



Sudan University of Science and Technology

College of Graduate Studies



**The Problems of writing English Sentences and Recognizing
its Types among secondary school Students**

مشكلات كتابة الجمل الإنجليزية والتعرف على أنواعها

لدى طلاب المدارس الثانوية

*A Thesis Submitted in Partial Fulfillment of Requirements for MA
Degree in English Language (Linguistics)*

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Dedication

To my family and to my dearest husband.

Acknowledgements

First of all my thanks are due the Almighty Allah for granting me efforts and patience to complete this study. My thanks and gratitude to my supervisor Dr.Abbas Mokhter for his respecting. Ceaseless invaluable guidance, he spared efforts in directing me to right way. I do appreciate every word he changed or added in this study.

Abstract

This study aims at investigating difficulties facing secondary school students in using sentences structure. The researcher used the descriptive method of research, the tool used to gather the data is test after testing the validity and reliability of the tool and using statistical analysis, the researcher found some result like most of secondary school students of English language in Abusied locality are not acquainted with type of sentences, and the students don't know how to write sentences correctly, According to the result the researcher recommended teacher will be focused on the types of sentence because student they were not able to identify type sentences and teacher should be teach more lessons of English grammar.

Abstract (Arabic Version)

هدفت الدراسة لتقصي الصعوبات التي تواجه طلاب مدرسة الرضوان بمحلية أبي سعد والمتعلقة بكتابة الجمل الإنجليزية وإستخدام الباحث المنهج الوصفي ، والأدوات المستخدمة في جمع المعلومات كانت الإختبار بعد اختبار معامل الصدق والثبات والأدوات المستخدمة في التحليل الإحصائي لتحليل المعلومات توصل اليها الباحث إلي نتائج منها: أن معظم طلاب المرحلة الثانوية في محلية أبي سعد لا يعرفون كتابة الجمل باللغة الإنجليزية كما أنهم لا يدركوا التمييز بين أنواع الجمل. فوفقاً للنتائج التي تحصل عليها الباحث فقد أوصى أن يركزا لأساتذة على كيفية كتابة تراكيب جمل إنجليزية صحيحة لأن الطلاب لا يعرفون أنواع الجمل، كما أوصى بزيادة دروس قواعد اللغة الإنجليزية.

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The Test

Question One

Arrange the following words to give meaningful sentences .

1- I - is- this – where -the – was studied –school

.....

2- My – traveled – London – sister – to –

.....

3- swimming- Sarah- going -is

.....

4- some –can – have – water –drink –to?

.....

5- music – too – is –to – loud – ears –my-the

.....

6- yesterday- went –the –to- Ahmed-market

.....

7- a fly –there –with –is –in –the –us -car

.....

8 –smells –the –cake –delicious

.....

9-Arabic –help –will –you –me –with –the –homework

.....
10-ink –out of –is –the -printer
.....

Question Two

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

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

- 1- The frog jumped and landed in the pond ()
- 2 – Our team tried hard, but we lost the game. ()
- 3 – When we arrived the cinema, the film started ()
- 4 – The train left the station as soon as I had arrived ()
- 5 – Sarah went to the market. ()
- 6- It was very hot outside, and the ice melted.()
- 7 – I left my bag on the bus; therefore, I did not have a pencil. ()
- 8 –My children laughed, when I tell jokes ()
- 9 – I am out of paper for the printer ()
- 10 – While Mona is cook,she burnt the ()

Chapter I

Introduction

1. Background of the study

The sentence is fundamental human creation like the human beings who write them sentence in as seemingly endless Variety of shapes and sizes some stretch out for line up on line other stop short after two or three words yet the sentence has basic structure just as human body does, despite the Variety in the human race, there are certain things we can say about all human bodies or about the human body.

The structure that all of us share as long as we live and despite the Variety in sentence there are certain things we can say about the structure of the sentence, the structure that most of us use whenever we write.

How much do you need to know about this structure in order to write well?

Certainly you don't need to know everything and many of the essentials you know already whether or not you can do fine any grammatical terms the fact that you can speak the English language means that you already know a good deal about the structure of the English sentence.

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.

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 investigates the problems that face students at secondary school levels in sentence structure. The researcher observed this problem while she was teaching at the school. The researcher noticed that the students cannot form a well sentences structure.

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 practical usage of different type of sentences.

1.2 Question of the Study

This study is going to answer the following questions;

1. To what extent are secondary school students capable of arranging words to give meaningful sentences?
2. To what extent are students able to differentiate between the different types of English sentences?

1.2 Hypotheses of the study

This study sets out to test the following hypotheses

1. Secondary school students are not capable to arrange words to give meaningful sentences.
2. Secondary school students are not able to differentiate between different types of sentences.

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 the different types of sentence.

1.6 Methodology of the Study

In this study the researcher will use the descriptive analytical method. A test will be used as an instrument for data collection 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 face Secondary school students regarding sentence structure at Abusied secondary school at the academic year 2019-2020.

Chapter II

Literature Review and Previous Studies

2.1 Word Description:

Huddleston (1988: 1) mentions 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, for example replace tooth by teeth:-

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

There are also traditionally said to be different forms 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.

Word order:

In English the order of words in a statement is subject:-

1- Verb + object:

Subject	+ verb	+ object
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.

Verb + **person** + **object**

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

All sentences are made up of words and each word in a sentence functions 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, phases, closes or sentences.

Interjection: is an exclamatory word that show story feeling.

2.2 Definition of Sentences:

Longknife and Sullivam (2002:1) mention that a sentence is means of communication. Sentences express a complete through 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) illustrates 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: it 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?

2.3 Writing of sentences:

A sentence is a group of words that makes complete sense, contains a main verb and begins 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!

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.

2.4 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 come
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.

2.5 Compound sentences:

A compound sentence is simply two or more simple sentence joined together, either with words or with punctuation.

2.6 Distinguish between simple and compound sentences:

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.

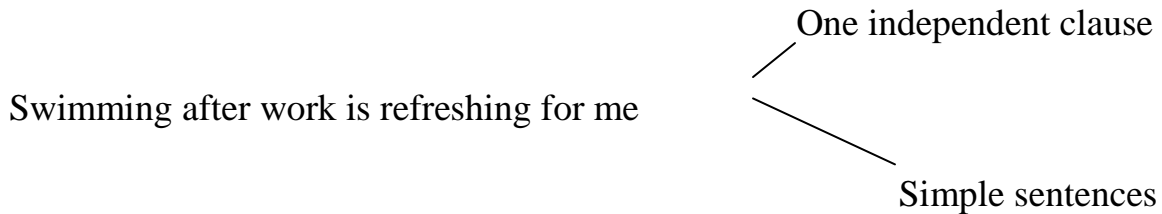
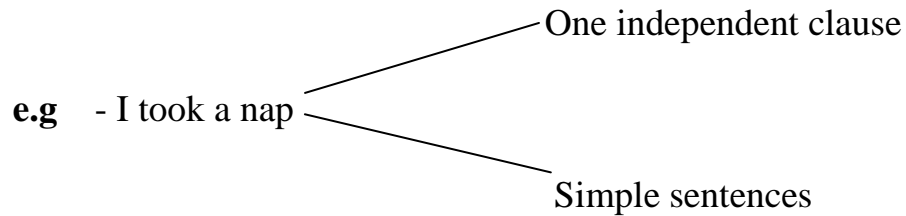
2.7 Complex sentences:

Joy Win Gersk, Jan Borrner (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.

2.7.1 Independent clauses:

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.



2.7.2 Dependent clauses:

Also has a subject and verb, but because it begins with a subordinator, it is like a boxcar, it cannot function by itself.

A dependent clause is only part of a sentence because it leaves the reader hanging 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 took 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....

2.8 How to write correct sentences:

Master the essentials of the sentences is 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 sentence 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 sentences.
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.

2.9 Paragraph development:

Sheal (1991- page 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 opining or topic. (sentence)
- b) Showing in successive sentence more and more precisely what the opining sentence means, this may involve definition of an idea or terms.
- c) Producing proof of evidence in support of what the opining sentence states.
- d) Giving examples
- e) Showing various viewpoint is turn when the opining sentences indicate that various viewpoint are possible.
- f) An answer a question that the opining sentence asks (rhetorical question)

2.10 Some properties of sentence structure:

2.10.1 Language options and parameters:

According to Jacob .A. (150 to 1530) language options and parameters refers to the variations in the form from language to language. (As options). Then different language have deferent 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 phases 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 marketing and the word order is thus be free. Latin is just such as Language.

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.

2.10.2 The three Basic Properties of Sentence:

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 too 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, cassias proceeds the verb

Cassius see Bruts.
S V O

However, different from or parameters in after language such as welsh is shown the following:

Gwelodd		y		dy nion		y ci
Saw		the		men		the dog
V				S		O

The man saw the dog

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

Ahmed		bu kitabi		isyior
Ahmed		his book		wants
S		O		V

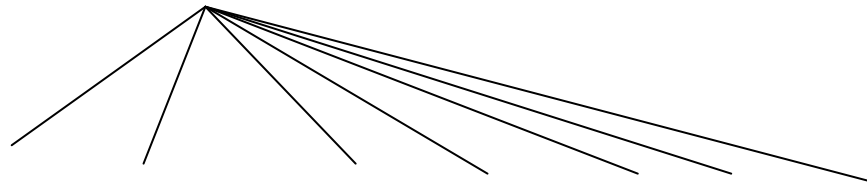
In Philippine national language more variation is allowed in word order. but a very common order is VOS

Pumili		ng estudyante		ang tister
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 element is parts of larger wholes. (a part – to – whole strategy).

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



The

Government expelled the officers from Thailand

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.

