts in the process of writing. The writer not only easy to arrange the sentences but also can be understood by the reader. University students must have skills in academic writing. These skills are vital in a written paper and thesis. A good writing skill could be a benchmark of someone's good ability in English (Akmal, 2019).

When constructing written content, the organization of sentences into coherent paragraphs is a fundamental requirement. It is crucial to possess the skill of effectively employing various sentence types while ensuring proper punctuation (Daminah, 2011). Sentences go beyond being mere sequences of words; each carries a distinct structure, and understanding these structures is the linchpin for mastering punctuation and grammar. Proficiency in this area not only aids in averting punctuation and grammar errors but, more significantly, results in the creation of more robust, lucid, and reader-friendly sentences. Consequently, it facilitates the creation of well-structured texts that are easier for readers to comprehend and engage with.

Previous research has explored topics closely related to the current study, specifically concerning the utilization of various sentence types in the introduction sections of English as a Foreign Language (EFL) students' Bachelor's theses and the errors they make in crafting these introductions. Umriyah (2017) delved into an examination of sentence types employed in news item texts. The study aimed to elucidate the frequency of occurrence of sentence types within news item texts, providing valuable insights into

this linguistic aspect. Likewise, Laily (2019) focused on an analysis of errors committed by students while composing the introductions of their undergraduate theses in the English Language Education Department.

These studies collectively contribute to a broader understanding of the complexities associated with EFL students' thesis writing, emphasizing the significance of both sentence structure and error analysis in the context of academic writing. They underscore the need for further exploration and attention to these areas to enhance students' proficiency in composing effective thesis introductions. The problem that the writer took in this research was an error in writing based on surface Taxonomy by Heidi Daulay. While also being aware of it students do not use the right type of sentences in writing their bachelor thesis.

Based on the provided explanation, it's evident that many students encounter challenges when composing their theses, particularly in terms of using appropriate sentence types. However, there is a noticeable gap in the academic literature when it comes to obtaining a comprehensive understanding of the errors students make in thesis writing and their use of diverse sentence structures. These issues can significantly impact students' writing proficiency. While certain studies have delved into the use of various sentence types in textual composition and students' struggles with grammatical structures, they have also highlighted difficulties in crafting introductions. These challenges often stem from a limited understanding of

the subject matter, lack of meticulousness, restricted vocabulary, and deficiencies in writing skills.

Therefore, this research is essential to bridge this knowledge gap and offer a more profound insight into the various sentence types used in written sentences, particularly in the context of grammatical structure errors. This investigation took place within the English Language Education Department at UIN Ar-Raniry, intending to shed further light on this issue and foster a deeper comprehension.

B. Research Question

After going through some relevant literature, I would like to formulate the following research questions:

1. What are the dominant types of sentences used in EFL students' BA theses' introductions?
2. What are the problems commonly experienced by students regarding the use of sentences in writing their thesis?

C. Aims of Study

1. To find out the dominant types of sentences used in EFL students' BA theses' introduction.
2. To find out the problems commonly experienced by students regarding the use of sentences in writing their thesis.

D. The Scope of Study

This study analyzes the problem of sentence errors in EFL students' BA theses' introductions and also focuses on the use of varied types of sentences in English Department Students of UIN Ar-Raniry.

E. Significance of Study

The finding of this research is expected to give a significant contribution theoretically and practically. Theoretically, it contributes to the area of writing a thesis introduction. It contributes to the example of writing an introductory paragraph, especially the use of varied types of sentences.

Practically, the result of this research is to give the student to find out their abilities and increase their knowledge about how to write effective sentences and minimize errors in writing sentences in their BA theses' Introduction.

In addition, it can contribute to the lecturer as additional knowledge about sentences writing introductions and to increase the quality of students' theses'. The lecturer will be able to analyze the students' ability to develop effective sentences in introduction bachelor thesis and repair errors in students' writing sentences. Furthermore, this research might contribute to the next researcher who wants to conduct research in a similar field and for researcher to complete her undergraduate degree.

F. Terminology

a. Theses' introduction

The Introduction is the first chapter in the arrangement of a thesis. The students write the introduction part by integrating their thoughts with the preliminary data gained and supporting theories. Errors are possible to happen in this part since they have to compose it by writing down their thought and arguments. The errors mentioned here refer to the inaccuracy in writing caused by having false knowledge, Breslin (2011) defines errors as the condition of having incorrect or false knowledge

b. Types of sentences

Sentences known as meaningful words, patterned subjects, and verbs, can stand alone and express an idea. The sentences are divided into four categories: simple sentences, compound sentences, complex sentences, and compound-complex sentences. The sentences refer to the thesis writing of English language education students.

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CHAPTER II

LITERATURE REVIEW

This chapter presented a literature review of several essential theories that were chosen based on the research's need for a thorough understanding.

A. Definition of Sentence

According to Winter (2020), the foundations of a contextual grammar of English must be firmly based on an adequate definition of the sentence. The term "Sentence" finds its origins in the Latin word "*sentential*," which initially encompassed the concepts of 'feeling' or 'opinion.' As time progressed, within the realm of grammar, this notion evolved to represent 'a verbal expression that communicates a sentiment, assertion, inquiry, directive, aspiration, or exclamation.' In written form, these expressions conventionally commence with a capital letter and conclude with punctuation such as a period, question mark, or exclamation mark. Thus, a sentence encompasses an arrangement of words that imparts a declaration, query, or instruction. Hogue (1995, as cited in Saragih & Hutajulu, 2020), explained that a sentence is a group of words with a subject and a verb that expresses a complete thought.

While spoken sentences might be complex or even unfinished, effective communication is still possible through intonation, gestures, and facial expressions. However, in written communication, these non-verbal cues are absent, necessitating meticulous sentence structure and punctuation to convey precise meaning. Rowe & Levine (2009), further expounded that a sentence

constitutes a sequence of words that achieves grammatical completeness through the inclusion of a subject and a predicate. The subject typically signifies the primary noun or pronoun within the sentence, while the predicate encompasses the verb and offers insight into the subject's action or state.

A sentence is deemed self-contained when it allows a reader to effortlessly discern the intended meaning by disambiguating the semantic interpretation of references, ensuring that there is no confusion about which entities or concepts are being referred to. Furthermore, it should be possible to establish the truth or accuracy of statements contained within the sentence without relying on external information or context, using only the information provided within the sentence itself in conjunction with common background knowledge. Additionally, a self-contained sentence must comprehensively present all essential details concerning the participants involved in an event and the causes behind that event, leaving no critical information unaddressed. This concept of self-contained sentences, as articulated by Li et al. (2016), underscores the importance of clarity, independence from external context, and completeness of information in effective communication and understanding, particularly in fields such as natural language processing and communication.

A sentence serves as a cornerstone of effective communication, particularly in writing, enabling the display of unique characteristics and styles. Employing well-constructed sentences not only aids in expressing ideas or arguments but also adds diversity to communication by utilizing an array of sentence types. As noted by Alduais (2012), sentences possess both surface

and deep structures, allowing for comprehensive syntactic analysis, and while these structures might vary, they generally align to enable effective communication.

B. Types of Sentences

According to Atteberry, (2013), types of sentences are classified into four categories; the first is a simple sentence, the second is a compound sentence, the third is a complex sentence, and the last is a compound-complex sentence. Furthermore, Jacobs (2020) mentioned that there are four main types of sentence structure as follows:

1. Simple Sentences

A simple sentence involves both a subject and a predicate, effectively conveying a single, self-contained idea within an independent clause. This type of sentence stands alone as a complete thought. Within its structure, a simple sentence contains only one independent clause and lacks any dependent clauses. Despite this simplicity, it can incorporate phrases and even include multiple subjects or verbs (Brandon, 2012). Commonly referred to as an independent clause, a simple sentence possesses a subject and a verb, concisely expressing a whole notion (Backman, 2003). This uncomplicated sentence structure, as outlined by Backman, represents the fundamental essence of a sentence, consisting of an independent clause featuring both a subject and a predicate.

Examples:

a. **Some students** like to study in the morning.

b. **They** play football every afternoon.

c. **Farhan** goes to the library.

The three examples above are all simple sentences. Therefore, those contain a subject and verb and express a complete thought.

