

**A COMPARATIVE ANALYSIS OF SENTENCE TYPES IN RESEARCH
ARTICLE ABSTRACTS WRITTEN BY ENGLISH EDUCATION
STUDENTS OF UNP AND INTERNATIONAL AUTHORS**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education Study Program*



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2024

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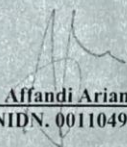
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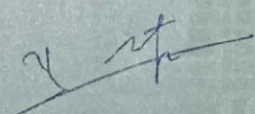
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Written by English Education Students of UNP and International Authors**

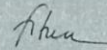
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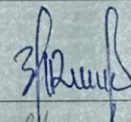
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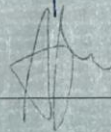
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Dengan ini menyatakan bahwa tugas akhir dengan judul "*A Comparative Analysis of Sentence Types in Research Article Abstracts Written by English Students of UNP and International Authors*" adalah benar merupakan hasil karya saya, bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat, maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman sesuai dengan hukuman dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun Masyarakat dan negara.

Demikian pernyataan ini saya buat dengan penuh rasa kesadaran dan rasa tanggung jawab sebagai anggota Masyarakat ilmiah.

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ABSTRAK

Siti Julya Rahti Hasibuan. 2024. Analisis Komparatif Jenis Kalimat pada Abstrak Artikel Penelitian yang Ditulis oleh Mahasiswa Pendidikan Bahasa Inggris UNP dan Penulis Internasional. Skripsi. Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. Unversitas negeri Padang.

Penggunaan jenis kalimat dalam sebuah artikel penelitian, termasuk pada bagian abstrak, perlu diperhatikan oleh penulis karena berfungsi untuk menunjukkan kualitas dari abstrak artikel penelitian tersebut. Oleh karena itu, sebagai respon dari fungsi jenis kalimat dalam abstrak artikel penelitian, penelitian ini bertujuan untuk meneliti jenis kalimat pada bagian abstrak dengan menggunakan pendekatan kuantitatif. Penelitian ini bertujuan untuk melihat jenis kalimat apa saja yang ditulis oleh mahasiswa pendidikan bahasa Inggris UNP dan penulis internasional dalam abstrak artikel penelitian mereka. Kemudian, 40 abstrak artikel penelitian digunakan sebagai sampel pada penelitian ini yang diambil dari *Journal of English Language Teaching* dan *Indonesian Journal of Applied Linguistics*, dan data tersebut dianalisis dengan menggunakan tabel checklist sebagai instrumen. Pengambilan sampel acak sederhana dengan bantuan SPSS digunakan untuk mengumpulkan data. Berdasarkan hasil penelitian, ditemukan bahwa tidak semua jenis kalimat digunakan dalam setiap abstrak. Sebagian besar kalimat dalam abstrak mahasiswa ditulis dengan menggunakan kalimat sederhana (67,5%), diikuti oleh kalimat kompleks (28,1%), kalimat majemuk (3,1%), dan kalimat majemuk-kompleks (1,2%), sedangkan penulis internasional lebih banyak menggunakan kalimat kompleks (48,5%), diikuti oleh kalimat sederhana (44,6%), kalimat majemuk (5%), dan kalimat majemuk-kompleks (1,6%). Penelitian ini memiliki signifikansi pedagogis untuk pemahaman yang lebih baik tentang penulisan akademis, terutama yang berkaitan dengan penggunaan Bahasa dalam artikel penelitian.

Kata Kunci: Tipe Kalimat, Abstrak Artikel Penelitian

ABSTRACT

Siti Julya Rahti Hasibuan. 2024. A Comparative Analysis of Sentence Types in Research Article Abstracts Written by English Education Students of UNP and International Authors. Skripsi. Pendidikan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas negeri Padang.

Using sentence types in a research article, including in the abstract section, should be considered by authors since it functions to show the quality of the research article abstracts. Thus, as a response to the function of sentence types within an abstract article, this research aimed to examine the sentence types in the abstract section using a quantitative approach. This research aims to see what sentence types were written by English education students of UNP and international authors in their research article abstracts. Then, 40 research article abstracts were used as sample of this research retrieved from *Journal of English Language Teaching* and *Indonesian Journal of Applied Linguistics*, and the data were analyzed using a checklist table as an instrument. Simple random sampling with the help of SPSS were used to collect the data. According to the result, it was found that not all types of sentences were used in every abstract. Most of the sentences in the students' abstracts were written using simple sentences (67.5%), followed by complex sentences (28.1%), compound sentences (3.1%), and compound-complex sentences (1.2%) while international authors used complex sentences (48.5%) frequently, followed by simple sentences (44.6%), compound sentences (5%), and compound-complex sentences (1.6%). Finally, this research has pedagogical significance for a better comprehension of academic writing, especially concerning the language use of a research article.