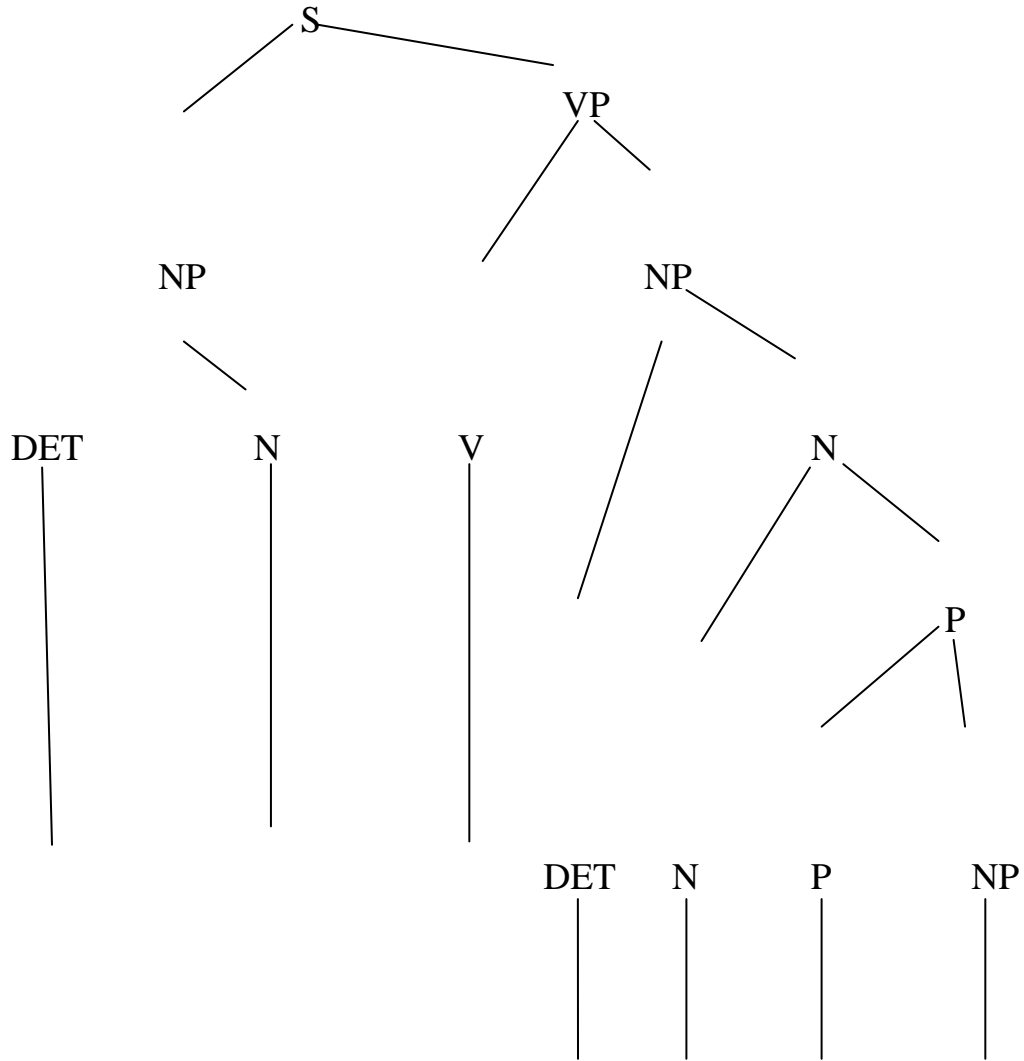
But the trees fail to express crucial generalization about sameness and difference. A descriptive grammar must differentiate between items that are the same and those that are different. Words belong to categories each with special characteristic. This is the third general property of sentence structures. Categoriality the word car and tree are similar kinds of can occur after a or the. Or they can have (s) suffixes for plurality ie 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 categorical 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
▲ ▲ ▲ ▲ ▲ ▲ ▲

5. 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:



The government expelled the officer from Thailand

Clouse structure

Jacob. A. page 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

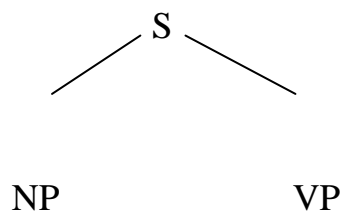
With Clara clause

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 complementiser.

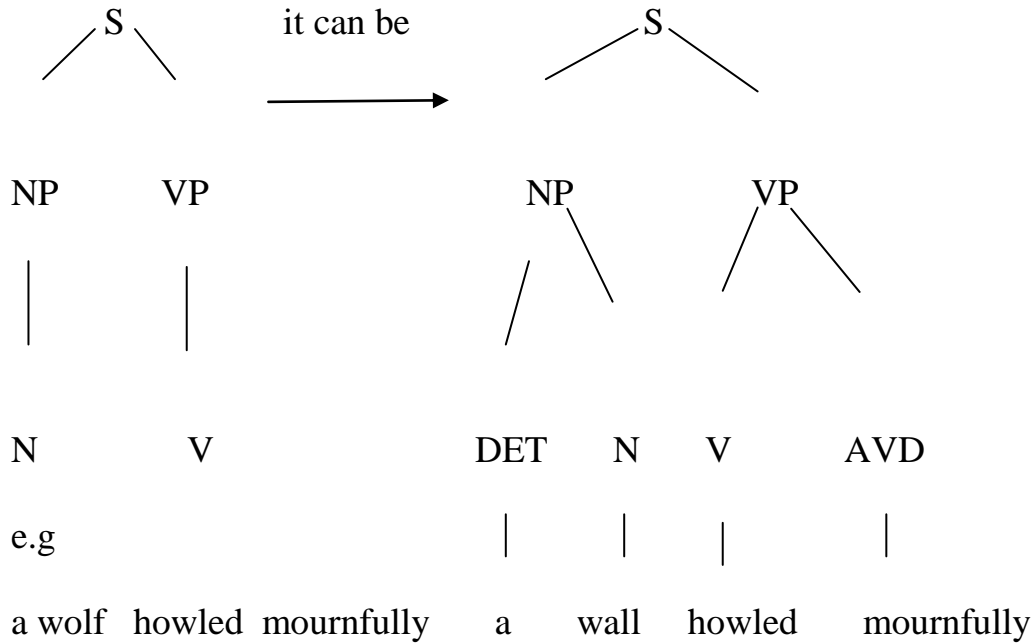
Sentence and phrase and constituents:

A according to English sentence are organized as two major constituents



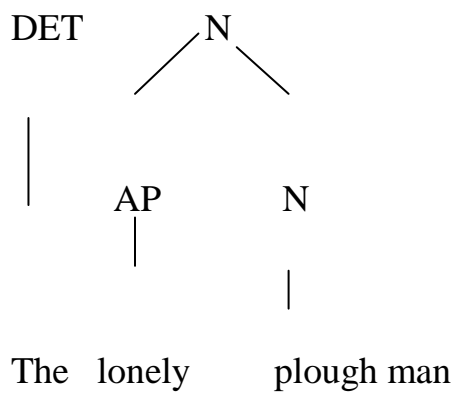
Head of phrase

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.

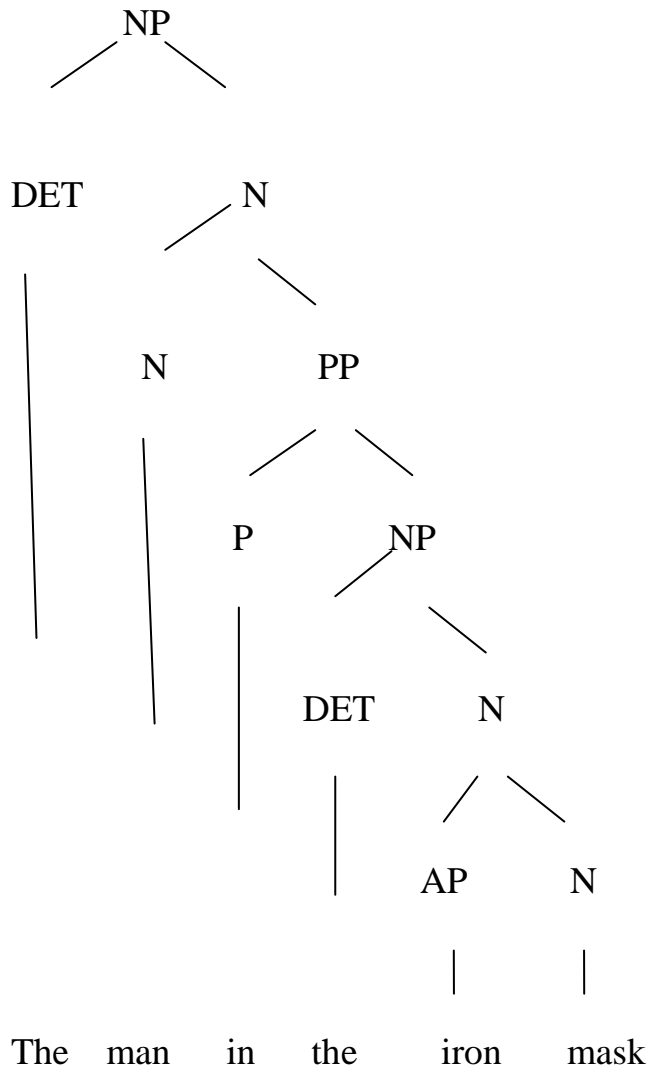


Additional Noun phrase constituent:

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



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) adults develop language competence in two different ways: language acquisition and language learning and language acquisition differ in various respects.

Krashen describes language acquisition as following:

Language acquisition is a subconscious process not unlike the way a child learns language. Language acquirers 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).

This 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 languages on an everyday basis, or in a country in which there are two languages in common use, the most usual situation is learning L2 not from infancy, but at school, or even later. This is a similar situation in Sudan, most 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 difficulties they encounter error analysis has to be carried out (Richards & Schmidt, 2002: 184) (Hakuta.

1881:1) 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.

2.11 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 buy.

“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.¹² “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.¹³ “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.

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.

2.12 Previous Studies:

2.12.1 The first Study :

Saber Ahmed Hago Eissa (2013), conducted study, entitled investigating the difficulties of Sudanese secondary schools students in building English language sentences.

In this study the researcher aims at investigating the problems that face the Sudanese secondary school students as relates to writing English sentence. The researcher used the descriptive research methods. The tools used to collect 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 do not explain to their students how to write correct English.
4. Teachers seldom encourage their students to develop their writing skills.
5. The students' linguistic mistakes are not discussed in class.

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

The Second Study:

Maisa Abdallah Ahmed (2015) conducted a 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 results 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 of 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 III

Methodology

3.0 Introduction:

In this chapter the researcher describes sample of study and the tool needed to collect the data. She explains the of validity and the reliability used to rationalize and validate the tools and also statistical strategies that used to analyze the data collected by the tools

The researcher used (SPSS) statistical package social sciences to analyze the data.

a. The population of the study

The population of this study are students at Alradwan Secondary School For Girls in locality of Abosaid , second year students, their age is between 14 to 16.

b. The sample of the Study

The sample involved in the study consists of 30 students of second year at Alradwan Secondary School for Girls, in locality of Abusaid. They have been chosen randomly.

c. Instrument of the Study

In this study the researcher used a test for data collection .The test consists of two parts, each one consists of ten questions. The students asked to rewrite the sentences and state their types. The test was demonstrated to thirty students.

d. Validity and Reliability of the Study

Validity

The test was part of student's exam at Alradwan Secondary School For Girl.

Reliability

The test is well organized by the researcher , and has been proved by the supervisor .The test reliability was calculated by (SPSS)statistical package for social science program to analyze data to know the difficulties in building sentences between Sudanese secondary school students, the test is very important tool for this process.

e. Summary of the chapter

In this chapter the researcher describes the methodology of the research.