A Simple sentence is divided into four classes of sentences. It may take the form of a statement, question, request, and exclamation.

a. Statement

In this sentence, the subject and predicate have normal word order. The sentence ends with a period in writing and a drop in pitch in speech.

Example:

- She is cruel.

- She loves him.

b. Question

In this sentence, the subject and auxiliary are often reserved. The sentence ends with a question mark or interrogative in writing.

Example:

- Are you angry?

- Did you go to school yesterday?

- Where do you live?

c. Imperative

In this sentence, only the predicate is expressed. The simple form of the verb is used, regardless of person or tense. It ends with a period

in writing and a drop in pitch in speech. In imperative is divided into two; request and prohibition. Example:

a) Request

- Open the door!

- Close the window, please!

b) Prohibition

- Don’t forget me, please!

- Don’t sleep here!

d. Exclamation

The sentence begins with an exclamatory phrase consisting of what or how plus a part of the predicate. The exclamatory phrase is followed by the subject and balance of the predicate.

Example:

- How beautiful you are!

- What a pity you are!

- How wonderful this place is!

2. Compound Sentences

Andersen (2014a), offered a defined of a compound sentence as a sentence containing two or more complete predications in the form of independent clauses. A compound sentence is essentially the fusion of two simple sentences, joined by a comma and a coordinating conjunction. These coordinating conjunctions, including words like "for," "and," "nor," "but," "or," "yet," and "so," facilitate the connection. In the following illustrative

example, the subject is highlighted, the verb is italicized, and the conjunction is underlined.

According to Dawson (2003), a compound sentence can be described as the logical fusion of two distinct complete thoughts or independent clauses, merging to create a unified sentence. In essence, a compound sentence comprises multiple governing units, akin to simple sentences. This merging is usually achieved through a coordinating conjunction or a semicolon. Interestingly, subordinating conjunctions commonly used in complex sentences can also serve as coordinators to shape a compound sentence, blurring the lines between these structures.

Example:

a. She wanted to go on vacation, **so** she saved up her money.
b. I like apples, **but** my sister loves bananas.
c. Tim loves to read **and** he also loves to hike.

3. Complex Sentences

According to Pardiyono (2004), a complex sentence is formed by uniting an independent clause with a dependent clause through various subordinated verbs, resulting in a comprehensive sentence. This amalgamation of clauses establishes a complex sentence, wherein an independent clause, also known as the main clause, is bolstered by a supportive unit. This supporting unit, comprised of a group of words, enhances the meaning of the primary clause by introducing additional layers of significance.

As outlined by Adjei (2015), a complex sentence is characterized by multiple full predications. This includes an independent clause, akin to the structure of a simple sentence, alongside one or more dependent clauses, also referred to as subordinate clauses. In essence, a complex sentence features an independent clause joined with one or more dependent clauses. Such sentences consistently incorporate subordinating elements, exemplified by terms like "because," "since," "after," "although," and "when," or relative pronouns such as "that," "who," or "which." In the provided example, the subject is highlighted, the verb is italicized, and the subordinate conjunction is underlined.

Furthermore, Pardiyono emphasized that subordination is a crucial facet of constructing sentences in the English language, particularly in complex structures. Subordination functions as a mechanism to unite clauses, spotlighting specific portions over others. However, he acknowledges that students often struggle with utilizing subordination effectively, encountering challenges both in employing it within sentences and in discerning the various types and roles of subordinate clauses.

Example:

a. *When* **he** handed in his homework, **he** forgot to give the teacher the last page.
b. **The teacher** returned the homework, *after* **she** noticed the error.
c. **The students** are studying, *because* **they** have a test tomorrow.

4. Compound-Complex Sentences

Nunun (2015) defined a compound-complex sentence as harmoniously merging the features of both compound and complex sentences. This sentence structure interlaces two or more complete sentences using conjunctions such as 'for, and, nor, but, or, yet, so,' alongside at least one incomplete sentence. A distinctive trait of the compound-complex sentence it is inseparable composition. The same punctuation rules that apply to compound and complex sentences are equally relevant in this form. Crucially, this sentence format necessitates a minimum of two independent clauses and one dependent clause, where these clauses are interdependent and together form a coherent whole. This structure often follows a pattern of either a Compound Sentence preceding or succeeding a complex Sentence.

Furthermore, Andersen (2014b) elaborated that a compound-complex sentence amalgamates the formats of a complex sentence and a compound sentence. This composition comprises one or more independent clauses intertwined with one or more dependent clauses. He goes on to highlight the multifaceted roles of compound-complex sentences, which encompass combining akin ideas, drawing comparisons or contrasts between ideas, delineating cause-and-effect relationships or sequences of events, and providing extended explanations or elaborations to support a claim or augmenting reasoning.

A compound-complex sentence contains multiple independent clauses and at least one dependent clause. This implies that it is a synthesis of a compound sentence and a complex sentence, skillfully blending these structures into a singular cohesive form. Consequently, this type of sentence encapsulates the presence of either two or more independent clauses and/or multiple dependent clauses.

Examples:

a. **Many students** drive their cars to the college, *but* others prefer to take public transportation *because* **free parking a car in campus** is unavailable.
b. *If* **students** wish to park in the campus parking lots, **they** must pay for a permit, *or* **the campus police** will tag their cars.
c. *Although* **she** felt guilty for missing her friend's birthday, **she** took her out to dinner the next day, *and* they had a great time.

C. Thesis Writing Introduction

In Indonesia, university students pursuing undergraduate degrees often need to complete an undergraduate thesis, marking their initial experience with research. This entails exploring a specific problem and presenting their findings in the format of an undergraduate thesis, typically comprising six chapters, including an introduction. Crafting the research introduction poses a formidable challenge for both native and non-native speakers (Swales & Feak, 2012), despite its reputation for difficulty. Nevertheless, a well-executed introduction serves as a vital component,

effectively showcasing the study's objectives and the field it addresses (Bailey, 2011). This underscores the crucial role the introduction plays in academic writing, an essential requirement for students working towards their undergraduate degrees.

According to Noorzan & Page (2012), the introduction holds significance for four key reasons. Firstly, it serves as a platform to elucidate the underlying reasons and motivations driving the research endeavor. Secondly, it functions as a crucial tool for readers to gain a comprehensive understanding of the study's goals and the specific issues it seeks to address. Thirdly, the introduction plays an essential role in guiding the writer to avoid making unwarranted assumptions by outlining the context and purpose of the research. Lastly, it expounds upon the hypothesis or central thesis of the study, providing readers with a glimpse of what to expect. Collectively, these facets emphasize the pivotal role the introduction section assumes in the realm of academic writing, as it not only sets the stage but also provides essential context and direction for the entire research endeavor.

Students face several new challenges as they progress from writing personal essays to writing formal academic texts in English. Writing assignments in higher education frequently require students to consult outside sources and adopt academic discourse styles and genres. They must conduct research, summarize and paraphrase sources, cite sources, adhere to genre conventions that meet audience expectations, and choose words

and grammatical patterns that are typical of less personal and more formal writing (Tardy, 2010). A thesis is a type of academic writing that serves as the final activity for undergraduate students. It is a written paper that utilizes the scientific method and aims to obtain a degree in university education. A thesis is a longer academic paper that is required to complete a degree program. It often involves months or even years of research and may be defended in front of a university committee (Swarni, 2020).

Suyadi (2018) defined a thesis as a scientific study that is systematically organized based on norms, ethics, and scientific approaches. The process of writing a thesis involves five chapters, including an introduction, literature review, methodology, research findings and discussion, and writing a conclusion. The structure of the thesis is based on the nature of the research, the type of research, and the regulation of the study, as well as writing instructions from a particular program. The critical points in writing a good thesis must be identified and followed by the students. A thesis is a longer academic paper that is required to complete a degree program. It often involves months or even years of research and may be defended in front of a university committee. The main components of a final thesis or dissertation include the introduction, literature review, methodology, results, discussion, and conclusion.

