

بسم الله الرحمن الرحيم



Sudan University of Science and Technology



College of Graduate Studies

## **Investigating Difficulties Facing Secondary School Students in Using English Sentences Structure**

*(A Case Study of third years)*

تقصي المشكلات التي تواجه طلاب الثانوى فى استخدام بناء الجمل الانجليزية

دراسة حالة: طلاب المستوى الثالث

A Thesis Submitted in Partial Fulfillment of the Requirements for M .A  
Degree in English language (Applied Linguistics)

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# الآية

بسم الله الرحمن الرحيم

قال الله تعالى:

﴿وَمَا آتَىٰ تِمْثَالِقُمْ مَلُوءَاتِ رَوْطِخْتِلا - فُلْسُ تَوَكَّلُوْا اِكْلُمُ ءَنَ فِي

ذَالِكْ يَا لَتَعَالِمِينَ ﴿

صدق الله العظيم،،،

سورة الروم

الآية (22)

# Dedication

*I dedicate this study...*

*To my parent,,,*

*To my brothers, sisters,,,,*

*To my friends,,,,*

# Acknowledgement

I praise Allah the most merciful for all I have achieved throughout my life and I pray to Prophet Mohammed, (may peace be upon him) ultimate teacher of humanity.

I would like to express my grateful and all respect to my supervisor **Dr. Abbas Mukhtar** for his assistance and patience during the study. Also I would like to record my thanks to all staff at Sudan University Sciences and Technology. Thanks goes to my colleagues.

.

## **ABSTRACT**

This study aims to investigate difficulty facing secondary school students in using English sentences structure. The researcher used the descriptive analytical method of research, the tool which is used to gather the data is test the test has been verified to ensure its validity and reliability and using statistical analysis to analyze the data. The researcher found some result which emphasized that of secondary school students of English language in Karary locality are not acquainted with some parts of speech, Student's English mistakes are not discussed in class and teachers don't explain to their students how to write correct English sentences. According to the result the researcher recommended that teachers should focus on the types of sentence because students were not able to identify type's English sentences and teachers should teach more lessons of English grammar.

## المستخلص

هدفت الدراسة لتقصى الصعوبات التي تواجه طلاب محلية كرري في المرحلة الثانوية والمتعلقة بكتابة الجمل الإنجليزية. وإستخدم الباحث المنهج التحليلي الوصفي، والأدوات المستخدمة في جمع المعلومات كانت الإختبار بعد إختبار معامل الصدق والثبات والأدوات المستخدمة في التحليل الإحصائي لتحليل المعلومات توصل اليها الباحث إلي نتائج منها: أن معظم طلاب المرحلة الثانوية في محلية كرري غير ملمين بجزء الكلام في اللغة الإنجليزية، وأخطاء الطلاب لا يتم مناقشتها داخل الفصل. وفقاً للنتائج التي تحصل عليها الباحث فقد وصى ان يركز الأساتذة على كيفية كتابة تراكيب جمل إنجليزية صحيحة لأن الطلاب لا يعرفون أنواع الجمل، كما أوصى بزيادة دروس قواعد اللغة الإنجليزية.

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**CHAPTER ONE**  
**INDRODUCTION**

# CHAPTER ONE

## INTRODUCTION

### 1.0 Overview

A sentence is textual unit consisting of one or more words that are grammatically linked, in functional linguistics, a sentence is unit of written text delimited by graphical feature such as upper case letter and markers such as period, question marks, and exclamation marks. This contrasts with a curve, which is delimited by phonologic feature such as pitch and loudness and markers such as pauses, and with clause, which is a sequence of words that represents some process going on throughout time.

A sentence can include words grouped meaningfully to express a statement question exclamation request, command or suggestion.

A sentence is a set of words that in principle tells a complete thought, it may be simple phrase, but conveys enough meaning.

Sentences structure is the way a sentence is arranged, grammatically. The sentences structure includes where the noun and verb fall within an individual sentence.

Sentences structure depends on the language in which you are writing or speaking. Its common in English for a simple sentence to look like this: she throws the ball case, the sentence structure is “subject, verb, and object”, and there are many ways to make the sentence structure much more complicated while still providing a framework for the information you are covering and being grammatically correct.

If the teacher says that one of your sentences is incorrect because you have tried to make a modifier do the work of a subject you need to know what means before you can rewrite the sentence and if your teacher says that you over use the passive

Voice you need the difference between that and the active voice before you can use the active to invigorate your style.

The aim of this study is to explain and to make the sentence and grammar both correct.

## **1.1 Statement of the Problem**

This study investigated the problems facing students at secondary school levels in sentence structure. The researcher observed this problem while he was teaching at the school. The researcher noticed that the students have difficulties in sentences structures.

## **1.2 Questions of the Study**

The study is going to answer the following question;

1. To what extent can students form a well sentence?
2. To what extent can students differentiate between the different types of English sentences?
3. Which are more difficult constructing sentences or stating the differences of the sentences?

### **1.3 The Objectives of the Study**

This study aims to achieve the following goals:-

- 1- To help students to form well-structured sentence.
- 2- To provide practice using different types of sentence.
- 3- To help student overcome this problem

### **1.4 Significance of the Study**

This study is significant because it approaches writing form sentence point of view to draw student's attention to know the different types of sentence.

### **1.5 Hypotheses of the Study**

1. Students in secondary school are not able to form a well-structured sentence.
2. Students in secondary schools face some problems in differentiating types of sentence.
3. Construction of English sentences are more difficult than identifying their types.

### **1.6 Methodology of the Study**

In this study the researcher has adopted the descriptive analytical method.

The instrument for data collection was a test for students, to analyze the data the researcher is going to use SSPS computer programmer.

## **1.7 Limits of the Study**

This study is limited to problems facing Secondary school students regarding sentence structure at Karray secondary school in the academic year 2017-2018.

**CHAPTER TWO**  
**LITERATURE REVIEW AND PREVIOUS STUDIES**

## **CHAPTER TWO**

### **LITERATURE REVIEW AND PREVIOUS STUDIES**

#### **2.0 Introduction:**

This chapter consists of two parts. Part one reviews the literature relevant to the research topic such as word order, word description, definition of sentences etc. While part two discusses person studies related to the research topic.

