**THE EFL STUDENTS’ NARRATIVE PARAGRAPH WRITING OF THE SECOND SEMESTER STUDENTS OF STATE INSTITUTE ISLAMIC STUDIES (IAIN) SAMARINDA: A SYNTACTIC ANALYSIS**

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**Abstract**

This study concerned on the EFL students’ ability and analyzed the sentence patterns of syntax on the narrative paragraph writing. The QUANT-QUAL of mixed methods design was used in this study. The quantitative data gathered from the test of narrative paragraph writing by involving 30 EFL students of IAIN Samarinda. The qualitative data gathered from the 10 selected documents of narrative paragraph writing that met the criteria. The findings showed that the EFL students’ ability of narrative paragraph was categorized excellent (80.33). The highest ability was the writing aspect of organization (86.65%) followed by vocabulary (84.00%), content (83.33%), mechanics (78.60%), and language use (69.08%). The sentence patterns of syntax found on the EFL students’ narrative paragraph; its verbs were followed by direct object, infinitive, pronoun, present participle, adverbial phrase, that-clause, conjunctive-clause, gerund, direct object-preposition-prepositional object, complement of distance and time, verb alone, predicative and preposition-prepositional object.

**Keywords:** Writing, Narrative Paragraph, Sentence Patterns of Syntax

**A. Introduction**

In Indonesia, the status of English is as a foreign language for Indonesian students that is learned in all levels of education (Rochman, 2003; Ivone, 2005; Nurhanifah and Widayati, 2005; Lie, 2007; and Lauder, 2008). It means that English is consciously studied and used in a certain place and it is not used in daily communication in their environment. However, seeing the importance of English that is used for communication of human life in all aspects such as economic, culture, business, politic, administration, science and academia (Crystal, 2003); it could not be ignored that English should be learned.

In the university context, writing is one of English skills that should be mastered by EFL students in order to be able to communicate in the written form since the general objective of writing course for students in university level is enable students to communicate in written English with different specific objectives and emphasis for each course level (Widiati, 2002). She added that for students of second semester who took the writing course aiming to develop their ability in writing English paragraphs. Indeed, the narrative paragraph was focused to be used in this study since it was one of the kinds of paragraphs studied by the EFL students.

Furthermore, the reasons why the researcher was interested in conducting this study were related to the importance of writing and syntax for the success and effectiveness of English learning. Firstly, in the EFL context, writing is important skill in teaching and learning since it is useful to motivate students’ thinking, organizing ideas, developing their ability to summarize, analyze and criticize (Rao, 2007). He also added that writing strengthens students’ learning, thinking, and reflecting on the English. Moreover, the aim of studying syntax is to illustrate the patterns of a language and to analyze its structure of sentences systematically (Kim and Sells, 2007). By having the knowledge of writing and syntax, the EFL students could be able to produce good English sentences syntactically; as a result, they could be able to communicate their ideas in the written form effectively and meaningfully. This study aimed to investigate the EFL students’ ability in writing the narrative paragraph and to find out the sentence patterns of syntax found on the students’ narrative paragraph.

**B. Review of Literature**

**Syntax**

The word “syntax” originated from the Greek words *syn* meaning “co” or “together”, and *taxis,* meaning “sequence, order or arrangement” (Matthews: 1981, Yule: 1996). It is the study that concerned on the way of constructing words combination and arrangement to form phrases, clauses and sentences in a language (Chomsky, 1976; Bornstein, 1977; Hornby, 1976; Radford, 1997; Finch, 2000). It is also related with the rule of grammar transformation (Hornby, 1995). Grammatical transformation is a grammatical process that operated on a string of words and symbols with a particular constituent structure and converted it into a new string with a new derived constituent structure (Bornstein, 1977). This study was concerned to analyze the sentence patterns of syntax found on the EFL students’ narrative paragraph writing.