The tools and procedure used for conducting the study. This chapter provides full description of population of the study and the selected sample. Moreover, it gives full description of the tools of the research. In addition to that it discusses the validity and reliability of the study tools that followed for conducting the research.

Chapter IV

Data analysis, Results and Discussion

Introduction

This chapter is devoted to the analysis of the data which were collected by the test, evaluation and interpretation of the data and discussing the results in the light hypotheses.

4.1 Data Analysis:

The data of this study were collected using a test and SPSS was used to analyze the data obtained.

Items of hypotheses One: the students know how to Rewrite the following sentence.

Table (1): Rewrite the sentence (I – is – this – where –the – was studied - school) .

	Frequency	Percent
True	4	13.3%
False	26	86.7%
Total	30	100.0%

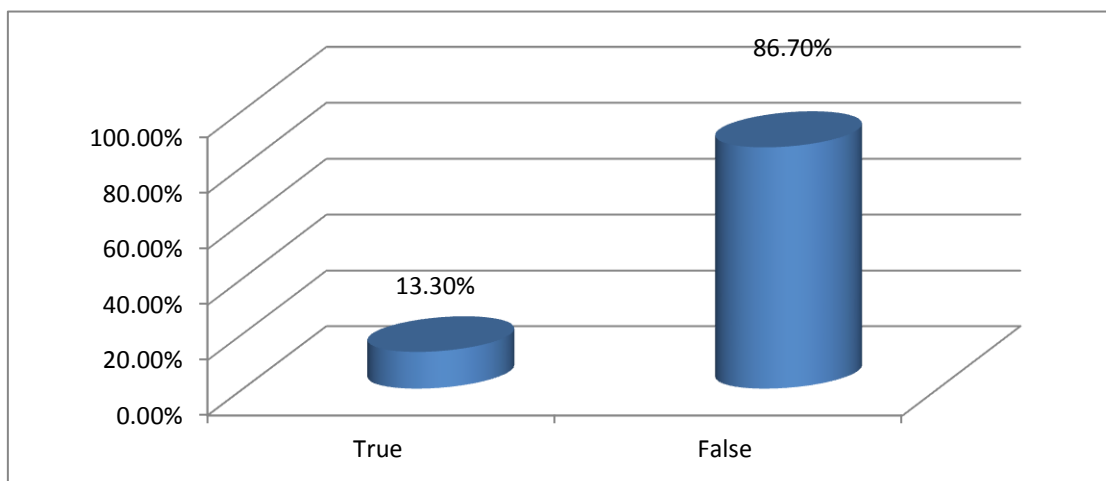


Figure (1)

Sources: prepared by the researcher using SPSS 2019

The results in the above table and figures points the answers of sample in the test shows percentage in true 13.3% and false 86.7%are high ,so the highest percentage 86.7%is going to negative direction of the test and most answers of the sample study are False so that **the sample students don't know how to Rewrite the sentence (I – is – this – where –the – was studied - school).**

Table (2) My – traveled – London- sister – to

	Frequency	Percent
True	25	83.3%
False	5	16.7%
Total	30	100.0%

Sources: prepaid by researcher using SPSS 2019

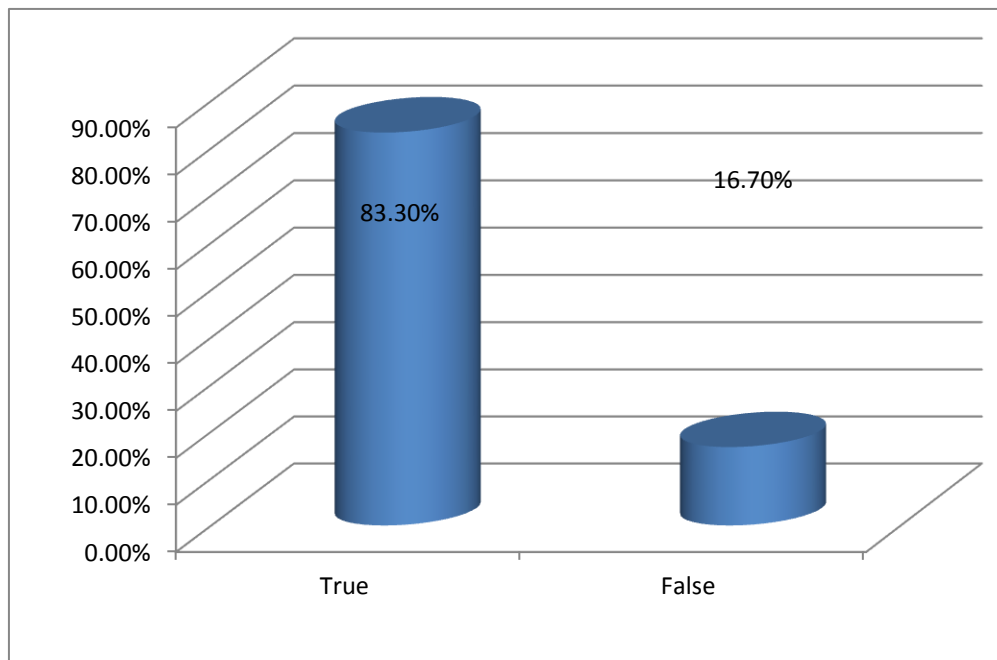


Figure (2)

The results in the above table and figure points the answers of sample shows percentage in true 83.3% and false 16.7%, so the highest percentage 83.3% is going to positive direction of the test and most answers of the sample study are true so that **the sample students know how to Rewrite the sentence (My – traveled – London- sister – to)**.

Table (3) swimming – Sarah –going –is

	Frequency	Percent
True	23	76.6%
False	7	23.4%
Total	30	100.0%

Sources: prepaid by researcher using SPSS 2019

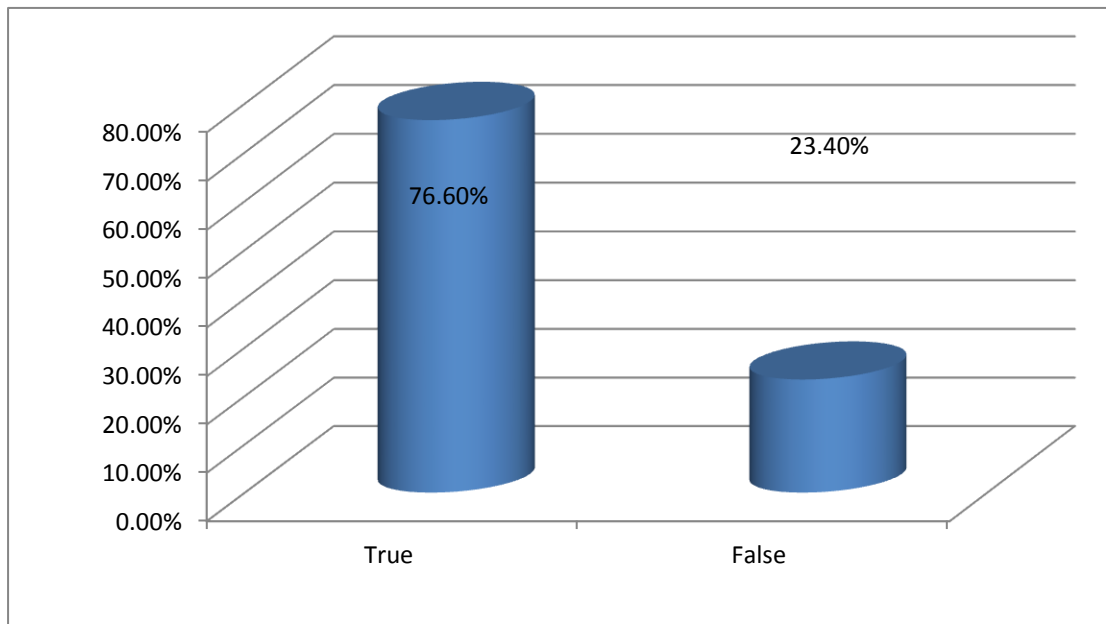


Figure (3)

The results in the above table and figure points the answers of sample in the test shows percentage of the true 76.6% and false 23.4%, so the highest percentage 76.6% goes to positive direction of the test and most answers of the sample s are true so that **the sample studies know how to Rewrite the sentence (swimming – Sarah –going –is)**.

Table (4) Some – can – have – water – drink – to

	Frequency	Percent
True	7	23.4%
False	23	76.6%
Total	30	100.0%

Sources: prepared by researcher using SPSS 2019

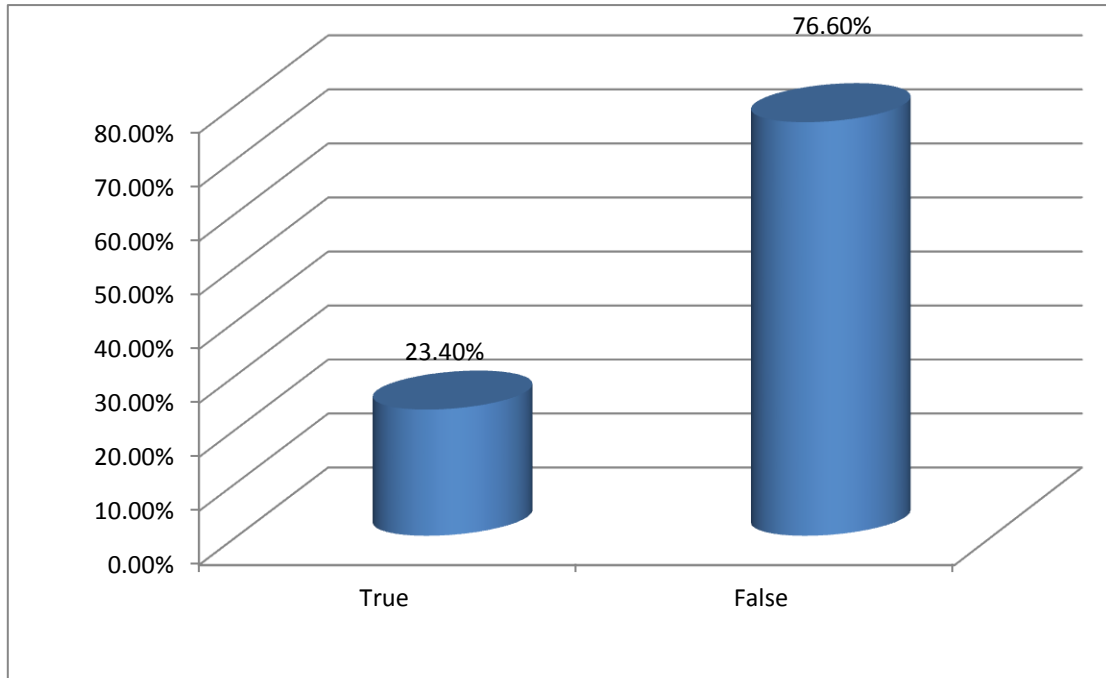


Figure (4)

The results in the above table and figure points the answers of sample studies of the test shows percentage in false 76.6%, and true 23.4% ,so the highest percentage 76.6% goes to negative direction of the test and most answers of the sample study are false so that **the sample students don't know how to** Rewrite the sentence (Some – can – have – water – drink –to).