#### **2.1 Word Description:**

Huddleston (1988: 1) mention that the term “word” has been used in many meaning for instance tooth & teeth are different word, pronounced and spelt differently they differ in meaning and they occur in different positions in sentences, so that they we could not, for example replace tooth by teeth:-

- This tooth is loose.
- These teeth are loose.

There are also traditionally said to be different form of the same word. Specifically, it can be observed that (tooth) is singular and (teeth) is plural so the difference between these two words is an inflectional property. There for these properties are relevant to both the morphological and syntactic component of the grammar.

#### **2.2 Word order:**

According to Norman C (1995: 62) In English the order of words in a statement is subject:-

- 1- Verb + object:*



<b>Subject</b>	<b>+ verb</b>	<b>+ object</b>
I	enjoy	good food
Peter	is watching	TV.
She	drank	a cup of coffee.

- Some verbs **e.g** go do not have an object:

Steven has gone

The train didn't arrive

Anna and tom are swimming

- Some verbs **e.g** like always need an object:

I like music

She wants a drink

- A after the verbs be, we can use an object or an adjective:

She is a doctor \_\_\_\_\_ *object*

Mary is tired \_\_\_\_\_ *adjective*

- After some verbs **e.g.** (give, send, bring) we can talk about a person (Mary, her) and object.

<b>Verb</b>	<b>+ person</b>	<b>+ object</b>
He sends	Jane	a book
Anna made	tom	a cup of tea
She wrote	him	a letter

- We usually put information about times or places at the end of the sentence :

I had a holiday in Spain \_\_\_\_\_ place

They have their son a watch yesterday \_\_\_\_\_ time

John J (2006:449) All sentences are made up of words and each word in a sentence function as a specific part of speech.

**Noun:** a noun is the name of a person, place or thing; it names nouns anything that may be the topic of discussion.

**Pronoun:** a pronoun is a word that takes the place of noun; it replaces a noun without naming it.

**Preposition:** is a word that is used with noun or pronouns to form a phrase that shows location, ownership, identification, time, or exclusion within the sentence...

**Verbs:** is a word that shows action, existence, or a state of being it may be one word or a verb phrase with two or more words.

**Adjective:** is a word that describes or modifies a noun or pronoun. It is answer which one, what kind, or how many. (The articles a, an, and they are adjective).

**Adverb:** is a word that describes or modifies verb, an adjective or another adverb. It answer when, where, how, why, or how much. It may be found in different places in sentence if it modifies verb but not if it modifies an adjective or other verb very and not are always adverbs.

**Conjunction:** is a word that joins one part in sentences to another part, it may be join words, phrases, closes or sentences.

**Interjection:** is an exclamatory word that show story feeling.

### **2.3 Definition of Sentences:**

Longknife and Sullivam (2002:1) mention that a sentence is means of communication. Sentences express a complete thought and contain at least one subject verb combination. It may express emotion, give orders make statement, or ask question in every case, sentence are used to communicate.

Sometimes a sentence may be a single word:

What? Nonsense! Jump

“What” and “nonsense!” Communicate a complete thought “jumb” however, has an unspoken “you” as the subject most sentences however have two parts: a subject, noun r pronoun, and a verb.

Subject + verb.

John (1982: 31-32) illustrate that all language are spoken or written in sentences. The sentences are the mould into which all our thinking is run. Hence when we come to write, we are compelled to write in sentences.

General rules: since our purpose in writing is to be easy and quickly understood, it is plain that there must be a few general rules to guide our practice.

The rules are (i) the sentences should not to be over crowded either with words or with ideas, (ii) the right words must be use; (iii) let the sentences have a pleasant rhythm.

**Auxiliary verbs:** verbs that work with the main verb to make up the complete verb in a sentence, also helping verbs **e.g** the woman is working.

(Auxiliary verb: working)

**Linking verbs:** verbs that help describe a subject connecting it to another word, **e.g** the man is hand some linking verb. (Is)

**Preposition:** one of a group of words that precede a noun or pronoun and indicate direction, position, placement, duration, or another kind of connection to the other words in the sentence.

**e.g:** about, above, though, under, with.

**Subject:** who or what a sentences speaks about; usually a noun or pronoun that acts, is acted upon, or is described.

**e.g** the boy cries (subject: boy).

**Verb:** that the sentences says about the subject, a word that a show what a subject does or that helps describe the subject by linking it to an adjective, e.g the boy cries. (Verb: cries).

Crystal (2000: 277) mentions that the sentence is the largest structural unit in terms of which the grammar or language is organized. Innumerable definitions of sentence, exists, ranging from the vague characterizations of traditional grammar (such as the expressions of a complete thought) to the detailed structural descriptions of contemporary linguistic analysis. Most linguistic definitions of the sentence show the influence of the American linguistic learned Bloom field who pointed of the structural autonomy or independence of the notion of sentence: if is not included by virtue of any grammatically construction in any larger linguistic form.

Recent research has attempted discover larger grammatical units (of discourse or text) but so far little has been uncovered comparable to the sentence. Whose constituent structure is state able in formal, distributional terms?

## **2.4 Writing of Sentences:**

A sentence is group of words that makes complete sense, contains a main verb and being with a capital letter sentences are used.

### **- To make sentences:**

I took some money out of the bank.

The shop stays open until 9 p.m.

### **- To ask questions or make requests:**

Can I help you?

Could you open the door?

### **- To give orders:**

Stop arguing!

Come here at once!

- **To express exclamations:**

You are driving too fast!

It's so cold!

## **2.5 Sentences or Not:**

The examples in the section above all show well-formed sentences. None of the following examples are proper sentences:

- Ham and eggs, and onions.
- Too much information's.
- Not at all, too.
- Which rob shook.
- If it ever become public.

The first three are not sentences because they do not contain a verb.

They would be acceptable in informal speaking and writing, because they are easy to understand, but it's not a good idea to use such constructions in formal situations.

The last two are not proper sentences because they do not contain a main verb or make sense on their own (they are in fact subordinate clauses) they need an additional clause so as to form a complete sentence and be understood.

## **2.6 Building sentences:**

Norman Coe (2006:226) describes the building sentences:-

1- We use and both and to link two similar ideas in one sentences:

She is tired, she is Hungary

She is tired and Hungary

She is both tired and Hungary

2- We use but to contrast two different ideas:

He swims, he doesn't play tennis.

He swims but he doesn't play tennis.