**The Verbs Patterns of Syntax**

To analyze the sentence patterns of syntax found on the EFL students’ narrative paragraph writing, the researcher used the verb patterns defined by Hornby (1976). He divided the sentence patterns of syntax into 25 types as follows:

1. **Vb x Direct Object**

Verbs may be used with a simple direct object which is a noun or pronoun. For examples:

* *He cuts his finger.*
* *I dug a hole.*

1. **Vb x (not) to x Infinitive**

Verbs may be followed by *(not)* *to* and an Infinitive. The *to* x Infinitive is usually regarded as the object of the verb. For examples:

* *He wants to go.*
* *They decided not to go.*
* *Have you to go to school today?*

1. **Vb x Noun or Pronoun x (not) to x Infinitive, etc**

Verbs may be followed by a noun or pronoun and by *(not) to* and an infinitive. For examples:

* *She wants me to be early.*
* *He likes his wife to dress well.*

1. **Vb x Noun or Pronoun x (to be) x Complement**

Verbs may be followed by a noun or pronoun, *to be (often omitted*), and a complement. For examples:

* *We prove him to be wrong.*
* *They do not believe him to be innocent.*
* *Do you consider her to be honest?*

1. **Vb x Noun or Pronoun x Infinitive**

Verbs are used in a way similar to that in which verbs marked (point 3) are used but with the important difference *that to* is omitted before the infinitive. For examples:

* *I made him do it.*
* *Let me go!*
* *Did anyone notice the thief leave the house?*

1. **Vb x Noun or Pronoun x Present Participle**

Verbs may be followed by a noun or pronoun and a present participle. For examples:

* *He kept me waiting.*
* *We watched the train leaving the station.*
* *Can you smell something burning?*

1. **Vb x Object x Adjective**

Verbs may be followed by an object an object complement which is an adjective. For examples:

* *Don’t get your clothes dirty!*
* *I found the box empty.*

1. **Vb x Object x Noun**

Verbs may be followed by an object and an object complement which is a noun. For examples:

* *They named their son Hendry.*
* *They elected him king.*
* *They called cowards.*

1. **Vb x Object x Past Participle**

Verbs may be followed by an object and a past participle. For examples: *You must get your hair cut; She had a new dress made; His action made him respected, etc.*

1. **Vb x Object x Adverb or Adverbial Phrase, etc**

Verbs may be followed by an object and an adverb or an adverbial phrase. For examples:

* *He took it off; Mr. Smith showed me to the door.*
* *They treat their sister as if she were only a servant.*

1. **Vb x *that-clause*.**

Verbs may be followed by directly by a *that-clause*. For examples:

* *I hope that you will come.*
* *I suggested that he should leave early.*
* *He explained that nothing could be done.*

1. **Vb x Noun or Pronoun x *that-clause*.**

Verbs may be followed by a noun or pronoun and a *that-clause*. For examples:

* *I told the man that he was mistaken.*
* *I warned you that he would be late.*
* *Please remind him that he must be here early!*

1. **Vb x Conjunctive x to x Infinitive.**

Verbs may be followed by the conjunctive (except *why*) and *to* and an infinitive. For examples:

* *I wonder how to do it.*
* *I don’t know what to do.*
* *You must remember when to begin.*

1. **Vb x Noun or Pronoun x Conjunctive x to x Infinitive**

Verbs may be followed by a noun or pronoun, a conjunctive (except *why*), and *to* and infinitive. For examples:

* *We showed him how to do it.*
* *Please tell me which to take.*
* *They told him when to start.*

1. **Vb x Conjunctive x Clause**

Verbs may be followed by a clause introduced by a conjunctive. *If* is sometimes used instead of *whether*. For examples:

* *I wonder why he has not come.*
* *Can you suggest where this ought to go?*
* *I wonder whether he will come.*

1. **Vb x Noun or Pronoun x Conjunctive x Clause.**

Verbs may be followed by a noun or pronoun and a clause introduced by a conjunctive. For examples:

* *They asked us when we should be back.*
* *Ask him where he puts it.*

1. **Vb x Gerund, etc**

Verbs may be followed by a gerund. For examples:

* *Please stop talking!*
* *He enjoys planning tennis.*
* *Your work needs correcting.*

1. **Vb x Direct Object x Preposition x Prepositional Object.**

Verbs may be followed by a direct object, a preposition, and a prepositional object (which may be a noun, pronoun, gerund, or clause). For examples:

* *I gave the money to my friend.*
* *The told the news to everybody they met.*
* *He bought a gold watch for his wife.*

1. **Vb x Indirect Object x Direct Object.**

Verbs may be followed by two objects, an indirect and a direct. For examples:

* *I read him the letter.*
* *Have they paid you the money?*
* *She made herself a cup of tea.*

1. **Vb x (for) x Complement of Distance, Time, Price, etc.**

Verbs may be followed by a complement expressing duration, distance, price, or weight. The preposition *for* is used with some of the verbs in this pattern but is often omitted. For examples:

* *We walked for five miles.*
* *The thermometer went up ten degrees.*
* *The rain lasted all day; etc*.