Table (5) Music – too – is – to – loud –ears – my – the

	Frequency	Percent
True	8	26.7%
False	22	73.3%
Total	30	100.0%

Sources: prepared by researcher using SPSS 2019

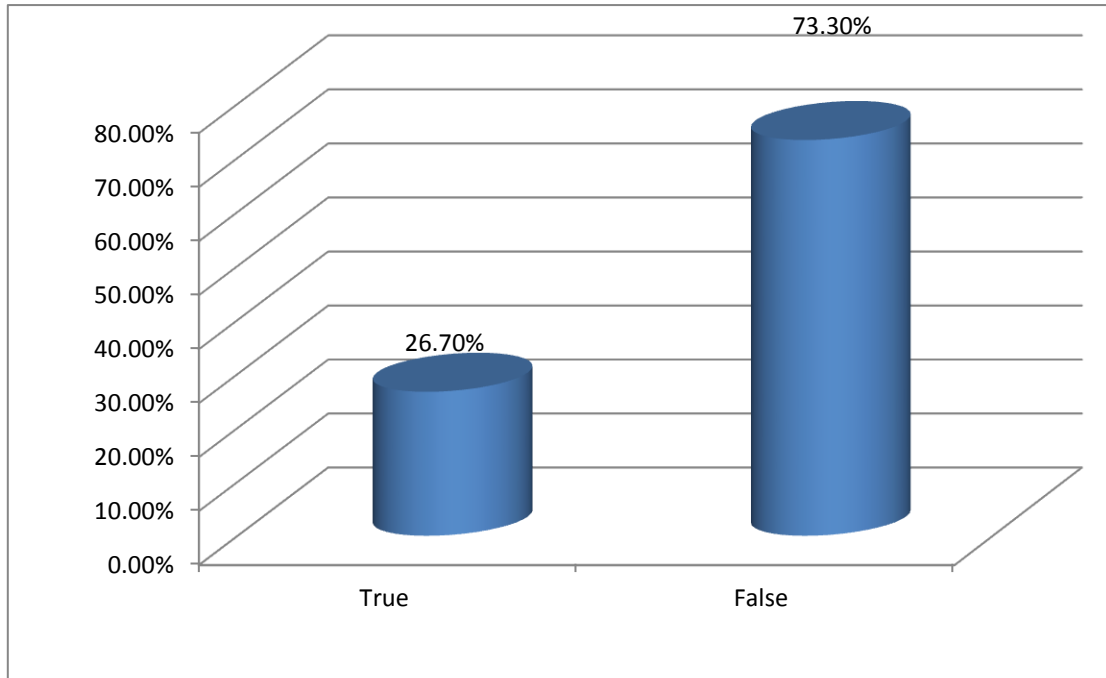
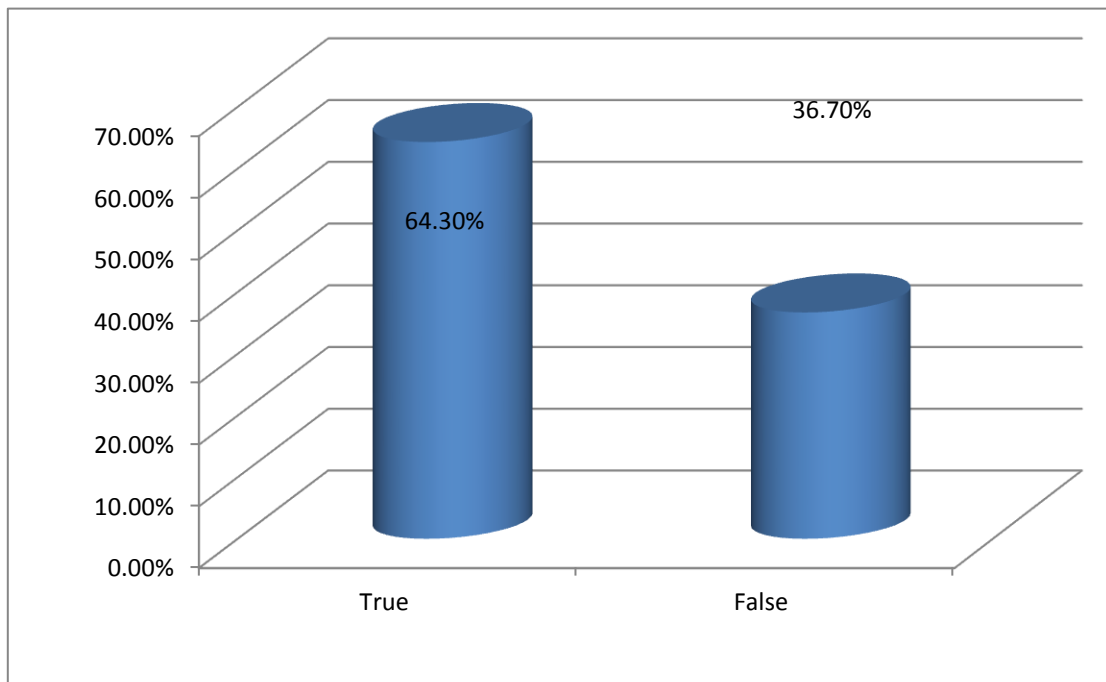


Figure (5)

The results in the above table and figures points the answers of sample test shows percentage in false 73.3%, and true 26.7%, so the highest percentage 73.3% is going to negative direction of the test and most answers of the sample study are false so that **the sample students don't know how to Rewrite the sentence (Music – too – is – to – loud –ears – my – the)**.

Table (6) yesterday –went – the – to – Ahmed – market :

	Frequency	Percent
True	19	64.3%
False	11	36.7%
Total	30	100.0%



Sources: prepared by the researcher using SPSS 2019

Figure (6)

The results in the above table and figure points the answers of sample on the question (Yesterday –went – the – to – Ahmed – market) shows percentage of true 64.3% and false 36.7% ,so the highest percentage 64.3% is goes to positive direction of the test and most answers of the sample study are true so that **the sample students know how to** Rewrite the sentence (Yesterday –went – the – to – Ahmed – market).

Table (7) A fly – there – with – is – in – the – us – car

	Frequency	Percent
True	7	23.4%
False	23	76.6%
Total	30	100.0%

Sources: prepared by the researcher using SPSS 2019

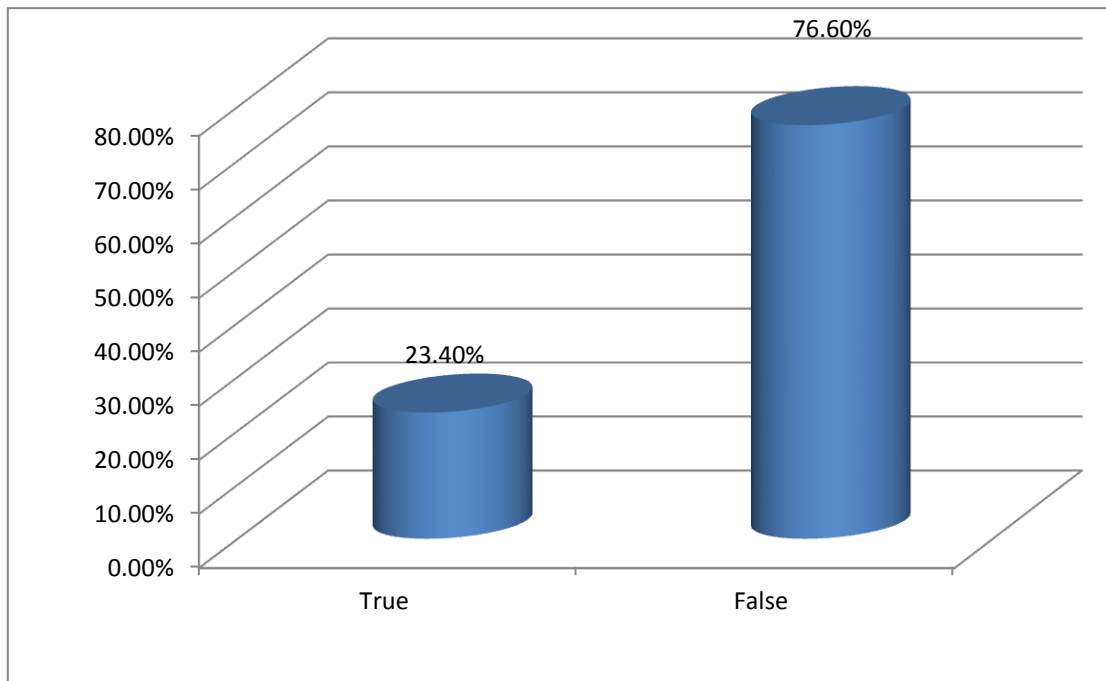


Figure (7)

The results in the above table and figure point the answers of sample students of the test which show the percentage of false 76.6%, and true 23.4% ,so the highest percentage 76.6% is going to negative direction of the test and most answers of the sample study are false so that **the sample students don't know how to Rewrite the sentence (A fly – there – with – is – in – the – us – car)**.