3- We so talk about the result of something:

I'm tired, I'm going to bed

I'm tired, so I'm going to bed

They were late, so they missed the train.

4- We use or and either... or to talk about two possibilities :

She's French, she's Swiss

She's French or Swiss

She's either French or Swiss

5- We use either nor to two negative statements together:

Peter didn't come, John didn't com

Neither Peter nor John came

Complex sentences have one independent clause and one or more dependent clauses. An independent clause, which is a simple sentence by itself is a group of words that has a subject and a verb and best and alone.

A dependent clause has a subject and verb but cannot stand alone because it depends on more information to be a complete thought.

## **2.7 Compound Sentences:**

According to Joy W (2009 :186) A compound sentence is simply two or more simple sentence joined together, either with words or with punctuation.

## 2.8 Distinguish Between Simple and Compound Sentences:

Joy W Jan (2009 p245) You need to be aware that compound sentences are not the same as simple sentences having either two subject or two verbs. A compound sentence is made up of two complete sentences, each having one or more subject and one or more verbs; you need to be able to distinguish between simple sentences and compound sentences.

Now look at the following sentence it is a simple sentences but it has two verbs:

- Jake went to the lake and launched his boat.

**S + V + V = simple sentence**

- Jake went to the lake, launched his boat, and related on the water.

**S + V + V + V = simple sentence**

Look at the next sentences. It is a compound sentences be come it consists of two simple sentences joined by a coordinate conjunction and a comma.

Jake went to the lake, and he launched his boat

**S + V + S + V compound sentences.**

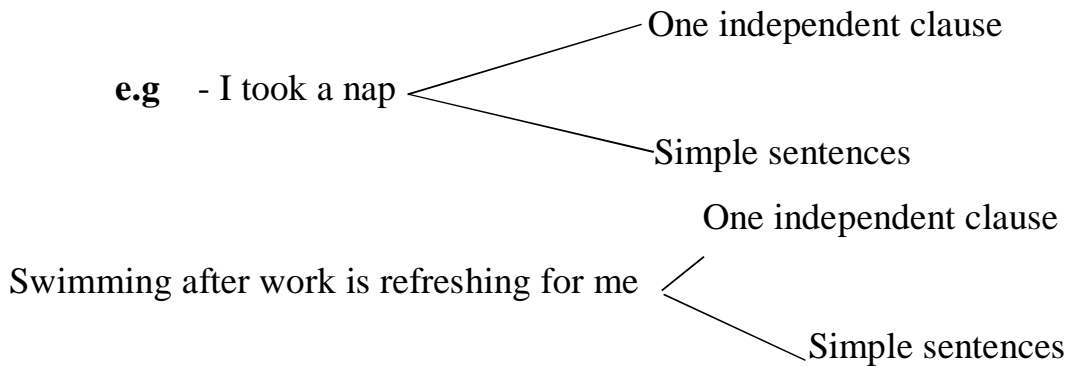
## 2.9 Complex Sentences:

Joy Win Gersk, Jan Borrner( 2009 -224-226), Complex sentences; the word, complex, does not mean that the sentences is harder to understand, it is just refers to the number of independent and dependent clause a sentence has.

The following will help you understand complex sentence.

### 2.9.1 Independent Clauses:

Jon win gersk , Jan Borrner (2009-224-226) To understand complex sentences, you need to understand independent clauses. All complex sentences must have one independent clause that has as subject and a verb and can stand by itself.



### 2.9.2 Dependent Clauses:

Jon win gersk , Jan Borrner (2009-224-226) Also has a subject and verb, but because it being with a subordinator, it is like a boxcar, it cannot function by itself.

A dependent clauses is only part of a sentence because it leaves the reader handing expecting another idea to complete the sentence. The dependent clause has to be linked to an independent clause (sentence) to make it complete e.g:one dependent clause (in complete sentence):

When

I finished planting my garden.

Now combine this dependent clause with the independent clause (complete sentence) “I look a nap”

**S + V = dependent clause**

When I finished planting my garden, I look a nap.



The two clauses have been combined to make a complex sentence. One independent clause and at least one dependent clause, for a sentence to be labeled “complex” in grammar terms, it must have one independent clause and at least one dependent clause. Other **e.g:**

Swimming after work is refreshing for me if my day has been....

## **2.10 How to Write Correct Sentences:**

Master the essential of the sentences as an aid to clear thinking and effective writing. Writing a good sentences is an art, and you can master that art by developing your awareness of what makes a sentences work. As you became more familiar with relationship among sentences elements you will strengthen your writing skill and will be better able to make your meaning clear to your reader.

The most common sentences problems in students writing are:

- Comma splice and fused (or run-on) sentence, sentence fragment (incomplete sentence), agreement, shift, if you are unfamiliar with this terms and another such as subject, verb, object, complement, phrase, main clause, independent clause, subordinate clause, coordinating conjunction, numbers, person ...etc.
- Comma splice and fused sentence do not link two main independent clause with only a comma (comma splice) or run two main clause together without any punctuation (fused sentence).

**e.g:**

- The wind was cold, they decided not to walk. (Comma splice)
- The wind was cold they decided not to walk. (Fused sentence)

To correct comma splices and fused sentence:

1. Place a period after the first main independent clause and write the second main clause as a sentence.
2. Use a semi-colon to separate main clause.
3. Insert a coordinating conjunction (and, but, or, for, nor, so, yet) after the comma.
4. Make one clause subordinate to the other.

### **2.11 Paragraph development:**

Sheal (1991- 1-5) states that the most common methods of developing a paragraph involve the following (often a combination of these methods is used):

- a) Adding details to the opening or topic. (sentence)
- b) Showing in successive sentence more and more precisely what the opening sentence means, this may involve definition of an idea or terms.
- c) Producing proof of evidence in support of what the opening sentence states.
- d) Giving examples
- e) Showing various viewpoint is true when the opening sentences indicate that various viewpoint are possible.
- f) An answer a question that the opening sentence asks (rhetorical question).

## **2.12 Some Properties of Sentence Structure:**

### **2.12.1 Language Options and Parameters:**

According to Jacob .A. (150 to 153) language options and parameters refers to the variations in the form from language to language. (As options). Then different language have different combinations of options.