Yusuf (2019) asserted that a thesis constitutes a culmination of students' research endeavors aligned with their field of specialization, serving as an essential stride in fulfilling the degree requisites. The

composition of a thesis serves the purpose of allowing students the opportunity to cultivate heightened critical thinking skills in addressing issues. Proficiency in language usage is imperative for students embarking on thesis writing, enabling effective articulation of ideas. Furthermore, the process of thesis composition necessitates a comprehensive grasp of the subject matter to underpin the substantiation of arguments within the manuscript.

In the process of thesis introduction composition, students are required to seek out sources that substantiate their arguments. The advent of technology has facilitated seamless access to information, enabling students to find references to bolster their theses at any time and from anywhere. The emergence of the Internet has significantly expanded the pool of accessible information sources. The Internet's dynamic and extensive nature positions it as a viable reference tool. In contemporary thesis writing, the ongoing pursuit of reliable references remains crucial, necessitating students to exercise caution in avoiding unreliable sources.

D. Problems on Writing Thesis Introduction

The composition of academic research papers necessitates meticulous adherence to a distinct set of norms, standards, conventions, and strategic rhetorical approaches that distinctly differentiate them from writings intended for other purposes (Cargill & O'Connor, 2009). The concept of a "rhetorical move" pertains to the discrete segments comprising a written work, with each segment assuming a specific communicative

function (Swales, 1990). A structured format characterizes the undergraduate project report, encompassing an abstract along with five essential sections: Introduction, Literature Review, Methodology, Results and Discussion, and Conclusion. Among these, the Introduction assumes a paramount role as it serves to unveil the central theme or argument that the authors aim to elucidate within their manuscript. In addition to operating as the opening segment, the Introduction is crafted to captivate the reader's attention while concurrently establishing the study's significance within the academic landscape (Hashim, 2005; Samraj, 2002 & 2005). Through its careful construction, the Introduction becomes a vehicle for seamlessly introducing and contextualizing the research topic while underscoring its scholarly relevance (Stapa et al., 2014).

The challenges and intricacies associated with composing the Introduction section of research papers across diverse domains, spanning from the social sciences to scientific and technical fields, have garnered considerable scholarly attention (Cheung, 2012). Delving further into this sphere, Al Badi (2015) conducted a comprehensive investigation into the obstacles and complexities encountered by both undergraduate and postgraduate students engaged in the composition of academic research papers. Al Badi's findings underscored an array of issues encompassing grammatical inaccuracies, a limited lexicon, and difficulties in effectively structuring and organizing sentences, concepts, and paragraphs.

It is pertinent to acknowledge that these challenges are not solely attributed to insufficient proficiency in the English language; rather, they might stem from an incomplete grasp of the established conventions governing written academic discourse, along with a nuanced understanding of the cognitive processes entailed in realizing these conventions. This nuanced perspective implies that the hurdles encountered in writing the Introduction section are deeply intertwined with the multifaceted nature of academic writing, suggesting a need for comprehensive pedagogical approaches that address not only language proficiency but also the intricate web of academic rhetorical conventions and cognitive synthesis.

According to Salmani Nodoushan (2018), it was discovered that there was a lack of proficiency in grammar among students. This lack of proficiency resulted in errors in cohesion and the logical relations between events. Additionally, the students demonstrated a lack of knowledge on how to combine simple sentences to create compound or complex sentences. The importance of developing a strong foundation in grammar, as it is essential for effective communication and the ability to convey ideas clearly and concisely manner. Students must acquire the necessary skills to construct sentences that are grammatically correct and logically coherent to succeed academically and professionally. Therefore, educators to prioritize the teaching of grammar to equip students with the necessary tools to excel in their future.

E. English as Foreign Language (EFL)

Harmer (2007), states that EFL described situations where students were learning English in to use it with any other English speaker in the world when the students might be tourist or business people. Brown (2011), says those foreign language contexts for communication beyond their classroom.

EFL is prepared for students at specific times or events. Using English for international communication, especially on the internet, means that our students are part of global target language community. They are prepared to communicate by using English as a global language in future. Because English has become a powerful influence in daily life, finally learning it at an early age is needed.

F. Previous Studies

This part reviews related studies about the use of varied types of sentences in EFL students' BA theses' introductions and has been carried out in many studies reporting the use of types of sentences in writing.

Ernawati (2013), conducted a study about the types of sentences used by the students' essay writing. The result analysis types of sentences used by the students' essay writing are simple sentences, compound sentences, complex sentences, and compound-complex sentences. Then, after counting the data of types of sentences used by students it can be known that simple sentences are mostly used by the student's essay writing. So it means that the majority of the sample reported that they perceive simple sentences as

the easiest types of sentences to produce followed by complex sentences and compound sentences as being less easy.

Mubshirah. et. al., (2023) have performed a qualitative study about sentence complexity analysis in selected students' scientific papers. This study employed a problem found in their writing sentences most students did not comply with the rules for writing scientific papers academic writing requires outlining, paraphrasing, and summarizing. According to the findings of researchers working the repository at the (UIN) Ar-Raniry Banda Aceh, many students still do not comply with the rules for writing scientific papers. The researchers found many problems, such as an abstract being too long, and correctly placing commas and conjunctions in compound phrases and complex sentences. The finding shows four types of sentence complexity in abstract writing, namely simple sentence (24.58%), compound sentence (25.97%), complex sentence (26.25%,) and compound-complex Sentence (23.19 %). This finding contributes to improving the skills of students' ability in scientific papers.

According to Maznun et al., (2017), this study was conducted to investigate the difficulties encountered by undergraduate ESL students in writing the introduction section of their project paper. The research revealed that these students faced challenges in effectively employing transitional elements, resulting in a lack of smooth coherence between sentences. It was complex that the student revealed grammatical mistakes, had a poor vocabulary, and faced obstacles in arranging and organizing sentences,

ideas, and paragraphs. Moreover, their written work exhibited structural deficiencies at both the paragraph and sentence levels. Based on the result the students were not clear about the structure and organization of the introduction section. Since the introduction is important in giving the first insight into the study.

Based on previous studies, the researcher found a gap. This study focused on analyzing the types of sentence complexity in scientific papers by students of UIN Ar-Raniry and the use of varied types of sentences in EFL students' BA theses' Introduction. This research was carried out so that research results improve the skills of students' ability in scientific writing. This consideration aims to evaluate whether a student's final writing meets the ideal requirements and has used appropriate sentences. The similarities between this study and the previous studies are that they deal with university students using types of sentences for their academic purposes.

After reviewing the types of sentences used in the introduction of students' theses' it can be understood that several types of sentence complexity of students' writing theses' introductions are found on this previous study. The type of sentences used by students in these previous studies showed the types and complexity on students' theses' introduction. The type of sentences mostly used is complex sentence they can make a variety of sentences and can improve their idea into good writing and the easier is simple sentences. Meanwhile, compound-complex is rarely used because needs understanding more deeply. The more complex sentences are

the higher the level of writing the scientific work. So, students must constantly improve their skill writing again to make good writing and make the reader interesting.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Qualitative content analysis is used in this research. Qualitative research design was implemented in this study since the researcher wants to" explore and understand the phenomena occur in individual or group ascribe to a social or human problem" (Creswel, 2009), in which the phenomena of engagement markers in finding and discussion section. According to Krippendorf (2004), content analysis is a research technique which analyze the data within a specific context in view of the meanings someone- group or culture-attributes to them. In sum, content analysis is a research technique for making reliable and valid inferences from text (or other meaningful matter) to the context their use. Content analysis also described as the scientific study of content of communication.

This study employed qualitative research with a case study design. Qualitative research is concerned with the environment, exposition, and conclusive comprehension of phenomena. Unlike quantitative data, qualitative data are not measured by the amount of frequency but instead are examined for an in depth analysis (Labuschagne,2003).

The purpose of the researcher is to use qualitative because qualitative research can explain and describe in more depth the use of varied types of sentences and students' errors in writing sentences in the BA thesis' introduction.

B. Setting and Research Respondents

- **The Setting**

This study was conducted at the English Department in the faculty of Tarbiyah UIN Ar-Raniry. The English department is also well known as Pendidikan Bahasa Inggris (PBI). It aims to train professional, prospective English teachers in private or state schools. Research location in this study particularly takes classes in which students who have learned Introduction to Research Methods in ELT.