Table (8) Smells – the - - cake- - delicious

	Frequency	Percent
True	12	40%
False	16	60%
Total	30	100.0%

Sources: prepaid by the researcher using SPSS 2019

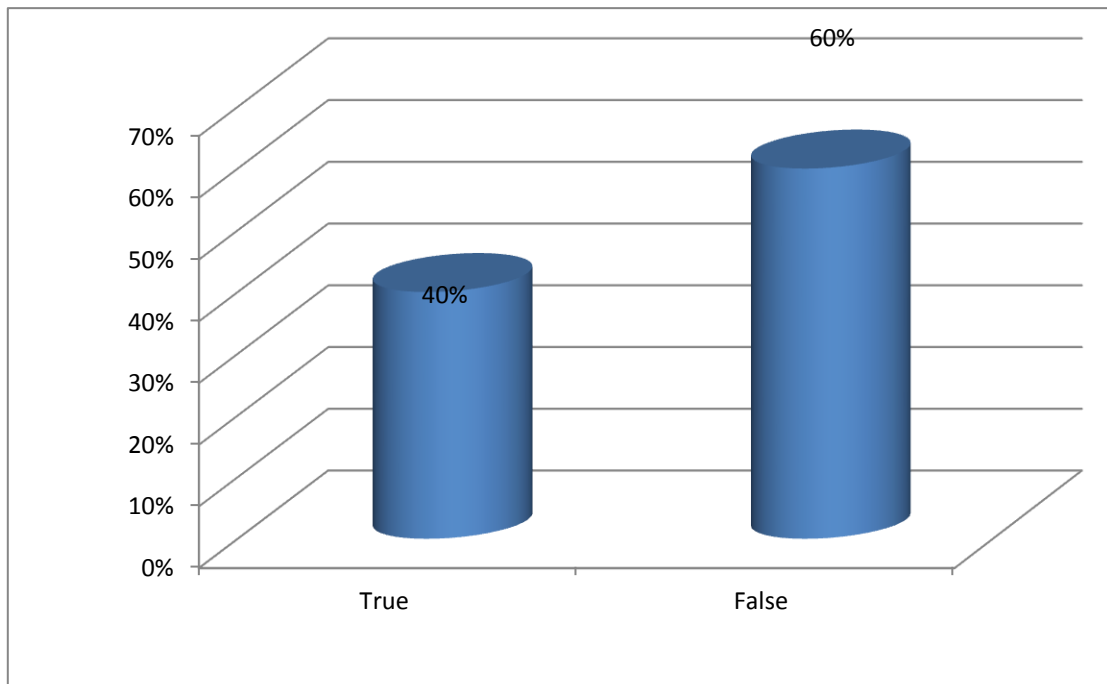


Figure (8)

The results in the above table and figure point the answers of sample students on the test showing percentage of false 60%, and true 40% ,so the highest percentage 60% is going to negative direction of the test and most answers of the sample study are false so that **the sample students don't know how to** Rewrite the sentence (Smells – the - - cake- - delicious).

Table (9) Arabic – help – will- you – me- with –the - homework

	Frequency	Percent
True	8	26.7%
False	22	73.3%
Total	30	100.0%

Sources: prepaid by researcher using SPSS 2019

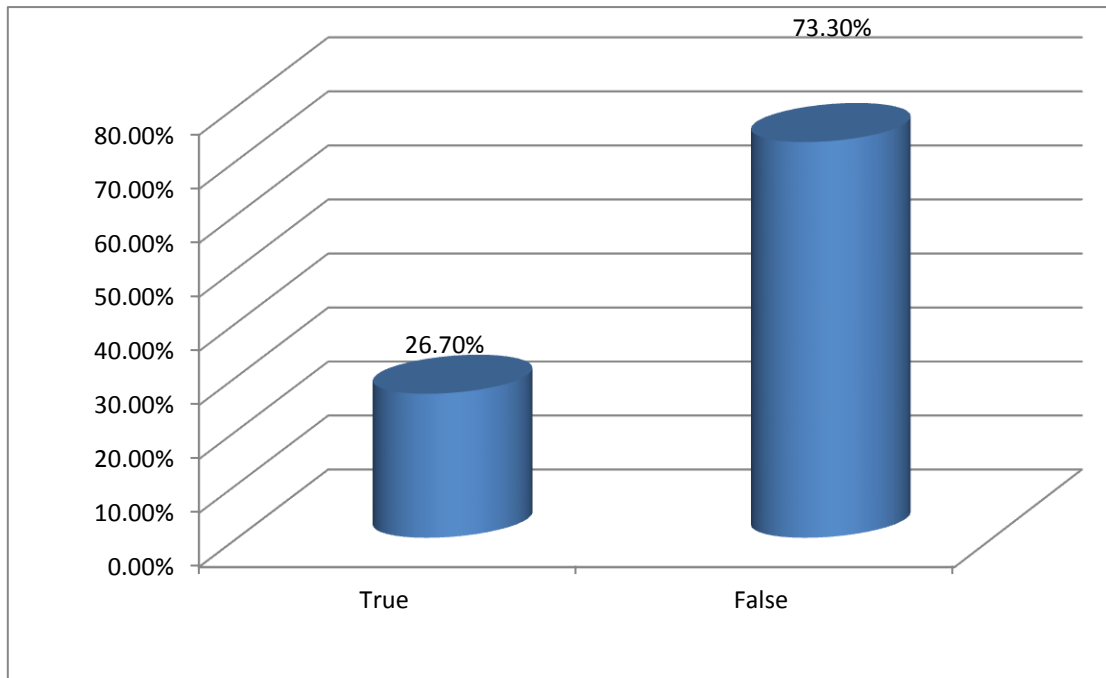


Figure (9)

The results in the above table and figure point the answers of sample students of the test which shows percentage in false 73.3%, and true 26.7% ,so the highest percentage 73.3% is going to negative direction of the test and most answers of the sample study are false so that **the sample students don't know how to Rewrite the sentence (Arabic – help – will- you – me- with –the - homework)**.

Table (10) Ink – out of – is - printer

	Frequency	Percent
True	18	60%
False	12	40%
Total	30	100.0%

Sources: prepaid by researcher using SPSS 2019

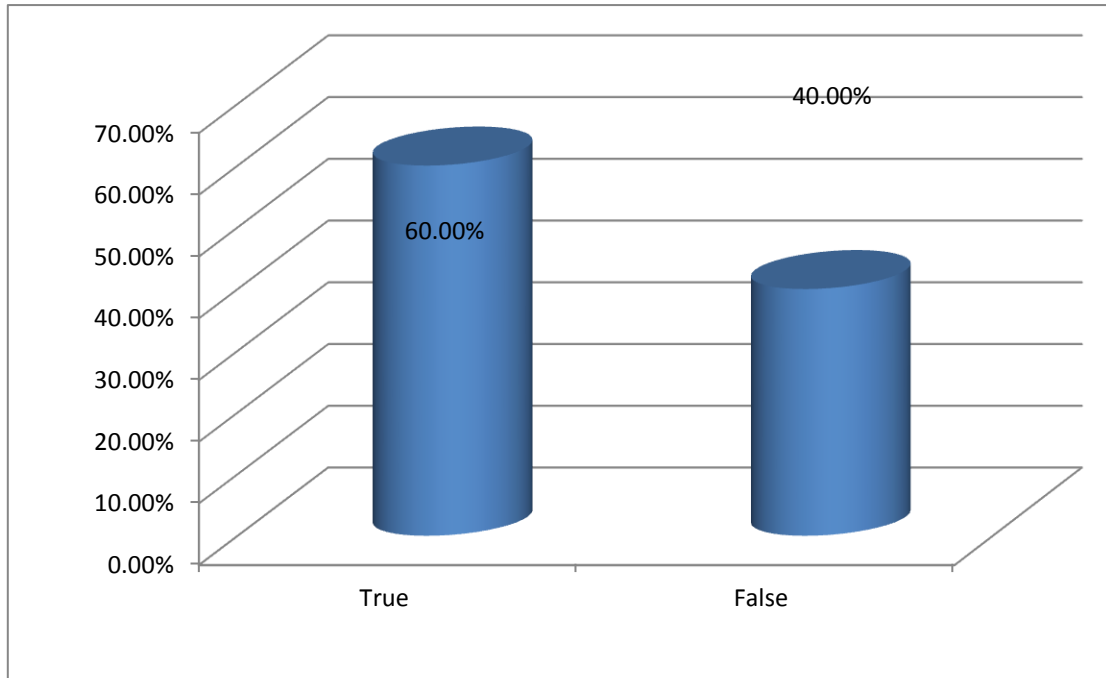


Figure (10)

The results in the above table and figures points the answers of sample students of the test shows percentage in false 40%, and true 60% ,so the highest percentage 60% is going to the positive direction of the test and most answers of the sample study are true so that the sample students know how to Rewrite the sentence (Ink – out of – is - printer).

Test of Hypotheses one:

Table (11) “the students know how to rewrite the sentence”.

Items	true	False
(I – is – this – where –the – was studied - school)	4 13.3%	26 86.7%
My – traveled – London- sister – to	25 83.3%	5 16.7%
swimming – Sarah –going –is	23 76.6%	7 23.4%
Some – can – have – water – drink – to	7 23.4%	23 76.6%
Music – too – is – to – loud –ears – my – the	8 26.7%	22 73.3%
Yesterday –went – the – to – Ahmed – market	19 64.3%	11 36.7%
A fly – there – with – is – in – the – us – car	7 23.4%	23 76.6%
Smells – the - - cake- - delicious	12 40%	16 60%
Arabic – help – will- you – me- with –the - homework	8 26.7%	22 73.3%
Ink – out of – is – printer	18 60%	12 40%
Total percentage	131 44%	167 56%

The results in the above table point the answers of sample students of statement test and show percentage in true 44% and false 56% ,so the highest percentage (56%) is going to positive direction of the statements and most answers of the sample for the tests are false . Therefore this hypothesis is not achieved that means the students do not know how to rewrite the sentences of the test.

Table (12) the mean and the variance for the sentence of the hypotheses one

Items	Mean	variance	Chi-Square	sig
(I – is – this – where –the – was studied - school)	1.85	.368	12.462 ^a	.000
My – traveled – London- sister – to	1.12	.326	15.385 ^a	.000
swimming – Sarah –going –is	1.19	.402	9.846 ^a	.002
Some – can – have – water – drink – to	1.81	.402	9.846 ^a	.002
Music – too – is – to – loud –ears – my – the	1.77	.430	7.538 ^a	.006
Yesterday –went – the – to – Ahmed – market	1.35	.485	2.462 ^a	.117
A fly – there – with – is – in – the – us – car	1.81	.402	9.846 ^a	.002
Smells – the - - cake- - delicious	1.62	.496	1.385 ^a	.239
Arabic – help – will- you – me- with –the - homework	1.77	.430	7.538 ^a	.006
Ink – out of – is – printer	1.38	.496	1.385 ^a	.239

The results in the above table and point the The mean and the variance for the sentence of the hypotheses one and Chi-Square Test of sample students of statement test show the mean for all staments is greater than the standered mean (1.5) so that the answers of all sample very nearly to false. And the differnce between the higher and lower variance is less than (1) for all statements.

Also Chi-Square value is greater than the standered Chi-Square value (4). So that Hypothesis one: the students know how to rewrite the sentence not achieved that means the students do not know how to rewrite the statement under the studies .

Items of hypotheses two: the students know how to state the type of the sentence

Table (13): the frog jumped and landed in the pond.