For example languages have different ways of distinguishing subject and object. English language use words order or position in the clause. (subject + verb + object) or (subject + Noun + verb). Most subject Noun phrases are easily realized because of their position before the verb. However, some their languages do not need to place subject, verb, order, instead. They work subject and object with special suffixes or other special marking and the word order is thus be free. Latin is just such a Language.

#### **For Example of Latin Sentence:**

- Cassiu-s Brutu Videt: Videt Brutu-m cassiu-s.
- The-s marks the subject. And the-m suffixes the object.

There are also plenty of non-language examples of parameters (the different ranges options for sentence structure). English and Japanese. For example differ significantly with regard to the verb and object order. In English the verb precedes the object, in Japanese. The object precedes the verb these parameters in verb-object are connected with setting on other parameters.

### **2.12.2 The Three Basic Properties of Sentence:**

According to Jacob .A. (33 to 43) Describe three major kinds of properties of sentence structure that help to understand the internal organization of

sentences and the distribution of the unit forming them- the three main properties are:

**Linearity:** Sentences are produced and received in linear sequence.

**Hierarchy:** Sentences are hierarchically structured, that is, they are not simply sequence of individual word but are made up of word grouping, which themselves may consist of lesser groupings.

**Categoriality:** Sentences are made up of parts which belong to set of distinguished categories, each with its special characteristics.

**Linearity:** All sentence words cannot be unfired simultaneously. Words are spoken or written in a time sequence from early to late. The sequence of English writing system is from left to right and there is standard order for subjects and objects. In English language sentences example:

Cassius sees Brutus.

In the above example the subject of the sentence, Cassius precedes the verb

Cassius	see	Brutus.
S	V	O

However, different from or parameters in other language such as Welsh is shown the following:

Gwelodd	y	dynion	y ci		the dog
	Saw	the	men		
	V		S		O

The man saw the dog

Turkish typically uses SOV order, as in the next sentence:

Ahmed		bukitabiisylor	
Ahmed		his book	wants
S		O	V

In Philippine national language more variation is allowed in word order. But a very common order is VOS

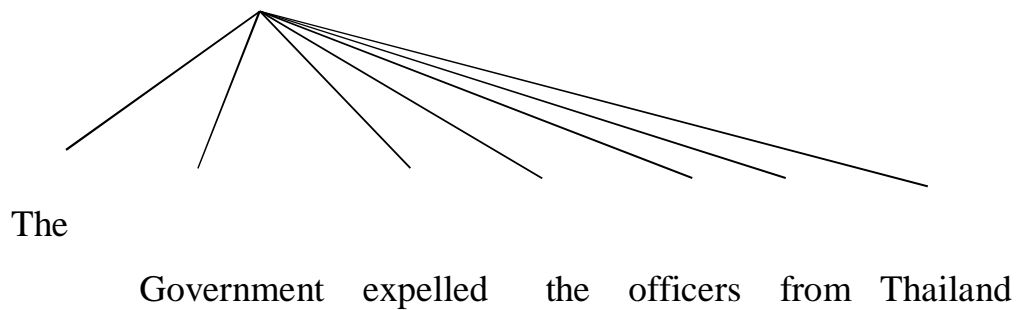
Pumilingestudyanteangtister

Chose		a student		the teacher
V		O		S

The teacher chose a student

**Hierarchy:** Sentences also have constituents beside words, this is the kind of hierarchical organization, like linearity, represents a more general strategy the mind uses to organize experience. In sentences, smaller elements are parts of larger wholes. (a part – to – whole strategy).

Now think about the following sentence and look at the tree-style diagram.



No two words in the diagram group together to form a higher – level. Every English speaker knows that the second "the" in the sentence is tied more closely to the noun officers than to the verb "expelled" that precedes it. The closeness of this tie is indicated by the fact that these two words, forming

the phrase (the officer) can be replaced with single pronoun them. In contrast the words expelled the do not form a constituent phrase that the parts of the sentence.

Constituent structure trees can be revised to show the higher-level constituent as identified.

### **Categoriality:**

The constituent structure trees represent

(1) The linear order of sentence.

(2) Native speaker's intuitions to hierarchical organization of the parts.

But the trees fail to express crucial generalization about sameness and difference. A descriptive grammar must differentiate between items that are the same and those that are different. Words belong to categories each with special characteristic. This is the third general property of sentence structures. Categoriality the word car and tree are similar kinds of can occur after a or the. Or they can have (s) suffixes for plurality i.e. cars, trees. This last similarity is not a matter of distribution but of the range of forms allowed for particular categories of words. The study of words from. Morphology provides useful criteria for determining the category.

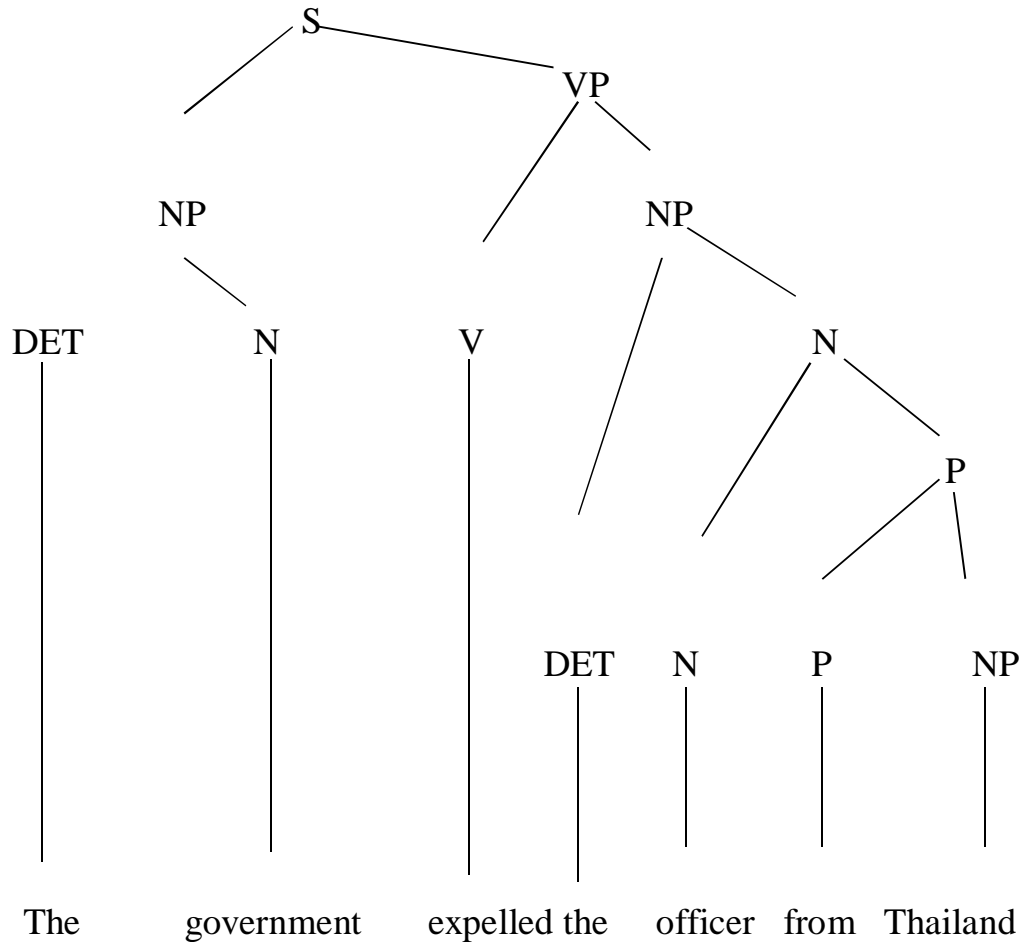
To show categorial destination on constituent structure trees. The words must be labeled as follows (DET- stands for determine words like, the, this, a) N- stands for noun, V- stands for verb and (p) for preposition.