- **The Respondents**

Students of the English Language Education Department (PBI) OF UIN Ar-Raniry from the academic year 2019 were taken as the sample of this study. It was assumed that the participants had enough knowledge, experience, and opinions related the use of varied types of sentences in EFL students' BA theses' introduction. Therefore, the researcher explored their perception related the use of varied types of sentences in EFL students' BA theses' introduction. In selecting the sample for this study, the researcher used convenience sampling. It was because the researcher only chose eight participants from students English Education Department batch 2019 who were accessible and available at that time. According to Creswell (2012), Convenience sampling is a sampling in which the researchers select participants because they are willing and available to be studied.

Regarding the number of participants, it decided to have 8 participants in this research. Five questions were asked for the respondent to answer based on their opinion and experience.

C. Method of Data Collection

To collect the data, this study used document analysis. According to Babbie (2010), document analysis is the study of recorded human communication, such as books, websites, paintings, and laws. Data collection techniques through documentation are used to complement the data and information obtained from previous techniques.

The purpose of this documentation was to study documents related to the dominant types of sentences used in EFL students' BA thesis introductions. Document analysis is one way in which qualitative research can provide insight into a topic through written or other instruments directly created or written by the research subject (Herdiansyah, 2010). The researcher took 10 samples of theses on the English department student at the Ar-Raniry Repository website. With, this technique, it is hoped that can obtain written data related to the use of varied types of sentences in EFL students' BA these' introductions.

Next, the way of collecting the necessary data was through interviews. In qualitative research, interviews are widely used to collect information. It is commonly employed as a research strategy to gather data about participants' experiences, views, and beliefs about the specified research question or the phenomenon of interest (Lambert&Loiselle,2008). There are

three main categories of interview: the fully- structured interview, the semi structured interview, and the open –structured interview (Babbie, 2010).

For this research the type of interview conducted is semi- structured interview. Semi structured interview offer a more adjustable approach during the interview as it provides the interviewees the flexibility and time in answering the prepared question (Tod,2010). While, the interview follows a set schedule for predetermined topics, interviewees were free to explore additional data with their answer trough the use of open ended question as long as it is still relevant and within the context of this research. Each participant were interview separately, with their consent, for approximately 10-15 minutes. It also were recorded in order to ensure the safety of data transcription.

D. Method of Data Analysis

In Analyzing the data it used content analysis, adapted from Kripperdorf's (2004) framework:

1. 10 BA theses' which was the data. That researcher is available to begin an analytical effort
2. Examining the BA theses' according to the introduction
3. A context analysis highlights the findings and discussion thesis which contains an introduction. The procedure was based on a functional approach (Hyland, 2005) since it describes the functional relationship between words. Phrases or sentences of the text.

4. An analytical construct of how the Engagement Markers used in BA theses'
5. Analysis of the sentences to know the type of sentences used
6. Validating the finding with the evidence of finding and discussion section of the BA thesis introductions.

The researcher also recorded the interview and the interview duration was 10 to 15 minutes based on interview guidelines. The language using the interview using English Language. Then the data were made a data reduction, data display, and data verification. Based on the results of the interviews, which were then included in the research findings and discussion.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter analyzes the data and discusses findings. The data for this research is from content analysis and interviews offered by EFL students. The content analysis was used to analysis the dominant type of sentences used in writing BA theses' introduction and the interview was to investigate the problem commonly experienced by students regarding the use of types of sentences in writing their BA theses' Introduction. In the discussion section, the findings are discusses to answer the research question.

A. The dominant types of sentences used in EFL students' theses introductions

After analyzing 10 EFL students' thesis introductions the types of sentences could be categorized into simple sentences, compound sentences, complex sentences, and compound-complex sentences. The names in the thesis have been disguised and made into initials as follows:

Table 4.1 *Total types of sentences of 10 EFL students' theses Introduction*

Code	Simple Sentences	Complex Sentences	Compound Sentences	Compound -Complex Sentences	Total of Sentences
T1	20 32%	25 40%	11 18%	6 10%	62
T2	31 41%	22 29%	12 16%	10 13%	75

T3	27 43%	14 23%	15 24%	6 10%	62
T4	10 18%	7 13%	29 54%	8 15%	54
T5	34 49%	15 21%	16 23%	8 15%	70
T6	54 63%	15 17%	13 15%	3 4%	85
T7	46 56%	22 27%	11 13%	3 4%	82
T8	18 40%	12 27%	10 23%	4 9%	44
T9	25 56%	7 16%	11 16%	2 4%	45
T10	14 30%	23 48%	7 15%	3 6%	47
Total	**43%**	**23%**	**22%**	**9%**	**626**

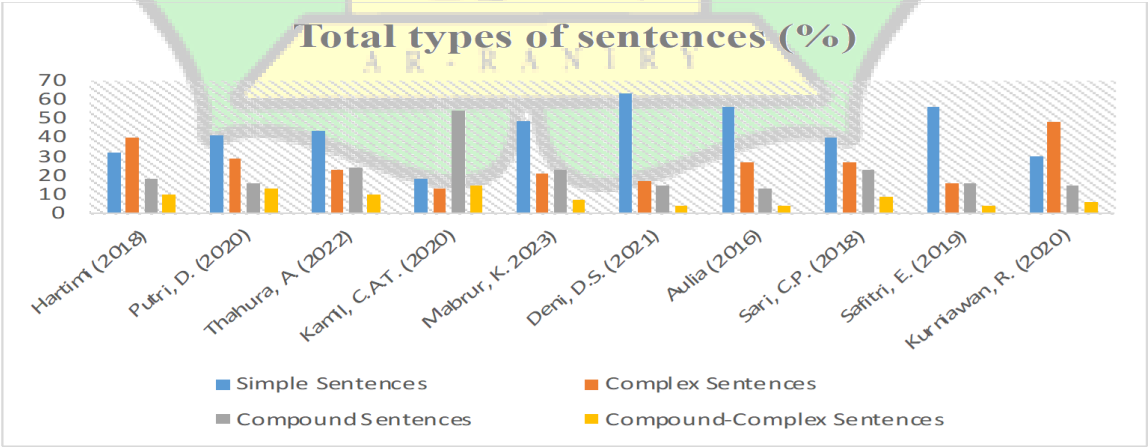

Table 4.1 above shows four themes of types of sentences used in EFL students' BA theses' introduction.

Based on the table 4.1, it can be concluded that the way to find the results from the table data above is as follows:

Total sentences: $\frac{X+Y}{100}$ Average: $\frac{\text{total percent+ total sentences}}{100}$

1. Simple Sentences

A simple sentence is a sentence comprising only one independent clause with a subject and a predicate, which is crucial in academic writing, especially in theses and scholarly literature. This is because simple sentences are the predominant type of sentences commonly encountered in such texts. Therefore, students need to grasp the significance of incorporating simple sentences into their writing, particularly when constructing introductions for their theses.

Based on the findings, after analyzed the Introduction sections of students' theses revealed a prevalent utilization of simple sentences. Notably, the data indicated that approximately 43% of the sentences within the theses' Introduction are classified as simple sentences, demonstrating their significant prominence in this academic context. This implied that nearly half of the content in the Introduction of these theses is conveyed through simple sentence structures.

Upon closer inspection of individual theses, it evident that T6 stands out as having the highest frequency of simple sentences in its Introduction, comprising a substantial 63% of the total sentences. Following closely are T7 and T9, both exhibiting a noteworthy 56% usage of simple sentences in their respective thesis introduction. Additionally, T5 utilized simple sentences in 49% of its Introduction, while T3 and T2 employed them at rates of 43% and 41%.

The prevalence of simple sentences in these Introductions is attributed to several factors. Firstly, simple sentences are known for their clarity and directness, making them a preferred choice in academic writing to effectively communicate ideas. Secondly, in the context of thesis introductions, where conveying key concepts concisely is crucial, the use of simple sentences aids in straightforwardly presenting information. Lastly, the observed distribution of simple sentences across different theses may also reflect individual writing styles and preferences, as well as variations in the nature and complexity of the topics discussed in each thesis.