	Frequency	Percent
True	5	16.7%
False	25	83.3%
Total	30	100.0%

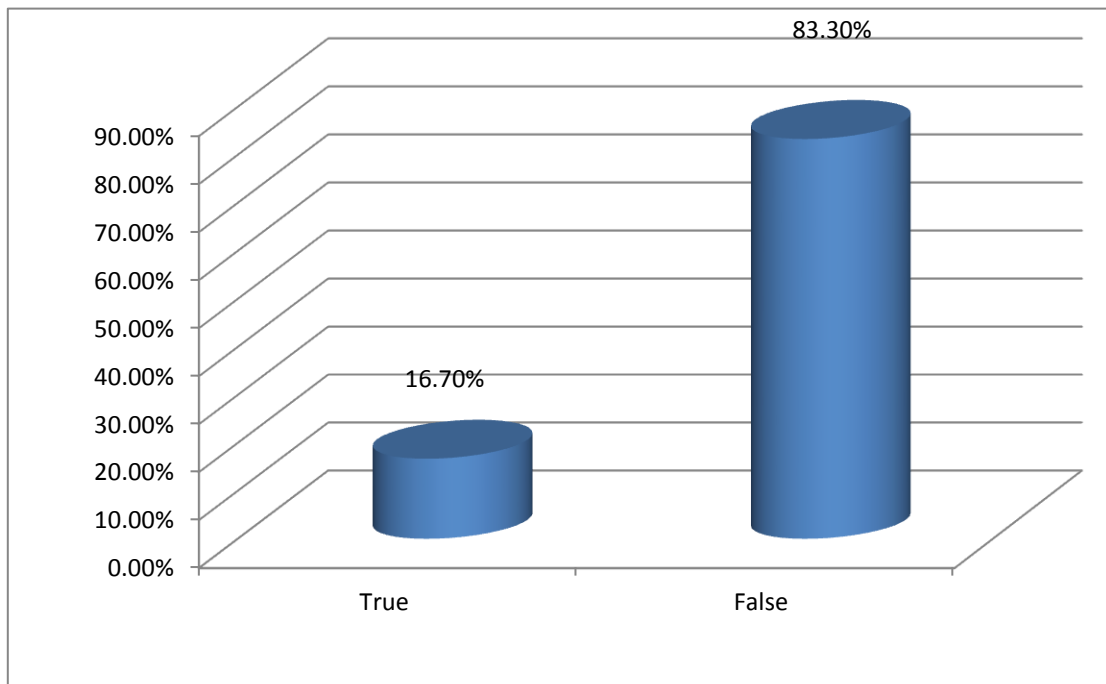


Figure (11)

The results in the above table and figure point the answers of sample students of the test showing percentage of false 83.3%, and true 16.7% ,so the highest percentage 83.3% is going to negative direction of the test and most answers of the sample of the study are false so that **the sample**

students don't know the type of the sentence the frog jumped and landed in the pond.

Table (14):Our team tried hard, but we lost the game

	Frequency	Percent
True	14	46.7%
False	16	53.3%
Total	30	100.0%

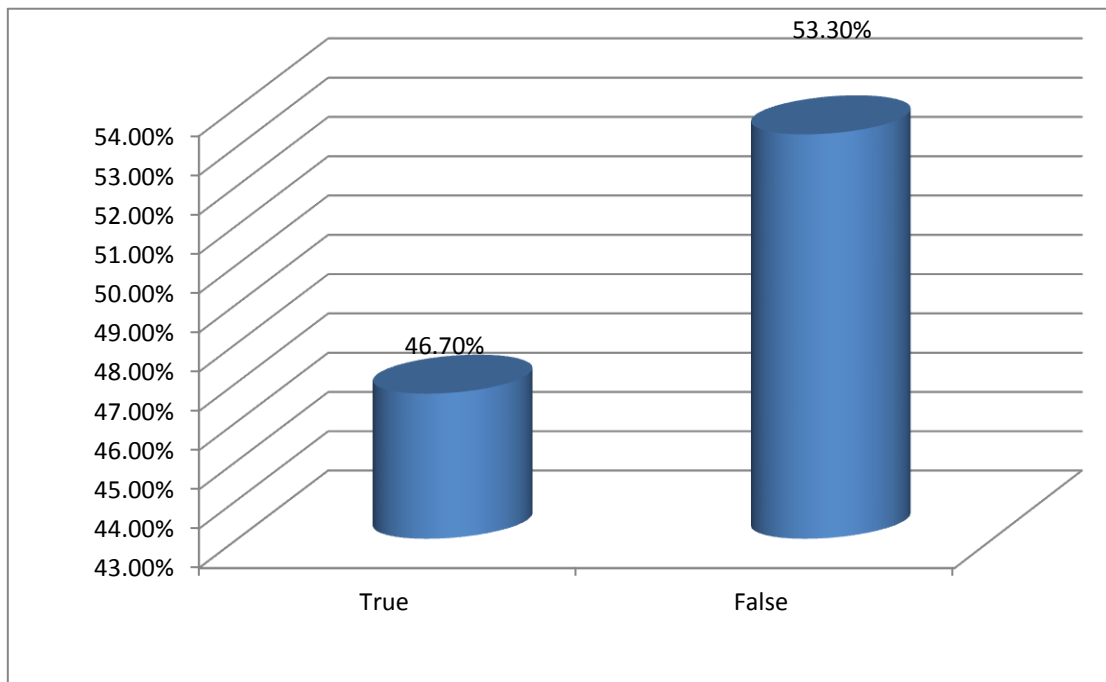


Figure (12)

The result in the above table and figures points the answers of sample studies of the test shows percentage in false 53.3%, and true 46.7% ,so the highest percentage 53.3% is going to negative direction of the test and most answers of the sample study are false so that the sample studies don't know the type of the sentence Our team tried hard, but we lost the

Table (15): when he arrived the cinema, the film started

	Frequency	Percent
True	10	33.3%
False	20	66.7%
Total	30	100.0%

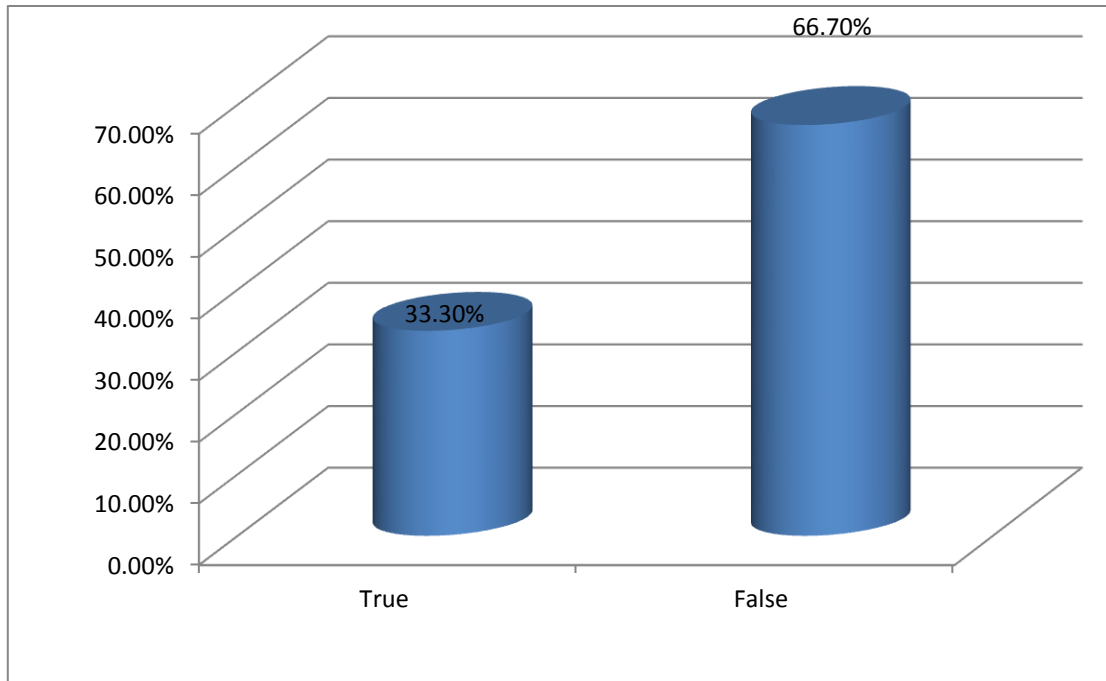


Figure (13)

The results in the above table and figure point the answers of sample students of the test showing percentage of false 66.7%, and true 33.3%, so the highest percentage 66.7% is going to negative direction of the test and most answers of the students are false so that **the sample students don't know the type of the sentence when he arrived the cinema, the film started.**

Table (16):The train left the station as soon as I had arrived

	Frequency	Percent
True	10	33.3%
False	20	66.7%
Total	30	100.0%

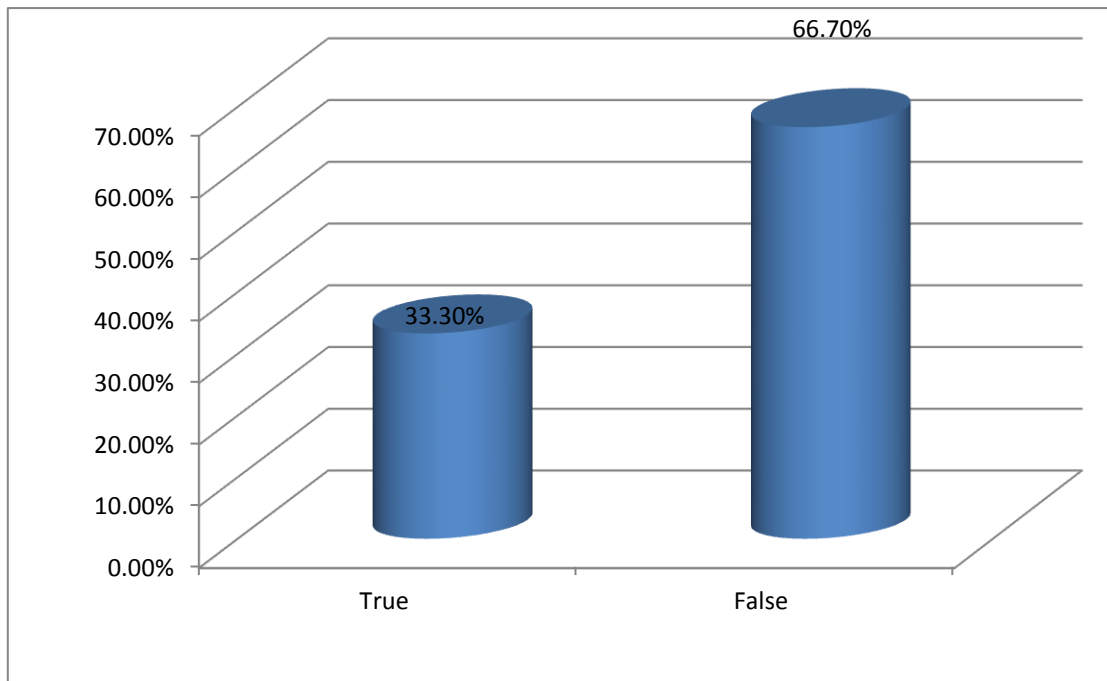


Figure (14)

The results in the above table and figure point the answers of sample students showing the percentage of false 66.7%, and true 33.3% ,so the highest percentage 66.7% is going to negative direction so that means the sample students don't know the type of the sentence The train left the station as soon as I had arrived.