DET    N            V    DET    N    P        N  
  ▲    ▲            ▲    ▲    ▲    ▲        ▲

The government expelled the officers from Thailand

The higher-level constituents are the phrases- also fall into categories referred to as phrase categories for example the government and the officers both phrases have a noun as head and they can function as subject or object and

both can take a plural suffixes (S) since their head is a noun they can be referred to as a noun phrase (NP) and the other parts are shown is following:



### 2.13 Clause Structure

Jacob.A.page (2006 :33-43) define clauses as (construction with one phrase constituent that bears the subject relation and another constituent), the vent phrase bearing the predicate relation. This construction:

A woman in a 1993 jaguar sedan:

It cannot be clause because it lacks a verb phrase. Here is one example of clause: Clara delayed her graduation. Here the subject of the clause is Clara and the verb phrase is delayed her graduation. This clause can stand on its

own as a sentence. But also can be embedded in side another clause- we can replace the object noun phrase the rumor in this sentence.

I heard the rumor

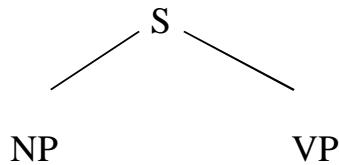
With Clara clause

I hear (that) Clara delayed her graduation

The Clara clause is the object of the verb phrase whose head is heard.(That) is known as complementizer.

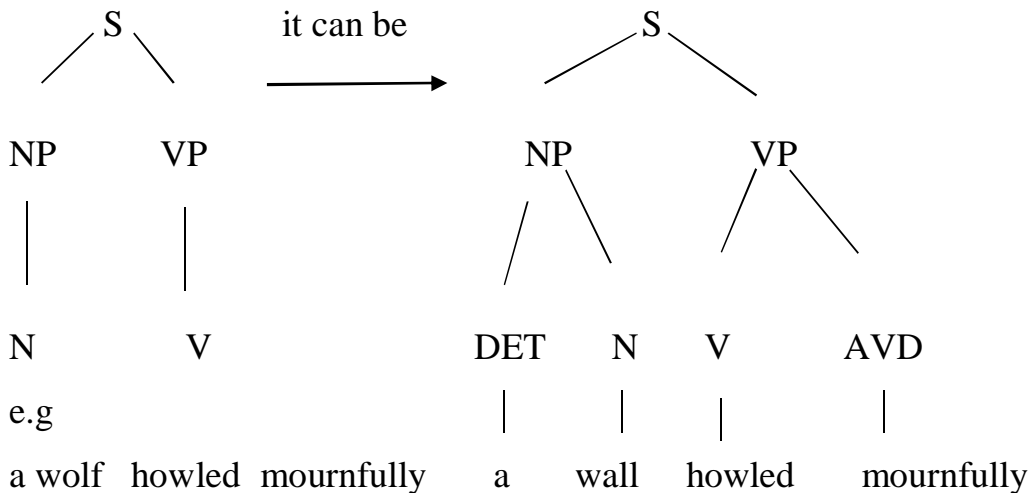
### 2.13 Sentence and phrase and constituents:

Jacob.A.page (2006 :33-43)A according to English sentence are organized as two major constituents



Head of phrase

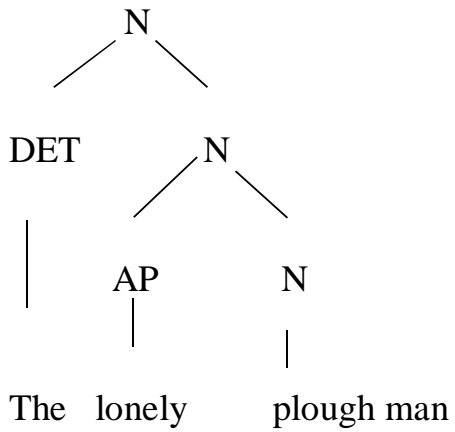
In the NP noun is ahead. In VP verb is ahead in PP preposition is ahead and an adjective phrase has an adjective as ahead.