Keywords: Sentence Types, Research Article Abstracts

ACKNOWLEDGEMENT

Alhadulillahirabbil' alamiin, all praise upon Allah SWT with his uncountable blessing, mercy, kindness, and guidavnce, that has given the writer good health, welfare, and strength to finish this thesis entitled "A Comparative Analysis of Sentence Types in Research Article Abstracts Written by English Education Students of UNP and International Authors" as one of the requirements to obtain the strata one (S1) degree in English Department, Faculty of Language and Arts, Universitas Negeri Padang.

During completing this thesis, the writer received a great amount of sumpports, help, advices, guidances, and encouragements from all kindest people around her. The writer would like to express her sincere appreciation to:

1. Dr. M. Affandi Arianto, M.Pd as the advisor who has given suggestions, direction, support, and valuable time to guide and help the writer in completing this thesis from the beginning to the end.
2. Fitrawati, S.S, M.Pd and Ms Witri Oktavia S.Pd, M.Pd. as the thesis examiners and contributors who have given their valuable contributions and suggestions for the improvement of this thesis.
3. Rifky Oktoviandry, S.Pd., M.Hum as the validator who have kindly assisted the writer in validating the instruments of this thesis.
4. Dr. M. Affandi Arianto, M.Pd and Friska as the intercoder who have given their time to check the reliability of this research.

5. My beloved parents, Rahmat Gelora Hasibuan and Risna Idawati, S.Pd, who have provided support and advice.
6. The writer's best friends, Yunita, Tika Syahada, Tika Aprilia , Yelli, Zakia, Rani, Winda, and Widuri who always support each other while writing the thesis.
7. For myself who always believe in the process and the hardwork in completing this thesis.

Padang, May 2024

The writer

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is one of the English skills that should be mastered by EFL students to complete their studies at the university. Nunan et al. (2003) define writing as the process of generating, organizing, and expressing ideas through sentences and paragraphs that are comprehensible to the readers. However, writing seems to be a challenging skill for students due to the complex process of writing, because they also have to consider the components of writing such as spelling, syntax, vocabulary, and organization of ideas (Chong, 2018 cited in Sundari et al., 2021). However, this skill is essential for every higher-education student to handle academic tasks (Ghabool et al., 2012).

English undergraduate students at the university level are required to produce academic texts, including research articles, to get their degrees. A research article is a written report that presents the results of an author's research. In the research article, the abstract is an important part that represents the entire contents of the research. Abstract in academics means a description or factual summary of a much longer report that aims to provide the reader with a clear understanding of the whole report (Kosasih, 2018). The abstract section has several functions. Firstly, it allows readers to determine whether the research is relevant to their interests (Juanda & Kurniawan, 2020; Kosasih, 2018). Thus, it saves time by guiding the

readers to reliable sources that are aligned with their writing goals. Secondly, it provides a concise summary of the study to help readers quickly grasp the purpose of the research, making it easier for them to understand what the research is about (Juanda & Kurniawan, 2020). Lastly, the abstract is an indicator to determine the quality of the research article and help readers indirectly evaluate its worth (Hakim et al., 2021).

As an academic writing, there are certain criteria that must be given extra attention while writing a research article abstract. These include avoiding contractions, informal language, the use of "you" as a subject, and asking direct questions; instead, it is recommended to use passive voice, different sentence types, strong vocabulary, and single-word verbs to enhance the formality and clarity of writing (Princess & Syarif, 2021). In addition, the use of complex sentences is also a criterion in academic texts (Rooyen & Jordaan, 2009; Dewi, 2017). This is because expressing ideas in complex sentence will help ideas flow smoothly and allow students to emphasize important ideas in the independent clause (Princess & Syarif, 2021). Nevertheless, generally using sentence types will show the quality and avoid monotonous writing. Thus, it is important to use different sentence types to maintain quality and avoid monotonous writing.

Rahmi et al (2016) emphasize that paying attention to the sentence types is one of the most crucial things to acquire good writing before considering the other elements. Sentence types refer to the arrangement of phrases and clauses within a sentence (Hanggara, 2014; Sundari et al., 2021). Moreover, Brandon (2011) reveals that sentence types consist of four types, namely simple sentence, compound

sentence, complex sentence, and compound-complex sentence. EFL students need to pay attention to sentence types when it comes to writing abstract. They must be able to arrange phrases and clauses properly to form good sentences within their paragraphs. Constructing appropriate sentence types in a research article can clearly convey ideas and engage readers. It is crucial to avoid writing that is monotonous.