2. Complex Sentences

Upon reviewing the Introductions of students' theses, it showed that complex sentences play a significant role, constituting the second most prevalent sentence structure. A complex sentence is characterized by a main clause and a subordinate clause linked through a subordinating conjunction. This type of sentence construction is particularly common in academic

writing, offering a valuable tool for expressing nuanced connections between ideas and enhancing the overall sophistication of the text.

The data revealed that complex sentences account for a noteworthy 23% of the total sentences within the thesis Introductions. This highlighted the importance of employing complex sentence structures to convey intricate relationships and present information more elaborately manner. Upon closer examination of individual theses, T10 emerged as the most notable, utilizing complex sentences in 48% of its Introduction. This high percentage reflects a conscious choice by the author of T10 to incorporate a substantial number of complex sentence structures, possibly driven by the nature of the topic or the need to convey intricate ideas. Similarly, T1 stood out as the second most frequent user of complex sentences, constituting 40% of its introduction.

3. Compound Sentences

Based on the findings, 22% of the sentences in the thesis Introduction are compound sentences. The prevalence of compound sentences closely aligned with the frequency of complex sentences, differing by only a marginal 1%. This suggested a balanced use of both structures in the Introductions, indicating a strategic approach by students to incorporate a variety of sentence types for optimal expressiveness.

T4 became the most frequent user of compound sentences, constituting a substantial 54% of its Introduction. This high percentage

implied a deliberate choice by the author to employ compound sentences extensively, possibly driven by a desire to establish clear connections between ideas or to create a rhythm within the writing. T3 follows as the second most frequent user, with 24% of its Introduction comprising compound sentences.

The preference for compound sentences in these Introductions attributed to their versatility. Coordinating conjunctions facilitate a smooth flow between independent clauses, allowing students to present ideas with clarity and emphasize relationships between concepts. The varied percentages across different theses may reflect individual writing styles, the complexity of the topics, or the specific rhetorical goals each student aimed to achieve in their thesis Introductions. Overall, the data underscored the importance of employing a mix of sentence structures to enhance the overall quality and effectiveness of academic writing.

4. Compound-Complex Sentences

The findings showed that 9% of the sentences in their theses' Introduction are classified as compound-complex, signifying a relatively infrequent utilization by EFL students when composing their theses. Among the individual theses, T4 is the most frequently used of compound-complex sentences, constituting 15% of its Introduction. However, even with this relatively higher percentage, the overall occurrence of compound-complex sentences remained notably lower compared to other sentence types. T2

followed with 13%, and T1 and T3 share a similar usage rate at 10%. Conversely, T6, T7, and T9 exhibit the lowest frequency, each comprising only 4% of compound-complex sentences in their respective introductions.

The scarcity of compound-complex sentences in these introductions may be attributed to several factors. Firstly, the complexity of this sentence structure requires a higher level of syntactic mastery, which may pose a challenge for EFL students. Secondly, in the introductory sections of academic writing, there may be a preference for more straightforward sentence constructions to ensure clarity and accessibility for the reader. Additionally, the lower frequency of compound-complex sentences could also reflect the nature of the introductory content, which often aims for a clear and concise presentation of key ideas. Overall, the data underscores the importance of considering linguistic proficiency, structural complexity, and rhetorical goals when analyzing the composition of thesis introductions by EFL students.

B. Problems faced by EFL students regarding the use of types of sentences in writing the introduction of their BA theses

The primary focus of this research is to determine the most causing factor of student problems on the use of varied types of sentences in writing their thesis introduction in the English Department of the Faculty of Teacher Training and Education at Ar-Raniry University in the academic year 2019.

The various aspects are misunderstanding clauses, combining clauses, subject and verb position, and identifying main clause.

Table 4.1 *Text summary of the interview*

No	Sample of student responses	Coding
1.	"I still have a problem with Complex sentences, because they need independent and dependent clauses. Sometimes, I am confused with dependent clause which can't stand alone and need conjunction to connect it to other sentences." (P1:RF) "For me, the most difficult is Compound sentence, it is because too many clauses on it so I am confused on how to analyze the sentences." (P2:ZA)	Misunderstanding clauses
2.	"I still have difficulties with Complex sentences because there are some clauses, so I confused about how to combine those." (P3: NA) "I am confused how to combine the clauses to be clear and effective on Compound sentence, so I think it's the most difficult" (P4:AY)	Combining clauses

3.	"I think the most difficult is the Compound-complex sentence because I do not know which one is the first to write among 3 verbs and subject". (P5: AN)	Subject and verbs positions
4.	"I think the most difficult sentences are Compound-complex sentences because we should have an extra main clause added by a coordinating conjunction". (P6: MJ)	Difficult in identifying clause

Table 4.2 above shows 4 themes of problem faced by student on the use of types of sentences in writing theses' Introduction that can further explained as follow:

a. Misunderstanding clauses

It seems that there are some challenges for EFL students when it comes to grasping the concept of clauses within complex and compound sentence. A clause, fundamentally, comprises a subject and a verb, forming the basic building block of a sentence. To construct complex or compound sentence, students need to understand how to identify one clause, differentiate between independent and dependent clauses, and comprehend the role of conjunctions in sentence structure.

According to interviews finding, P1 student acknowledged confusion in distinguishing between independent and dependent clauses. This confusion impacts their ability to determine which clauses can stand alone as complete sentence and which ones require conjunctions to link them together. This lack of clarity can become a stumbling block when attempting to craft complex sentences. P2 student echoed similar challenges, specifically in constructing compound sentence with multiple clauses. Analyzing and identifying the various clauses within these sentence pose difficulties for them.

Essentially, before delving into the complexities of constructing compound and complex sentence, it's crucial for students to grasp the fundamentals of identifying clauses, understanding their independence, recognizing where conjunctions are needed, and discerning how clauses interact within a sentence. These foundational skills are vital for confidently constructing more intricate sentence structures.

b. Combining clauses

According to the findings from the interviews, it appears that students are encountering difficulties when it comes to combining sentence to create different types of sentences. This challenge stems from a lack of proficiency in identifying sentences that include both independent and dependent clauses. One of the students, P3, acknowledged struggling with this issue, particularly when attempting to construct complex sentences. Similarly, P4

expressed encountering the same obstacle when endeavoring to create compound sentences.

To elaborate, the core of the problem lies in the students' ability to recognize and distinguish between independent and dependent clauses within sentences. Without a clear understanding of which elements can stand alone as complete thoughts and which rely on others for completeness, students face challenges in effectively combining sentences to form more complex structures.

In essence, before students can successfully navigate the intricacies of creating complex or compound sentences, it is imperative for them to develop the skill of identifying independent and dependent clauses within sentences. This foundational knowledge serves as the key to unlocking their capacity to construct sentence with varying levels of complexity.

c. Subjects and verbs position

According to the interview findings, a notable challenge for many students lies in constructing compound-complex sentences. This difficulty arises from the complexity of such sentences, which incorporate multiple clauses, each with its subject and verb. Proficiency in identifying and managing these elements becomes crucial. Students tend to grapple with this type of sentence after they have gained some understanding of constructing compound and complex sentences independently. However,

combining these two structures to form compound-complex sentences poses a challenge if they lack the necessary skills.

Specifically, P5 highlighted the issue of identifying the positions of subjects and verbs within sentences or clauses. This struggle becomes particularly pronounced when attempting to craft compound-complex sentences. The intricacy of managing multiple subjects and verbs within a single sentence contributes to the overall difficulty faced by students in this context.

The hurdle in creating compound-complex sentences stems from the need to navigate multiple clauses, each with its subject and verb. For students to successfully handle this, they must not only master the construction of compound and complex sentences individually but also develop the ability to seamlessly integrate these structures into compound-complex sentences.

d. Difficult in identifying main clause

In a compound-complex sentences, students are tasked with not only managing multiple clauses, as in complex sentence, but also introducing a new layer of complexity by including an extra main clause. This necessitates a clear understanding of coordinating conjunctions, which are used to link independent clauses. The challenge lies in selecting the appropriate coordinating conjunction and ensuring that the sentence flows logically.

P6 students mentioned the difficulty in adding an extra main clause suggests that students may struggle with knowing where and how to introduce this clause in the sentence. This involves considerations of word order, punctuation, and conjunction placement to create a well-structured and grammatically correct compound-complex sentences. The challenges associated with compound-complex sentences stem from the need to incorporate an extra main clause using coordinating conjunctions. Students must navigate the intricacies of conjunction usage, clause placement, and overall sentence structure to effectively construct sentences of this nature.