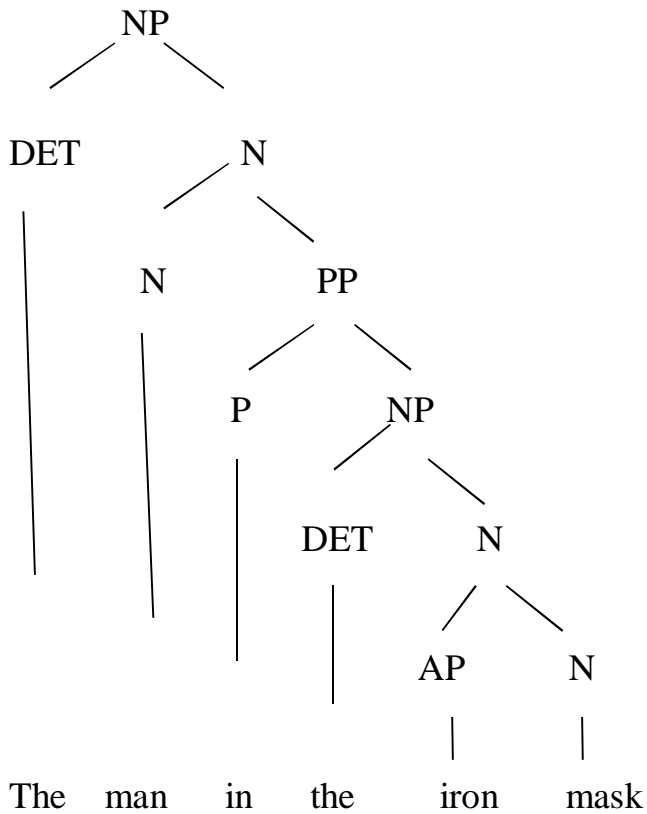


## 2.14 Additional Noun Phrase Constituent:

e.g the lonely plough man talked to the cows



Another constituent for noun phrase the man in the iron mask ate a water melon



## **2.15 Second Language Learning:**

The participants of this study are second language learners of English {ESL} in this research ESL learning becomes crucial aspect of this study.

Richards and Schmidt (2002: 472) refer to the term second language (L2) any language learned after one has learnt one's native language.

According to Krashen (1981:1) adult develop language competence in two different ways: language acquisition and language learning and language acquisition differ in various respects. Krashen describe language acquisition as following:

Language acquisition is subconscious process not unlike the way a child learns language. Language acquire are not consciously aware of the grammatical rules of the language, but rather develop a feel for correctness. In non-technical language, acquisition is picking –up a language .

Krashen : (1982:2) describe the following

His means the learners acquiring language naturally by immersion. The SLA process differs from the first language acquisition in most cases. Apart from the situations in which a child is raised by parents using two different language on an everyday basis, or in a country in which there are two language in common use, the most usual situation is learning L2 not from infancy, but at school, or even later. This is similar situation in Sudan, most of L2 learners start learning the English L2 at school level, while they have already become fluent in their L1 from home. To find out learning strategies which learners use in L2 learning and identify difficult they encounters error analysis has to be carried out (Richards & Schmidt, 2002: 184)

(Hakuta. 1981:1) explains that language acquisition research can be describe as the search for an appropriate level of description of the learners system of rules. The very circumstances of language acquisition and L2 learning are

different because the already acquired language which is L1 can have an impact on the process of L2 learning.

Language learning on the other hand, according to Krashen (1981:2) is the conscious learning of a language, knowing the rules, being aware of them, and being able to talk about them. In the same vein Brown (2002: 278) defines language as a conscious process in which learners attend to from figure out rules, and are generally aware of their own process.

## **2.16 Sentence Construction**

What is a sentence? A sentence is the basic unit of written English communication. A sentence is a collection of words assembled in such an order that they present a complete thought or idea.

What is a sentence?

A sentence begins with a capital letter and ends with a punctuation mark. The type of punctuation mark terminating the sentence indicates the kind of sentence.

- A declarative sentence, one that makes a statement, ends in a period.
- An interrogative sentence, one that asks a question, ends in a question mark.
- An exclamatory sentence, one that makes a forceful utterance, ends in an exclamation mark (or point).

A sentence contains a subject and a predicate.

- The subject is the noun (person, place, or thing) doing or being something.
- The predicate contains the verb, which identifies what the subject is doing or being.

A simple sentence contains a single subject and a single predicate.

- “The man rode the bicycle.” In this example, “The man” is the subject, and “rode the bicycle” is the predicate.

Adding descriptive elements makes the sentence more interesting as it gives the reader or listener more information.

- “The young man skillfully rode the red bicycle.” In this example, the adjective “young” describes “the man,” the adverb “skillfully” describes how he “rode,” and the adjective “red” describes “the bicycle.”

Note: Adding descriptive elements does not change the simple sentence into a compound or a complex sentence.

Sentences contain clauses.

- A clause contains a subject and a predicate.
- An independent clause expresses a complete thought.
- A simple sentence is an independent clause.

A compound sentence is made up of two or more independent clauses combined using a coordinating conjunction such as and, or, or but.

“The man rode the bicycle, but he went the wrong way.” In this example, “The man rode the bicycle” and “he went the wrong way” are independent clauses. Each independent clause can stand alone as a complete sentence. For example, “The man rode the bicycle. He went the wrong way.”

A complex sentence contains more than one subject and more than one verb. A dependent clause often begins with a subordinating conjunction or relative pronoun that make the clause unable to stand alone.11 a dependent, or subordinate, clause contains a subject and a predicate but does not express a

complete thought. It is made up of more than one clause: an independent clause and a dependent clause.

For example, “because he was lost” cannot stand alone. The subordinating conjunction “because” makes this a dependent clause.

Another example, “that he found in the garage” cannot stand alone. The relative pronoun “that” makes this a dependent clause.

A complex sentence joins an independent and a dependent clause.<sup>12</sup> “The man went the wrong way because he was lost.” In this example, “The man went the wrong way” is an independent clause; “because he was lost” is a dependent clause. “The man rode the bicycle that he found in the garage.” In this example, “The man rode the bicycle” is an independent clause; “that he found in the garage” is a dependent clause.

A compound-complex sentence is made from two independent clauses and one or more dependent clauses.<sup>13</sup> “Although he likes to ride his bicycle, the man has not had the time to ride lately, and he has not found anyone to ride with.”

Can you identify the dependent and independent clauses?

In the previous example, “Although he likes to ride his bicycle” is the dependent clause. “The man has not had the time to ride lately” and “he has not found anyone to ride with” are the independent clauses.

Compound-complex sentences are fairly common in written English. Students often make the mistake of attempting to write compound-complex sentences without having mastered the simple, compound, and complex sentences.

## **2.17 Sentence Variety**

Consider varying the types of sentences used to achieve the desired effect.

- Compound-complex sentences provide lots of information.
- Compound sentences invite comparison.
- Short simple sentences attract attention.
- Complex sentences show relationships and priorities.

## **2.18 Previous Studies**

**Study (1):**Saber A. H. Eissa (2013), Presented this study at faculty of education university of Sudan conducted study, entitled investigating the difficulties of Sudanese secondary schools students in building English language sentences.