Research articles published in international journals have become a key evaluation criterion for assessing the quality and recognition of individual researchers and their affiliated institutions (Mirahayuni, 2002). Among the various parameters used to evaluate the quality of a research article, the abstract is often considered the most significant by editors, as it helps determine the content's quality and whether the article is worthy of publication (Nurcik & Kurniawan, 2022). The impression that readers form based on the abstract is important, as it may influence their overall impression of the entire article. Therefore, having the skill to compose effective abstracts is essential for writers. Abstracts of research articles written by international authors generally exhibit high quality. This is evident in the length of the abstract, as international authors typically write abstracts that are 200-250 words long, using different sentence types to convey their ideas. This differs from the abstracts written by English education students at UNP, who tend to write abstracts of fewer than 200 words and often do not use different sentence types. Therefore, it is necessary to investigate the types of sentences commonly used by international authors in research article abstracts written in English, and how this information may benefit students.

Studies regarding the use of sentence types have been conducted by several researchers. First, a study conducted by Martínez (2016) examined the sentence composition of bilingual students and non-bilingual students by evaluating their essays. Fuad (2023) conducted a study on the types of sentences used by students in recount texts. While Surya et al. (2023) investigated the ability of undergraduate students to identify sentence types and the difficulties faced by the students. Besides, several studies also have been conducted in the research abstract section. Most of the studies still focused on genre analysis (Asadi, 2023; Maher & Al-Khasawneh, 2016) and rhetorical moves in research abstracts by comparing them across different fields (Amnuai, 2019; Juanda & Kurniawan, 2020; Pratiwi & Kurniawan, 2021). The previous studies above did not specifically focus on the sentence types within the research article abstract. Thus, it is important to conduct a study regarding the use of sentence types in research article abstracts.

Departing from the importance of sentence types and previous studies above, the researcher intends to see the use of sentence types in research article abstracts by comparing the writing from English language education students of UNP with international authors. By doing this research, the students and the writers, particularly those from non-English backgrounds, are expected to be able to facilitate or improve their academic writing by using sentence types to convey ideas, especially in writing research article abstract.

To sum up, the present research aims to identify the use of sentence types based on Brandon's theory (2011) in research article abstracts used by English education students of UNP and international authors. Subsequently, this research

also compares the use of sentence types in research article abstracts between the students and international authors to see the differences and similarities. Furthermore, research article abstracts published in international journal can be utilized as a guideline for students in writing abstracts. This is because abstracts written by international authors can encourage students to write research article abstracts by utilizing various sentence types. Thus, the students can evaluate how they use sentence types and learn to write research article abstracts using different sentence types.

B. Identification of the Problem

There are still several aspects of the research article abstract that are possible to be studied. These include using metadiscoursal devices, conjunctions, sentence conciseness, transitional words, and sentence types. Firstly, metadiscoursal devices in abstracts can be analyzed to explore linguistic elements that help in managing information flow and establishing coherence. Additionally, conjunctions in the abstract can be analyzed to see words that connect words, phrases, or clauses. Next, the abstract article can also explore sentence conciseness, investigating the brevity and clarity of sentences in a text. Moreover, transitional words, which help connect ideas between sentences or paragraphs, can also be analyzed. Lastly, sentence types, the arrangement of phrases and clauses within a sentence, can be investigated in the abstract section.

C. Limitation of the Problem

Based on the identification of the problem above, this research is limited to the use of sentence types in research article abstracts written by English education students of UNP and International authors. Subsequently, the researcher compared the use of sentence structure in the research article abstracts to find the similarities and differences in the use of sentence types in the research article abstracts written by English education students of UNP and International authors.

D. Formulation of the problem

Based on the limitation of the problem above, the problem of this research is formulated as follows “What are the sentence types used by English education of UNP and International authors, and what are the differences in the use of sentence types between English education students of UNP and international authors in the research article abstract”

E. Research Questions

Based on the formulation of the problem above, the questions of this research are:

1. What are the sentence types used by English education of UNP and International authors in their research article abstract?
2. What are the differences in the use of sentence types between English education students of UNP and International authors in their research article abstract?

F. Purpose of the Research

The purpose of this research are:

1. To find out the use of sentence types used by English education students of UNP and international authors in their research article abstract.
2. To find out the differences in sentence types written by English education students of UNP and international authors in their research article abstract.

G. Significance of the Research

The research was expected to give a helpful contribution. Theoretically, the result of this research can support and enrich the theories of using sentence types in academic writing especially in writing research article abstract. Practically, the result of this research can assist lecturer to improve students' ability in using sentence types by using some teaching strategies. Additionally, students are also expected to practice more in constructing sentence types and apply their knowledge regarding sentence types in writing research article abstract. lastly, this research will be useful for readers to provide information about the importance of using different sentence types when writing research article abstracts.

H. Definition of the Key Terms

1. Research Article: A written report in which the author conducts research and publishes it in a journal format
2. Sentence Types: The arrangement of words, phrases, and clauses in a sentence to deliver a clear idea.

3. Abstract: A brief summary of a research article written by the researcher that represents the entire research report.
4. International Authors: Non-Indonesian authors of the research article and are affiliated with institutions outside Indonesia.