Table (17) Sarah went to the market

	Frequency	Percent
True	16	%53.4
False	14	%46.6
Total	30	100.0%

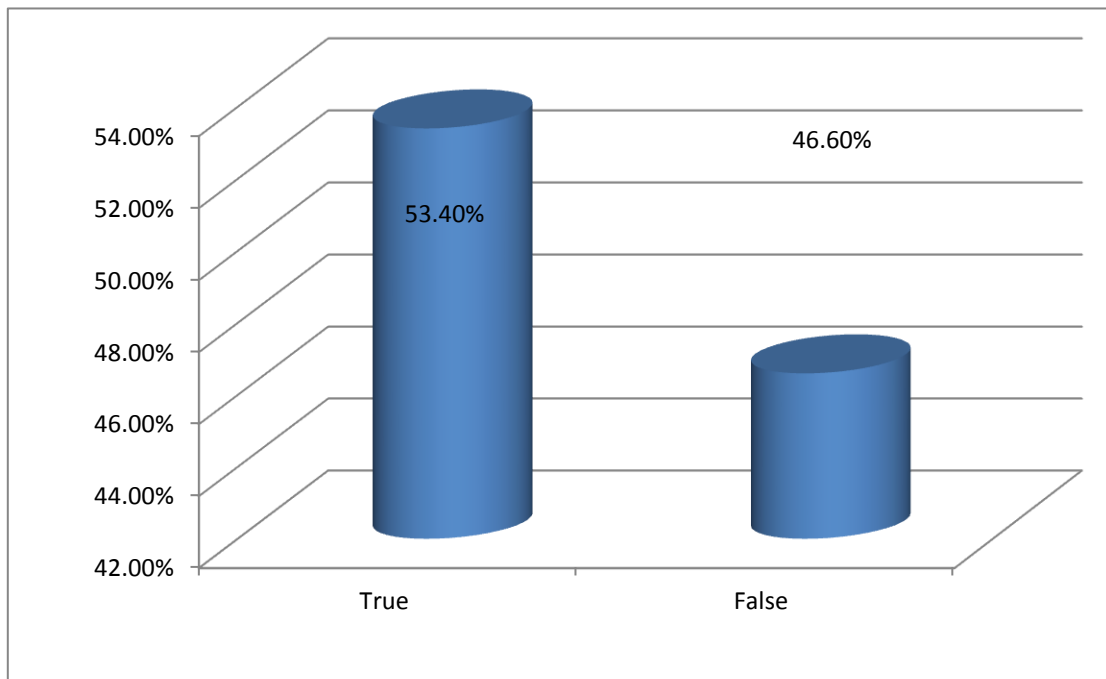


Figure (15)

The results in the above table and figure point the answers of sample students of the test which shows percentage of false 46.6%, and true 53.4%, so the highest percentage 53.3% is going to the positive direction of the test and most answers of the sample study are true so that **the sample students know the type of the sentence Sarah went to the market.**

Table (18): It was very hot outside, and the ice melted

	Frequency	Percent
True	13	43.3%
False	17	56.7%
Total	30	100.0%

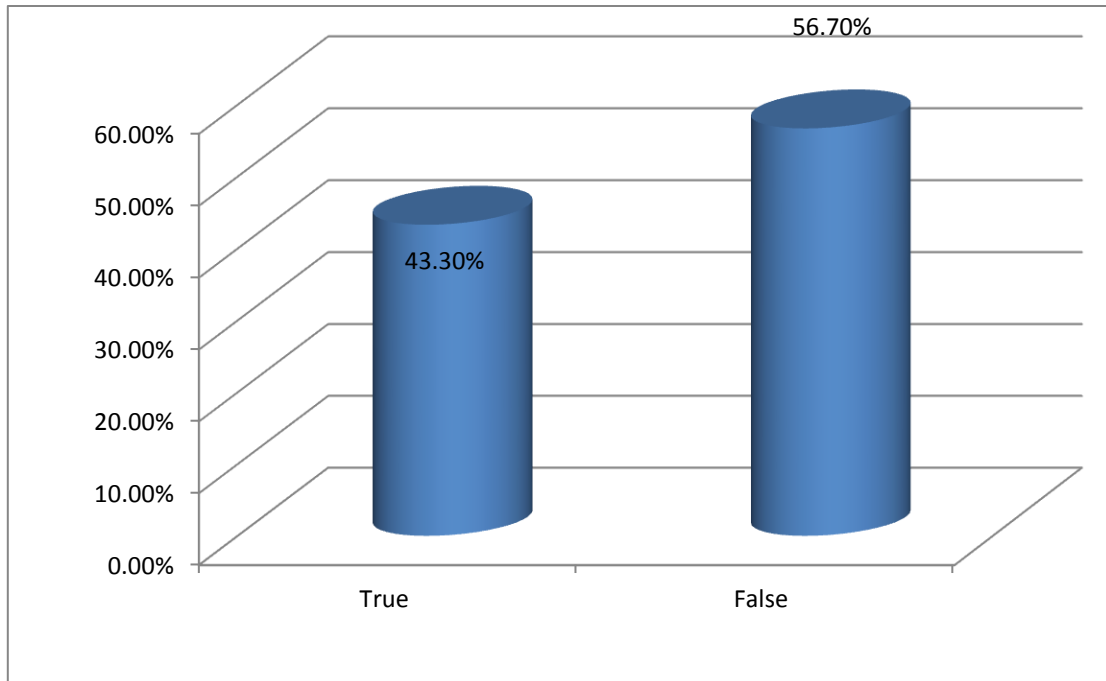


Figure (16)

The results in the above table and figure point the answers of sample students of the test showing the percentage in false 56.7%, and true 43.3% ,so the highest percentage 56.7% is going to negative direction of the test and most answers of the students are false so that **the sample studentss don't know the type of the sentence It was very hot outside, and the ice melted.**

Table (19): I left my bag on the bus therefore, I did not have a pencil

	Frequency	Percent
True	12	40%
False	14	60%
Total	30	100.0%

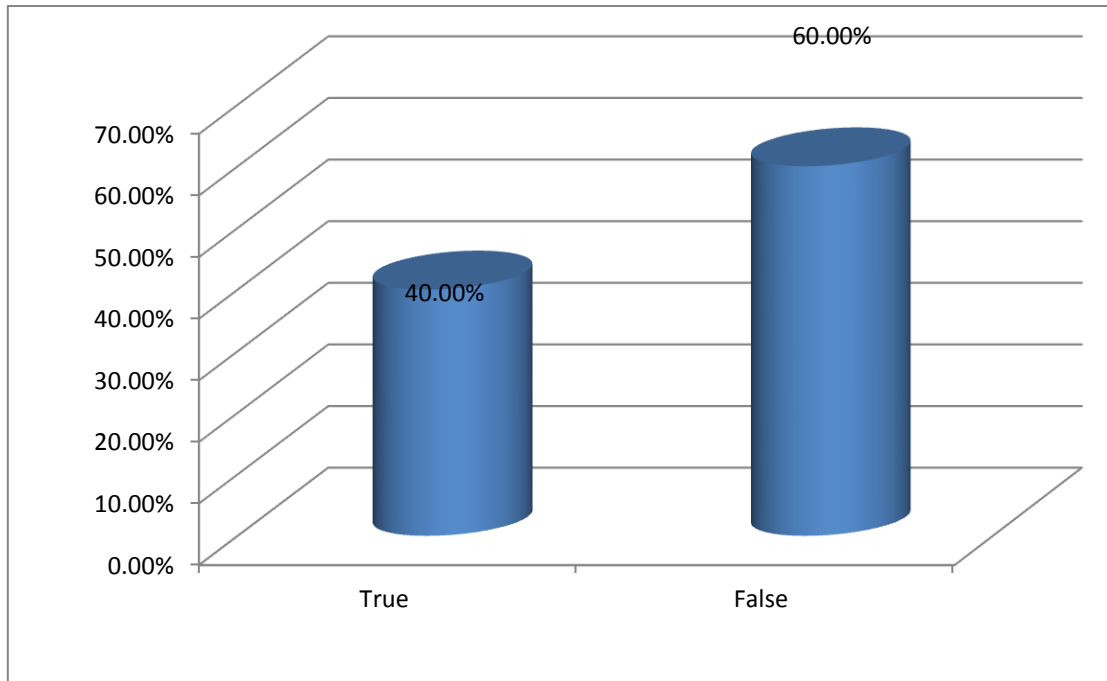


Figure (17)

The results in the above table and figure point the answers of sample students of the test showing percentage of false 60%, and true 40% ,so the highest percentage 60% is going to negative direction of the test and most answers of the sample students are false so that means the sample students don't know the type of the sentence I left my bag on the bus therefore, I did not have a pencil.

Table (20) My children laughed, When I tell jokes.

	Frequency	Percent
True	17	56.7%
False	13	43.3%
Total	30	100.0%

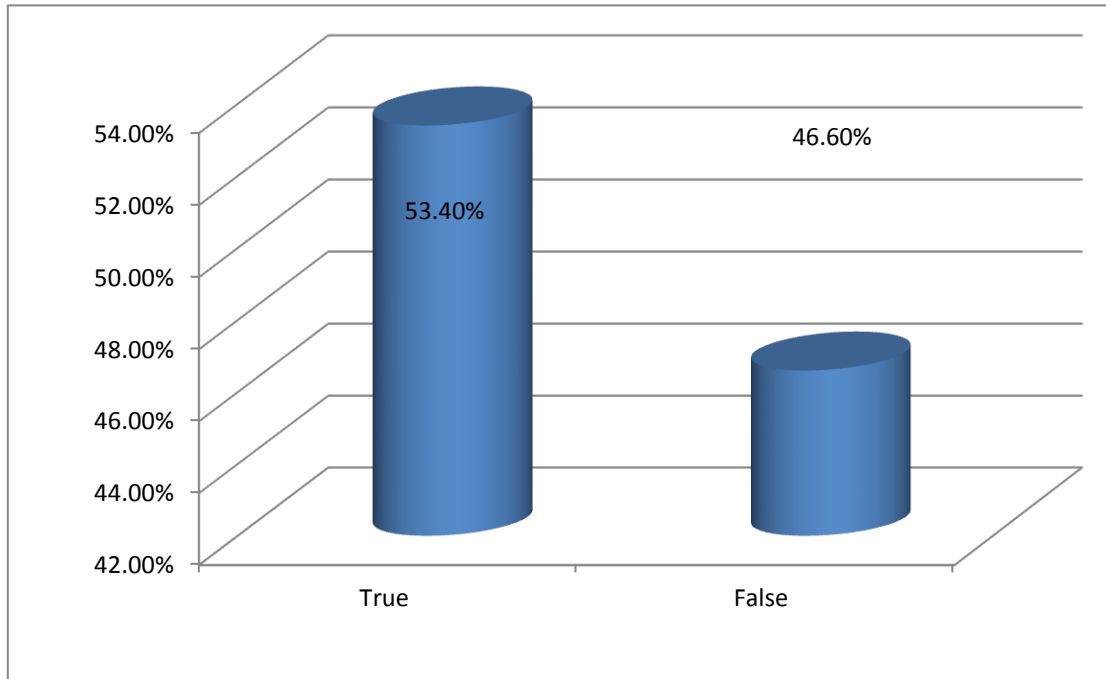


Figure (18)

The results in the above table and figure points the answers of sample students of the test show percentage of false 43.3%, and true 56.7% ,so the highest percentage 56.7% is going to the positive direction of the test and most answers of the sample study are true so that the sample students know the type of the sentence My children laughed, When I tell jokes.