This study the researcher aims to the investigating the problems facing the Sudanese secondary schools students as relates to writing English sentence. The researcher used the descriptive method of research. The tools used together the data were a test and a questionnaire. After testing the validity and reliability of the tool and using statistical analysis to analyze the data, the researcher reached up to the following results:-

1. Most the Sudanese secondary school students of English language in Gezira state are not acquainted with parts of language speech.
2. The periods allocated for writing skills are very few.
3. Teachers does not explain to their students how to write correct English.
4. Teachers seldom encourage their students to develop their writing skills.
5. The student, linguistic mistakes are not discussed in class.

Thus the study recommended that there should be a sort of modification in the Sudanese secondary schools syllabus through introducing a lot of lessons related to English structure of besides focusing on literature lesson, as it is the main constructing English sentences.

**Study (2):** Maisa. A. Ahmed (2015)) presented this study in college of languages in Sudan University of science and technology conducted study entitled analyzing of errors made by the students in constructing well-formed sentence in English language. In this study the researcher attempts to analyze the errors made by the students from Sudan University of sciences and technology, second year in English department in constructing well-formed sentences in English language.

The participants in the study (were 40 male and female) one instrument was used for this study was (test) participants written essays in English language. The data obtained from the sample provided answers to the research questions. The data were analyzed using code system for the errors so these errors in the essay were identified and classified into different categorizations. The result show that the four common errors made by participants of this study. These errors are: (1) spelling, (2) verb tense, (3) subject. Verb agreement, (4) prepositions. On the basis or these results, a group of recommendations to further research are suggested and some pedagogical implications which might assist ESL/EFL teachers with some helpful suggestions and teaching strategies that will reduce future problems regarding writing English essays.

**CHAPTER THREE**  
**METHODOLOGY OF THE STUDY**



# **CHAPTER THREE**

## **METHODOLOGY OF THE STUDY**

### **3.0 Introduction:**

In this chapter the researcher describes sample of study and the tool need to collect the data is test. He explains the test of validity or reliability used to rationalize and validate the tools and also statistical strategies use to analyze the data collection by the tools. The researcher used (SPSS) statistical package social sciences to analyze the data.

### **3.1 Method of the Study:**

In this chapter the researcher introduce the description of the study methodology. The researcher used (SPSS) which known as statistical package for social sciences program to analyze data to know the difficulties which face secondary school students in constructing English sentence. A test is employed by the researcher as it is the most relevant tool for this study.

### **3.2 Test:**

To conduct the recent study the researcher employed students written test in order to collect data. The test consist of two question, part each one is ten questions are rewrite the following sentences and state which types of following sentences using on the box blew, is presented for fifty students.

### **3.3 Validity and Reliability of the research tools**

Validity and reliability are important aspect of test because they ensure the quality of instrument which was used throughout the study. Validity refers to the extent to which the data collection procedure measures what it supposed

to measure and nothing else .in this case the research is considered valid if it really measures the difficulties facing students in constructing English sentence .the validity and reliability of this test was judged by the supervisor the test consisted of two questions. The total number of the students who sat for the test are fifty. The questions were devised in a way that guarantees their testing. What is required to be tested.

**CHAPTER FOUR**  
**DATA ANALYSIS**

## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION

#### 4.0 Introduction:

This chapter IS concerned with general methodology of present study and the steps conducted for the research tool. In this chapter researcher used the SSPS tool to analyze the data.

#### 4.1 Test Analysis

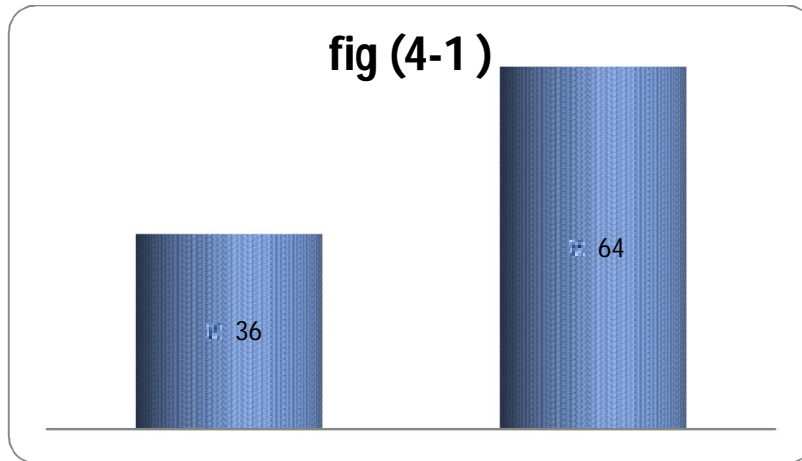
Third year secondary school students do not construct English sentences appropriately

It is obvious from the following table No.( 4-1 ) and figure No ( 4-1 ) show that there are (18) respondents in the study sample with percentage ( 36%) have answered correctly. Whereas, there are (32) respondents with percentage (64 %) have the wrong answer. This justifies that students should be well-trained in constructing English sentences appropriately.

Third year secondary school students are not able to differentiate between different types of English sentences.

**Table No (4-1) The Frequency Distribution for the Respondent's  
Answers of question number (1)**

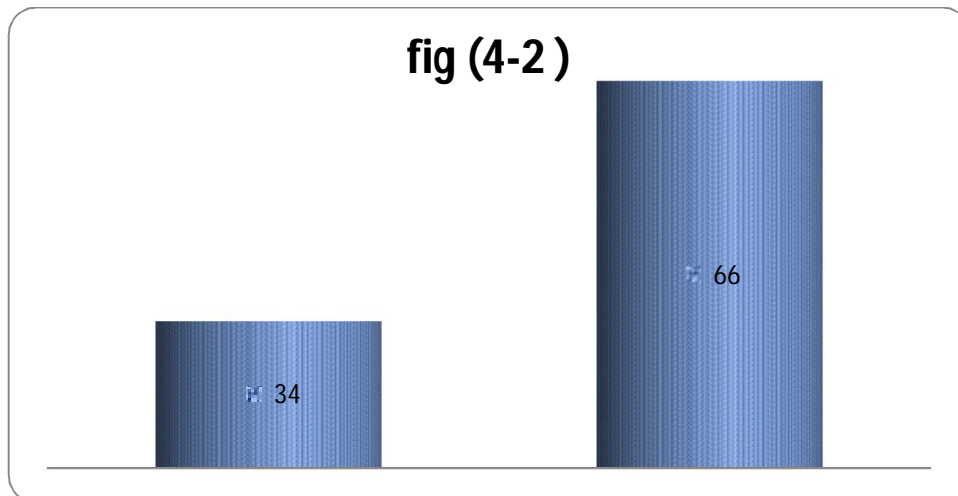
Answers	Frequencies	Percentage
Correct	18	36
Wrong	32	64
Total	50	100