C. Discussion

This section discusses findings based on the research question and compares and contrasts them with previous research findings.

1. *What are the dominant types of sentences used in EFL students' BA theses' Introduction?*

According to the findings specifically on the first finding about the dominant type of sentences used in EFL students' BA theses' introduction. The result of this study showed that the sentence types used in EFL students' BA thesis introductions were a simple sentences, compound sentences, complex sentences, compound - complex sentences. Also supported by Murphy (2003) that, sentence structure is divided into four categories, they are simple sentences, compound sentences, complex sentences, and compound complex sentences. The simple sentence used varieties sentence

patterns such as Subject+ Verb, Subject+ Verb +Complement, Subject+ Verb + Direct Object, and Subject + Verb+ Object+ Complement. In the compound sentences, the researcher found sentence with the coordinate conjunctions and sentence with punctuation. In the complex sentence, the researcher found adjective clauses, non- clauses, and adverbial clauses. Meanwhile, the writer found coordinate conjunction and subordinate conjunction which coordinate conjunction connected two main clauses and subordinate connected dependent clause in the compound–complex sentence.

The data showed that types of sentences mostly used in the BA theses' introduction of student were simple sentences which is obtained 43% of the whole number of sentences types found in the case. It means that simple sentence is the very common used by students in their writing. The second commonly used was complex sentence which it obtained 23%. It means the student were able to make sentences with degree complexity as complex sentence is quite complicated because the sentence not only consist of simple sentence but also combined by dependent clause which connected subordinate conjunction. In the complex sentence, the students were able to use subordinate conjunctions to connect the clause appropriately.

Besides, the compound sentence obtained 22% it means that compound sentence was very rarely used by students but the students were able to connect every clause with coordinate conjunction. The last is compound- complex sentence, it obtained 9%. This sentences is very

complex and difficult but it found in EFL students' BA theses' introduction. It means that the students were able to make this sentences even though it found only 9% and it was rarely used in their writing.

It showed that simple sentences were very often used by EFL students in their BA thesis because the pattern of simple sentences is easy. Besides, it does not need any clauses because a simple sentence consists of one clause only, which is an independent clause or main clause. This research supported by Aggavamsa (2020) that a complex sentence has at least one independent clause and one more dependent clause. The other thing that happens is the result of Subekti's (2017) and Rosa's (2021) study showed that complex with multiple clause structures became the most common among the four categories of complex sentences. A study by Umriyah (2017), showed that simple sentences are the most frequent sentence types used by student simple sentences and the second was complex sentences. Ernawati (2014), showed that simple sentences as the easiest types of sentences to produce followed by complex sentences and compound sentences as being less easy and compound-complex sentences are difficult to produce because the pattern is complicated.

2. *What are the problems commonly experienced by students regarding the use of sentences in writing their thesis?*

Another discovery reveals that certain students are aware of the types of sentences and they learn about the types of sentences and they find

difficulties in using varied types of sentences in writing thesis introductions. Wyse and Jones (2005) stated that having a good understanding of these types of awareness is good for students. However, the problem is that the students are EFL learners who need more time to develop their awareness of this matter. Jalilifar (2008) added this matter, we also view that EFL students are encouraged to write in English and this problem is commonly found in EFL students who learn to write with varied types of sentences. Some students expressed that they had difficulty using a type of sentence cause of misunderstanding clauses, combining clauses, subject and verb position, and in identifying main clauses. It had different problems as found by Rayawari (2013) who still found it difficult to choose the correct conjunction and identify the main clause in sentences. Besides they got confused about the position where should put conjunction. So it can be concluded that is difficult for students to comprehend it.

A considerable proportion of students expressed that the use of varied types of sentences positively contributes to the enhancement of their writing thesis. This assertion is supported by a study conducted by Verspoor and Sauter (2002), which is highly necessary for academic excellence; otherwise using one type of sentence type makes the writing boring, uninteresting, and confusing. The use of varied types of sentences helps to make the writing interesting and increase student vocabulary.

Several types of sentence complexity in student BA theses are found in this study. The difference between this research and previous research

might have been due to differences in each student's BA theses and students' perceived problems with using types of sentences. Based on the data that have been collected and explained by the researcher, the result of this research answers the research question.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions derived from the findings of the research and suggestions by the researcher.

A. Conclusions

After knowing the types of sentences used by EFL students in the BA theses' introduction the researcher concluded that the types of sentences commonly used by students are simple sentences with a percentage (43%) showing that simple sentences are very easy to use. With using simple sentences student can minimize the confusion in writing their BA theses. The second is complex sentences, it also commonly used by students with a percentage (23%) this shows that the use of complex sentences can be an attempt to express a deeper and more detailed idea. Students rarely use compound sentences (22%) and compound-complex sentences (9%) because the sentences have a sentence complexity. The use of compound and compound-complex sentences requires a better understanding between phrases or clauses in a sentence.

Students have problems using varied types of sentences including misunderstanding clauses, combining clauses, subject, and verb position and identifying main clauses. This problem occurs because the students require a strong understanding of sentence structure and

appropriate use of grammar. Some reasons may include confusion about how to combine each type of sentence, difficulty in understanding between phrase and clause, or difficulty in identifying subject and verb position. Continuous practice and a deep understanding of these concepts can help students overcome this problem.

This study can be concluded that the writing of student BA theses' introductions was not good enough. Meanwhile, the majority of students used simple and complex sentences in writing their BA theses. Furthermore, EFL students faced the problem regarding the use of varied types of sentences in writing BA thesis introductions. The use of varied types of sentences is considered effective in writing BA theses. However, it is crucial to acknowledge that students must be able to write a thesis using varied types of sentences.

B. Suggestions

Based on the conclusions of the study, several recommendations for future research are proposed to address limitations and contribute to a more comprehensive understanding of the use of varied types of sentences and EFL student's problems in the BA thesis introduction.

Firstly, future studies should broaden their scope by including larger and more diverse samples to enhance the generalizability of the findings. This is because the current study was limited to analyzing 10 BA theses introductions in the English education repository and analyzing the

perception of English department students from 2019 who had written theses.

Secondly, future research is expected to analyze the student errors in using varied types of sentences in Academic writing. Future research also should incorporate objective measures, such as performance-based assessments, in addition to the subjective measures employed in this study. Relying solely on self-reported perception may introduce biases and inaccuracies.

In conclusion, the researcher hopes that further research will utilize quantitative methods, allowing for a wider range of research participants and perspectives, which will greatly improve research in the future.

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APPENDIX A

APPOINTMENT LETTER OF SUPERVISOR

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
Nomor : B - 8349/Un.08/FTK/KP.07.6/08/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-7657/Un.08/FTK/KP.07.6/7/2023** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang Undang Nomor 20 tahun 2003,Tentang Sistem Pendidikan Nasional.
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal 13 Juni 2023

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor: **Nomor: B-7657/Un.08/FTK/KP.07.6/7/2023** tanggal **21 Juli 2023**

KEDUA Menunjuk Saudara:
1. Prof. Dr. Jarjani, M.S., M.Sc — Sebagai Pembimbing Pertama
2. Drs. Amiruddin, M.Pd — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Fadhlisa**
NIM	:	**190203006**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Use of Varied Types of Sentences in EFL Students' BA Theses' Introduction**

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 15 Agustus 2023

Dekan,

Safrul Muluk

Tembusan
1. *Rektor UIN Ar-Raniry (sebagai laporan);*
2. *Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;*
3. *Pembimbing yang bersangkutan untuk diketahui dan dilaksanakan;*
4. *Mahasiswi yang bersangkutan;*
5. *Arsip*

APPENDIX B

RECOMMENDATION LETER FROM *FAKULTAS TARBIYAH DAN KEGURUAN*
TO CONDUCT THE RESEARCH

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor : B-12297/Un.08/FTK.1/TL.00/11/2023
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **FADHLISA / 190203006**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Tanjung Deah Kec. Darussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Use of Varied Types of Sentences in EFL Students' BA Theses' " Introduction"***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 27 November 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 29 Desember 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