Table (21) I am out of paper for the printer

	Frequency	Percent
True	19	
False	11	36.7%
Total	30	100.0%

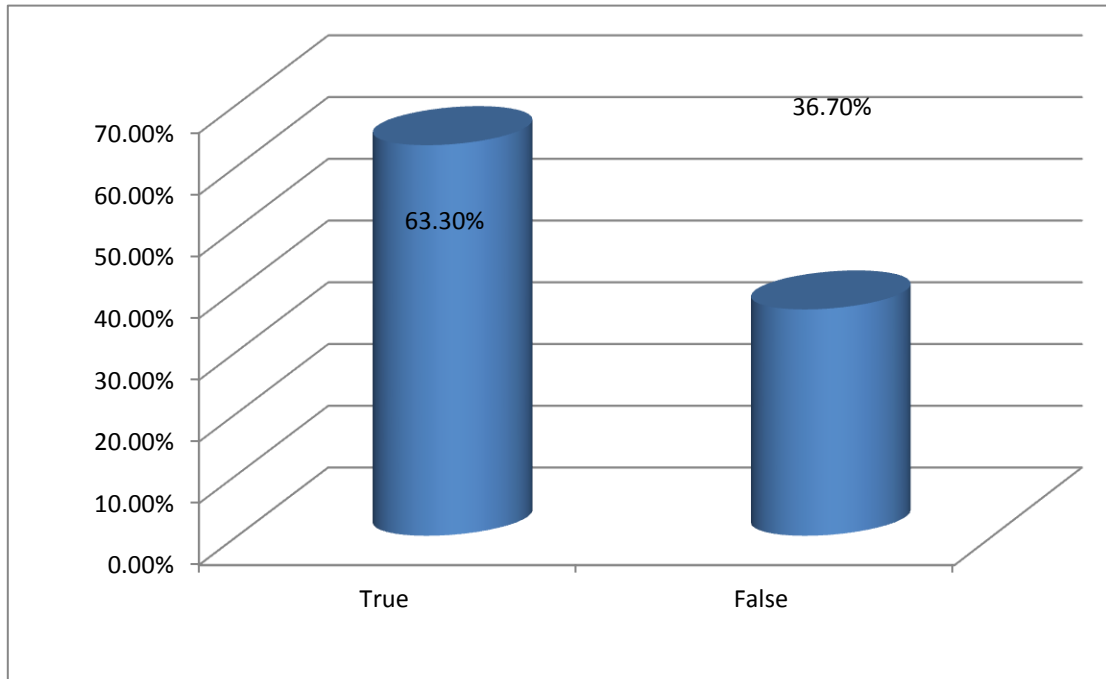


Figure (19)

The results in the above table and figure points the answers of sample students of the test showing percentage of false 36.7%, and true 63.3% ,so the highest percentage 63.3% is going to the positive direction of the test and most answers of the sample students are true so that **the sample students know the type of the sentence I am out of paper for the printer.**

Table (22) While Mona is cooking, she burnt th food

	Frequency	Percent
True	14	46.7%
False	16	53.3%
Total	30	100.0%

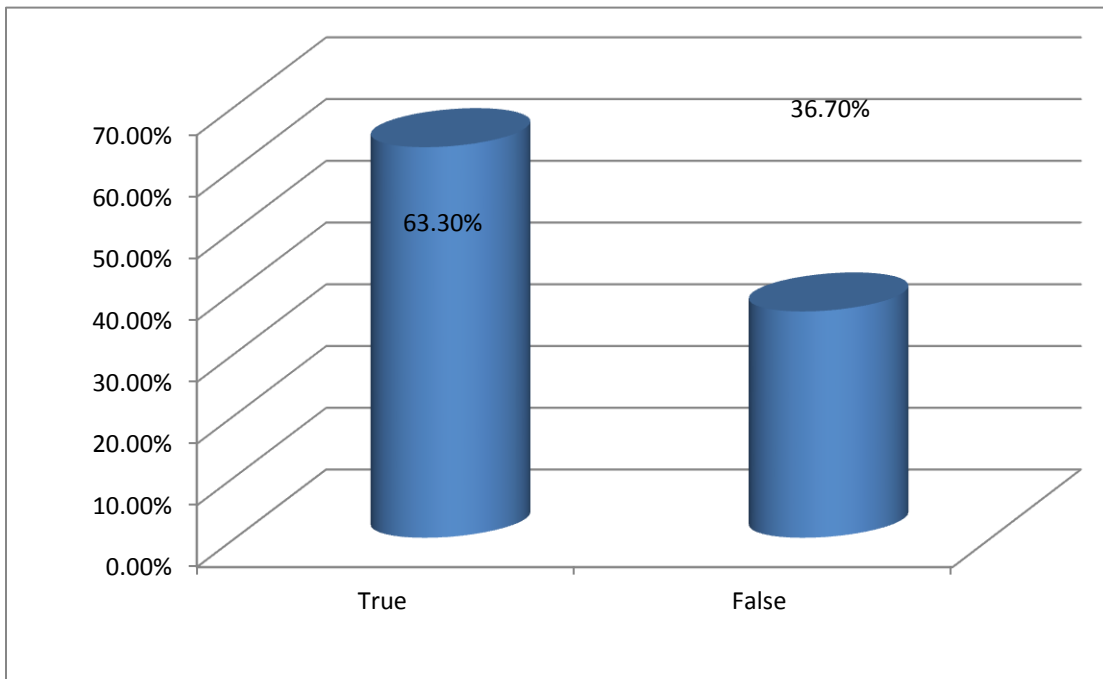


Figure (20)

The results in the above table and figure points the answers of sample students of the test shows percentage in false 53.3%, and true 46.7% ,so the highest percentage 53.3% is going to the negative direction of the test and most answers of the sample students are false so that **the sample students don't know the type of the sentence** While Mona is cook, she burnt the.

Items of hypotheses tow: the students know how to state the type of the sentence

Table (23) the students know the type of the sentence.

Items	true	false
the frog jumped and landed in the pond	5 16.7%	25 83.3%
Our team tried hard, but we lost the game	14 46.7%	16 53.3%
When we arrived the cinema, the film started	10 33.3%	20 66.7%
The train left the station as soon as I had arrived	10 33.3%	20 66.7%
Sarah went to the market	16 53.4%	14 46.6%
It was very hot outside, and the ice melted	13 43.3%	17 56.7%
I left my bag on the bus therefore, I did not have a pencil	12 40%	18 60%
My children laughed, When I tell jokes	17 56.7%	13 43.3%
I am out of paper for the printer	19 63.3%	11 36.7%
While Mona is cooking, she burnt the food	14 46.7%	16 53.3%
Total percentage	130 43.3%	170 56.7%

The results in the above table and point the answers of sample students of statement test and shows percentage of true 43.3% and false 56.7% ,so the highest percentage (56.7%) is going to positive direction of the statements and most answers of the sample students for the tses are false . Therefore this hypothesis is not achieved that means the students don't know how to state the type of the sentence under the study.

Table (24) the mean and the variance for the sentence of the hypothesis two

Items	Mean	variance	Chi-Square	sig
the frog jumped and landed in the pond	1.88	.326	15.385 _a	.000
Our team tried hard, but we lost the game	1.54	.508	.154 ^a	.695
When we arrived the cinema, the film started	1.69	.471	3.846 ^a	.050
The train left the station as soon as I had arrived	1.69	.471	3.846 ^a	.050
Sarah went to the market	1.46	.508	.154 ^a	.695
It was very hot outside, and the ice melted	1.58	.504	.615 ^a	.433
I left my bag on the bus therefore, I did not have a pencil	1.62	.496	1.385 ^a	.239
My children laughed, When I tell jokes	1.42	.504	.615 ^a	.433
I am out of paper for the printer	1.35	.485	2.462 ^a	.117
While Mona is cooking, she burnt the food	1.54	.508	.154 ^a	.695

The results in the above table and figure point the The mean and the variance for the sentence of the hypothesis two and Chi-Square test of sample students of statement test and its clear the mean for all statements is greater than the standered mean (1.5) so that the answer of all sample very nearly to false. And the differnce between the higher and lower variance is less than (1) for all statements.

Also Chi-Square value is greater than the standered Chi-Square value (4).

So that the **Hypothesis two: the students know how to** state the type of the sentence under the study is not achieved that means **the students do not know how to** state the type of the sentence.

Chapter Five

Summary of the Study, Conclusions, Recommendations and Suggestions for Further Studies

5.0 Summary of the Study

This study investigated difficulties facing secondary level students in using sentence structure. The researcher adopted the descriptive research methods in order to obtain the data. A diagnostic test was distributed to 30 secondary school students and the data were analyzed by SPSS. THE study shows that students face many problems in sentence.

5.1 Conclusions:

Based on the results of the data analysis, the researcher reached the following findings;

- 1- Secondary school students were not able to rewrite English sentences. Moreover they were not able to identify the different types of English sentences.
- 2- Secondary school students frequently make unacceptable sentences in their writing.
- 3- Students find difficulties in identifying types of sentences.

5.2 Recommendations:

1. Students should reserve 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.

5.3 Suggestions for Further Studies:

- 1- More studies are needed to be conducted on sentences structure.
- 2- Further studies are required to investigate the effective ways of teaching and learning English sentences.
- 3- Contrastive studies on sentence structure is a good area of studies to eliminate the difficulties encountered by language learners.

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