**Fig. No (4-1) The Frequency Distribution for the Respondent's Answers of question number (1)**

**Table No (4-2) The Frequency Distribution for the Respondent's Answers of question number (2)**

Answers	Frequencies	Percentage
Correct	17	34
Wrong	33	66
Total	50	100



**Table No (4-2) The Frequency Distribution for the Respondent's Answers of question number (2)**

It is obvious from the above table No.(4- 2 ) and figure No ( 4-2 ) illustrate that there are (17) respondents in the study sample with percentage ( 34%) answered correctly .Whereas, there are (33 ) respondents with percentage (66 %) have answered wrongly. This demonstrates that students should be well-trained and developed so as to differentiate between different types of English sentences.

#### 4.2 Verification of the hypotheses:

From the following table no. (4-3) shows the summary of the results. For the Question 1 it's clear that the number of respondents who have the wrong answers is greater than the number of correct answers with percentage (64%) so we the first hypothesis of the study has been accepted.

For the Question 2 it's clear that the number of respondents who have the wrong answers is greater than the number of respondents who have the correct answers with percentage (66%) so the second hypothesis of the study is accepted.

**Table No (4-3) The Frequency Distribution and decisions for the Respondent's Answers of all questions**

Questions	Correct		Wrong		Decision
	Frequency	Percentage	frequency	Percentage	
Question 1	18	36	32	64	Accepted
Question 2	17	34	33	66	Accepted

**Table (4-4) one sample T-TEST for the questions of the study**

Question s	N	mean	SD	t-value	DF	p-value
1	50	3.4	2.2	12.7	29	0.00
2	50	2.5	1.81	7.75	29	0.00
For all	50	11.33	6.00	15.51	29	0.00

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the question No (1 ) was (12.7 ) which is greater than the tabulated value of T – TEST at the degree of freedom (29 ) and the significant value level (0.05%) which was (2.34). This indicates that, there is no statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our first hypothesis is accepted. It's true that third year secondary school students do not construct English sentences appropriately.

The calculated value of T – TEST for the significance of the differences for the respondent’s answers in the question No (1 ) was (7.75 ) which is greater than the tabulated value of T – TEST at the degree of freedom (29 ) and the significant value level (0.05%) which was (2.34). This indicates that, there are statistically significant differences at the level (0.05 %) among the answers of the respondents. this mean that our second hypothesis is accepted. It's true that third year secondary school students are not able to differentiate between different types of English sentences.

2- Third hypothesis: Constructions of English sentences are

3- Easier than identifying their types.

After calculating and comparing the results concern with hypothesis one and two, the researcher has found that identifying the types of English sentences are more difficult than constructions of English sentences. So, students face difficulty in dealing with English grammar. This demonstrates that students should be well-trained and developed so as avoid confusion in constructing of sentences and determine their types.



**CHAPTER FIVE**  
**SUMMARY AND RECOMMENDATIONS**

# **CHAPTER FIVE**

## **SUMMARY, RECOMMENDATION, AND SUGGESTION FOR FURTHER STUDIES**

### **5.0 Introduction**

In this chapter the researcher write the summary of research and find results and recommendations and suggestion of further study.

### **5.1 Summary**

This study investigated difficulties facing secondary level students in using sentence structure. The study employed only the test to collect data. The population consist of fifty students at secondary level which represented three school at secondary level, after the analysis of the data should be weakness regarding the second hypothesis third year secondary school have not able differentiate between the different types of English sentences while the first hypothesis was rejected and students have able to contract English sentences in third hypothesis the researcher found out that identifying sentences types was more difficult than constricting them which was not in favorite of third hypothesis.

### **5.2 Results**

The researcher found following results:

- 1- Students at Karari locality were able to constrict English sentences.
- 2- They were not able to identify the different types of English sentences.
- 3- Finally it was approved that identify English sentence was not difficult than the constriction.

### **5.3 Recommendations**

1. Students should receive more training and writing different types of sentences.
2. Writing should be encouraged in and outside classes.
3. Teachers should be used more explain their students.

The teachers should use the most efficient techniques in teaching English sentence.

### **5.4 Suggestions for further study**

- 1- Investigation problemthe writing sentences in English.
- 2- How to improve the writing English sentences.

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[www.vocabulary.com](http://www.vocabulary.com)

## **APPENDICES**

***Sudan University of science and Technology***

***Graduate studies***

***College of Languages***

Diagnostic test for 3<sup>rd</sup> year secondary School

This part of M A research in English language (linguistic) concerning the research entitled:-

**Investigating Difficulty facing student in Secondary School on Using Sentences Structure**

**The Test**

**Question One**

**Rewrite the following sentence.**

1- this - house – I – where -the – was born –is

.....

2- father – grow – cotton – her – Gezira – in

.....

3- was- standing – tree- there – brother – when – my – fell down – the

.....

4- are –Oman – close – and –Adam – friend?

.....

5- yesterday – boys – football –watch – match

.....

6- they are playing football , when the sky is raining

.....

7- Hassan – tomorrow –not –will –come

.....

8 – left – town – they - since – the – 1994

.....

9- when – planting – I – finished – my garden , - I took a nap

.....

10- planted – trees – Adam – were – by – some – mango

.....

### Question two

**State which types of the following sentences using the box below:-**

Simple sentence	– complex sentence –	compound sentences
-----------------	----------------------	--------------------

1- They do not usually visit us on Mondays ( )

2 – Jake drove to California, and he visited his grandparent at their farm ( )

3 – When we arrived the cinema, the film started ( )

4 – They left as soon as I had arrived ( )

- 5 – Adam plays football, but he doesn't swim ( )
- 6 – My bag was stolen ( )
- 7 – Omer and Mona have been married ( )
- 8 – If you hurry, you will catch the bus ( )
- 9 – Sara has many kids to care of ( )
- 10 - While Khalid is play, he broke his arm ( )