APPENDIX C

CONFIRMATION LETER FROM DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

SURAT KETERANGAN
Nomor: B-9001/Un.08/FTK.1/TL.00/11/2023

Sehubungan dengan surat dari Program Studi Bahasa Inggris STKIP An-Nur, Nomor: B-12297/Un.08/FTK.1/TL.00/11/2023, tanggal 27 November 2023, tentang izin pengumpulan data. Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama	: **FADHLISA**
NIM	: 190203006
Fak/Prodi	: Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan
Alamat	: Teanjong Deah

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

"The Use of Varied Types of Sentences in EFL Students' BA Theses "Introduction""

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 29 November 2023
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

جامعة الرانري
AR-RANIRY

APPENDIX D

INTERVIEW PROTOCOL

Instrument (interview protocol)

Project: The Use of Varied Types of Sentences in EFL Students' BA Theses' Introduction

Time of Interview:

Date :

Place :

Interviewer : Fadhlisa

Interviewee : -

This is a research study about the use of varied type of sentences in EFL students' BA theses introduction. The purpose to find out the dominant type of sentences used in EFL students' BA theses' introduction and to find out the problem commonly experienced by student regarding to the use of sentences types in writing their thesis. The data collected through content analysis and semi structured interview which is recorded and only use for the research goal to protect the interviewee confidentially based on informed consent. During the interview you will be asked several question about your thought on types of sentences. The interview process will take 10-15 minutes.

Questions:

1. Have you experienced in writing "introduction" for your BA thesis?
2. Are you aware of the types of sentences used in writing the introduction?
3. Do you find any difficulties in using varied sentences in writing introduction?
4. What kinds of varied types of sentences that most difficult for your especially in writing thesis introduction?
5. Do you think the use of varied type of sentences is important in writing theses? Why or why not?

جامعة الرانري
AR-RANIRY

APPENDIX E

TRANSCRIPT OF INTERVIEW

RQ: What are the problems commonly experienced by students regarding the use of sentences in writing their thesis?

Participant 1

Interviewee: RF

Date of interview: 06 Oct 2023

1. Have you experienced in writing introduction for your BA thesis?
   Answer: *"Yes, I have. I'm conducting research right now and I have written the introduction for it. But I found it difficult to point out the problem of the research title"*
2. Are you aware of the type of sentences used in writing the introduction?
   Answer: *"Yes, of course. There are four types of use in writing: simple sentence, compound sentence, complex sentence and compound complex sentence."*
3. Do you find any difficulties in using various sentences in writing introduction?
   Answer: *"The common difficulties I found in writing are choosing the correct conjunction and the punctuation. I'm often wrong in placing the punctuation in my writing"*
4. What kinds of varied types of sentences that most difficult for you especially in writing thesis introduction?
   Answer: *"The most sentences types difficult for me is complex sentences, it needs independent clause and dependent clause. Sometimes I confused with depend clause which can't stand alone and needs conjunction to connect it to other sentences"*

5. Do you think the use of various types of sentences is important in writing thesis? Why or why not?

   Answer: *"Yes, the thesis is in an academic writing and it will be read by many people. So if it is written carelessly, the reader will miss the information and will increase our vocabulary with a lot of variety vocabulary"*

Participant 2

Interviewee: ZA

Date of interview: 06 Oct 2023

1. Have you experience in writing introduction for your BA thesis?
   Answer: *"Yes, I have, I found there were many problems in writing introduction for my BA thesis. The difficult for me is to find the problem of my thesis."*

2. Are you aware of the type of sentences used in writing the introduction?
   Answer: *"Yes, I am aware of the types of sentences that we use in writing the introduction. As I have learned before, there were four types of sentences that we use in writing. Namely: simple sentence, compound sentence, complex sentence, compound and complex sentence*.

3. What kind of variant type that mostly you use in writing BA thesis introduction?
   Answer: *"Variant type that mostly I use in writing my thesis introduction, simple sentence and compound sentence. Because we know that simple sentence include subject and verb. So most of people use it in writing their introduction than compound sentence. In compound sentence, of course in writing introduction, of course we use conjunction to connect one sentences to another sentence. So that we mostly use compound sentence to in writing our introduction for our BA thesis*"

4. What kinds of varied types of sentences that most difficult for you especially in writing thesis introduction?

Answer: *"for me, the most difficult thing is compound-complex sentences, because in compound- complex sentences there are a lots of clauses, so it makes it a bit difficult to analyze a sentences"*

5. Do you think the use of various type of sentences is important in writing thesis? Why or why not?
   Answer: *"Of course it is important. Because various type of sentences can help us to make a good sentences in our introduction. Then it can help us to make a beautiful sentence for our introduction"*

Participant 3

Interviewee: NA

Date of interview: 4 Oct 2023

1. Have you experience in writing your BA Thesis

   Answer: *"Yes, I'm currently writing a thesis, so the experience in writing the introduction is starting from general to specific, so the difficulty in classifying it has gone into specific or general*"

2. Are you aware of the types of sentences used in writing introductions?

   Answer: *"Yes I am aware, there are 4 types of sentences that I know, namely: simple sentences, compound sentences, complex sentences, and complex compound sentences"*.

3. What kind of varied type do you mostly use in writing your thesis introduction?

   Answer:*" I mostly use simple and compound for complex and compound. Complex is rarely used, maybe this is also my first time writing a thesis, so I'm still looking for how to write sentences well"*

4. What kinds of varied types of sentences that most difficult for you especially in writing thesis introduction?

Answer: "The using of compound-complex sentences can be difficult because it involves a combination of two complex sentences structures. It is required to have a good understanding of how to combine ideas in detail. As well as understanding the relationship between subordinate clauses and main clauses and the use of punctuation it also important to understand sentences correctly"

5. Do you think the use of varied types of sentences is important? Why or why not?

Answer: *"Of course, using the type of sentences in writing is important because we need to complete scientific work well and correctly and using the type of sentences is one way to make our thesis writing good and correct according to grammar rules, for writing if it is wrong it is very fatal. Just the placement of conjunctions is very influential, therefore types of sentences are very useful and necessary in writing"*

Participant 4

Interviewee: A

Date of interview: 09 Oct 2023

1. Have you experience in writing introduction for your BA thesis?
   Answer: "Yes, I have experience in writing introduction for my B.A. thesis. But I have written my introduction, but sometimes I have difficulty in writing my introduction. I difficult to find the structure of writing. So I don't know what is first I must write, which is general or specific"

2. Are you aware of the type of sentences used in writing the introduction?
   Answer: "Yes, of course. Based on my experience when I learning how to write the introduction, there are four types of sentences used in writing the introduction. For the first one is simple sentence, second one is compound

sentence, the third one is complex sentence and the last one is compound complex sentence.

3. What kind of variety that mostly you use in writing your B.A. thesis introduction?

   Answer*:" In my B.A. thesis introduction, I mostly use simple sentence. Why I mostly use simple sentence? Because this sentence is very simple. This just need subject and predicate. And mostly people use simple sentence"*

4. What kinds of varied types of sentences that most difficult for you especially in writing thesis introduction?

   Answer: "The general difficulty in writing thesis using compound sentences because is organizing the relationship between to connect clauses effectively. Some may have difficult in choosing the right conjunction or arranging their sentences structure. Sometimes it also difficult to avoid sentences that are complicated".

5. Do you think the use of various type of sentences is important in writing thesis? Why or why not?

   Answer: *"I think using various type of sentences in writing thesis is very important. Because using various variations in writing sentences is very useful. First, to make our writing different and interesting. And also in writing the thesis, it must be good and correct according to the context. So the use of various type of sentences is very important"*

Participant 5

Interviewee: AN

Date of interview: 5 Oct 2023

1. Do you have experience writing an introduction to your BA thesis?

Answer:*" Perhaps the experience itself is when determining the framework of the introduction itself, as we know, writing an introduction starts from writing the general and continues to the specific. Maybe looking for a general discussion is a little easier, but if we write specifically then we need the ability to analyze the text itself. We have to search specifically according to our research. Maybe that was my experience in the introduction section"*

2. Do you know the types of sentences used in writing a thesis introduction?

Answer: *"According to what I have learned, there are four types of sentences, the first is simple, the second is compound, the third is complex, and finally, what type of sentence it is"*

3. What variations do you use most often in writing the introduction to your BA thesis?

Answer: "In my own descriptive introduction, I often use the three that I know, namely simple, compound, and complex. Because this complex part itself is very helpful in the use of conjunctions. Because if, for example, we write a description or introduction, then we need conjunctions as interludes in the sentences we use".

4. What kinds of varied types of sentences that most difficult for you especially in writing thesis introduction?

Answer: "In my opinion, the most difficult thing is compound-complex sentences type, this type is really perfect, because that I am confused about

which 3 verbs and 3subjects to write first. Then, I confused about whether to use independent clause or dependent clause"

5. In your opinion, is the use of various types of sentences important in writing a thesis? Why or why not?

Answer: *It's very important to use sentence types. Because it can help us determine or choose which type of sentence is right for us to use in writing our description. Because using the right sentences can help us write good descriptions. And this can also help us in choosing grammar or writing sentences with correct grammar. Because choosing the right grammar will make our descriptions written better or better"*

Participant 6

Interviewee: MJ

Date of interview: 9 Oct 2023

1. Have you experience in writing introduction for your BA thesis?
Answer: Yes, I have. And as we know, in the introduction thesis, we need to make the reader believe our research is important. And in introduction, we also need to add the problem why we need to do the research. And also need support from previous research to make it stronger. And then we also need to add the limitation of our research. And then as we know, introduction is the first part that we write to make the reader believe or they understand why we do the research, why this research is important".

2. Are you aware of the type of sentences used in writing the introduction?
Answer: *"Yes, I am aware. As we know there are four types of sentences. The first is simple sentence, and then complex sentence, and compound sentence. And the last one is compound complex sentence*"

3. What kind of variety that mostly you use in writing the BA thesis introduction?

Answer: *"Mostly I use complex sentence. But sometimes when I don't have the idea, I just use simple sentence. Because as we know, in the complex sentence we add the detail. So when we use the complex sentence, the reader mostly will understand our writings in detail. So that will make them avoid the, I mean we can avoid the ambivalence"*

4. What kinds of varied types of sentences that most difficult for you especially in writing thesis introduction?

Answer: *"I think the most difficult sentence is a compound complex sentences because we should have an extra main clause added by coordinating conjunction"*.

5. Do you think the use of various type of sentences is important in writing thesis? Why or why not?

Answer: *"Yes, I think various type of sentence, it's very important in writing. Mostly in, actually in writing thesis, because when we use the type of sentence, it will help us as the writers to make our readers understandable. As what I said before, when we use the complex sentence, we tell the reader the detail of our writing. But if we use compound complex sentence, that really will help the readers, because that's very clear what we write about. So that's why I think that's important"*

Participant 7

Interviewee: FF

Date of interview: 19 Oct 2023

1. Have you an experience in writing your BA thesis introduction?

Answer: *"in my opinion, the most impressive experience was when writing the thesis, this part is putting together the framework, because sometimes we make it randomly, like that, as long as the main point is there. We fill in the topic material straight away, so when we put it together, we sometimes get revisions from the lead lecturer to make it neater, so that's the experience*"

2. Are you aware of the types of sentences used in writing the introduction?

Answer: *"I know are several types, such as simple, simple compound, then compound complex and I usually use several of these types in writing introductions or writing other chapters in my thesis"*

3. What kind of various types that you mostly use in writing BA thesis introduction?

Answer: *"So the type that I often use in writing a BA thesis, especially in the introduction, is that I usually use simple compound and then complex because I think it's easier to use these types because it's not too difficult to put together sentences".*

4. What kinds of varied types of sentences that most difficult for you especially in writing thesis introduction?

Answer: "I think my difficulty in using compound sentences because it requires a good understanding of how to combine two independent clause into one coherent sentences. And there may difficult in knowing when to use appropriate punctuation or in arranging the order of clause so that sentences sound natural".

5. Do you think the use of various types of sentences is important in writing a thesis? why or why not?

Answer*: "In my opinion, the use of various types of sentences is very important when we write. In my opinion, it makes our writing neater and*

more structured so that what we convey is easily understood by other people. So in my opinion it is very important to use various types of sentences".

Participant 8

Interviewee: IF

Date of interview: 9 Oct 2023

1. Do you have any experience in writing introduction for your BA thesis?

   Answer "Yes, I have experiences in writing especially in introduction. It's kind of hard for me, just like the complex types that we use. Usually, the complex type is a bit difficult. Because there are many things that we have to combine and there are many things that we can connect. Is it difficult to write a thesis without knowing the topic or the words? It's not difficult to know the topic but it's kind of hard to combine it with other words.

2. Are you aware of the type of sentences used in writing the introduction?

   Answer: "Actually, I am of aware of the types, but not all the types I use in my thesis. Please mention it. There are four types. First is simple, complex and then complex. And the last one is complex-complex"

3. What kind of variety that you mostly use in writing the introduction?

   Answer: "I use mostly simple, complex, and rarely use complex-complex. Because it's not that hard and kind of easy, does not like compound-complex sentence".

4. What kinds of varied types of sentences that most difficult for you especially in writing thesis introduction?

Answer: "my level of difficulty in using compound sentences because there are several clauses that have to be used in it. So I am confused about how to connect the clauses".

5. Do you think the use of varied type of sentences is important in writing the thesis? Why or why not?

   Answer: "I think in my opinion it's really important because in our thesis we have to make a really good, so if we have a good thing in making a sentence, especially using these types of sentences our thesis will be good and scientific".

APPENDIX F

LETTER CONSENT SIGNED BY THE RESEARCH SUBJECT

Tittle : **The Use of Varied Types of Sentences in EFL Students' BA Theses Introduction**

Researched by: Fadhlisa

Consent from participation in research interview

Thank you for reading the information sheet about this study. If you are happy to participate then please complete and sign the form below. Please initial the boxes to confirm that you agree with each statement

I confirm that I have read and understood the information sheet (interview) and have had the opportunity to ask question ☑

I understand that my participation is voluntary and I am free to withdraw anytime without giving any reason and without there being any negative consequences ☑

I understand that my responses will be kept strictly confidential. I understand that my name will not be linked with the research materials, and will not be identified or identifiable in the reports that result from research ☑

I agree for this interview to be tape-recorded. I understand that the audio recording made of this interview will be used only for analysis and extracts from the interview, from which I would not be personally identified, may be used in any conference presentation, report or journal article developed as a result of the research. I understand that no other use will be made of the recording without my written permission, and that no one outside the research team will be allowed access to the original recording ☑

I agree that my anonymized data will be kept for future research purpose such as Publications related to this study after the completion of the study ☑

I agree to take part of interview ☑

Ayu Novita sari	3th Oct, 2023	
Participant's name	date	signature
Fadhlisa	3th Oct, 2023	
Researcher's name	date	signature

If you have any further question or concerns about this study, please contact:

Name of researcher: Fadhlisa

Full address : Jl. Keude me, Tanjung Deah. Darussalam

Phone : 082292816639

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Autobiography

Name	:	Fadhlisa
Student Number	:	190203006
Place/Date of Birth	:	Lhokseumawe/ 20 Agustus 2001
Gender	:	Female
Religion	:	Islam
Status	:	Single
Occupation	:	Student
Nationality	:	Indonesia
Address	:	Ds. Blang Reuling. Kec. Sawang. Kab. Aceh Utara
Email	:	Fadhlisa20@gmail.com
Phone Number	:	082292816639
Parents		
Name of Father	:	Husaimi, S.Pd
Name of Mother	:	Fathiah, S.Pd
Father's Occupation	:	PNS / Headmaster
Mother's Occupation	:	PNS
Address	:	Ds. Blang Reuling. Kec. Sawang. Kab. Aceh Utara
Education		
Elementary	:	SDS Al- Alaq Dewantara (2007-2013)
Junior High School	:	Misbahul Ulum Islamic Boarding School (2013-2016)
Senior High School	:	Misbahul Ulum Islamic Boarding School (2016 - 2019)
University	:	Uin Ar-Raniry Banda Aceh (2019-2023)