1. **Vb alone.**

Verbs may be used without a complement. Such verbs are called complete intransitive verbs. Some verbs which are normally used with an object may also in this pattern, the object being understood. For examples:

* *Fire burns; Birds fly.*
* *The moon rose.*

1. **Vb x Predicative.**

Verbs are followed by a predicative word or phrase. The predicative is that part of an ordinary sentence which follows the verb and gives information about the subject of the sentence. The predicative may be an adjective, adjective phrase, noun, or pronoun. For examples:

* *The weather has become warmer.*
* *The leaves turned red.*
* *It feels soft.*

1. **Vb x Adverbial Adjunct.**

Verbs are followed by an adverbial adjunct. For examples:

* *We must turn back.*
* *The sun rises in the east.*
* *A chair will not stand on the two legs.*

1. **Vb x Preposition x Prepositional Object.**

Verbs may be followed by a preposition and a prepositional object (which may be a noun, pronoun, gerund, phrase, or clause). For examples:

* *It depends on the weather.*
* *He succeeded in solving the problem.*
* *Look at the whiteboard.*

1. **Vb x to x Infinite**

Verbs are intransitive verbs which may, in some or all of their semantic varieties, be followed by *to* and an infinitive. For examples:

* *We stopped to have a rest.*
* *I am waiting to hear your opinion.*
* *We are to be married on July; etc*.

**Writing**

Writing is the way or the activity in which a person forms letters or written symbol to express his/her idea through written or printed words form such as book, story, article, essay, etc (Hornby, 1995; Longman, 1998; and Collins, 2001). It involved the physical and mental activities to express and impress something (Nunan, 2003). He added that the involvement of physical activity because a writer is required to be able to do the act of committing words or ideas, while mental activity refers to the activity of writing focus more on the act of inventing ideas, thinking on how to express and organize the ideas into clear statements and paragraphs that enable a reader in understanding the ideas of the written work.

Moreover, writing is a progressive activity (Oshima and Hogue, 1999) that needs action and practice (Greenberg, Rondinone and Wiener, 1994). The activity requires enough time to think about the specific topic and to analyze and classify any background knowledge (Chakraverty and Gautum, 2000). Additionally, Writing is the process of expressing and organizing the idea (Greenberg, Rondinone and Wiener: 1996, Oshima and Hogue: 1999, Langan: 2000, Brown: 2001, Boardman and Frydenberg: 2002, and Nunan: 2003). It means that in the process of writing, the writer needs to think, organize, plan, write a draft, and rewrite until they are satisfied (Boardman and Frydenberg: 2002).

In the relation of writing process, there are some general steps in the writing process. They are prewriting, organizing, outlining, drafting, revising, editing, and making a final draft (Oshima and Hogue, 1997, 1999, 2007). Prewriting is the first step and the way of the writer to get or gather ideas that would be discussed in a topic. The ways can be listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (Johnson, 2008:179). Organizing is the second major step where the writer goes to organize the ideas into a rough outline that included a main idea and supporting ideas. Drafting involves taking the information of writing that the writer has generated and organized in a paragraph. This stage is conducted after organizing the idea in form of an outline (Budiharso, 2006). Outlining is a formal plan for a paragraph where the writer writes down the main points and sub-points that have been planned for the discussion. Revising is the process of making changes to clarify words and the way of organization the paragraph writing where the writer checks the content and organization including unity, coherence and logic. Here, the writer can change, add and rearrange or delete the thought until the writer gets the ideas communicatively, clearly and effectively. Editing is the end in the process of writing where the writer should check any mechanical and grammatical problems and correcting them. As a result, a satisfied final draft can be presented. In relation to this study, the EFL students were asked to write the narrative paragraph in order to know their ability and the sentence patterns of syntax.

**Paragraph**

Paragraph is a group of sentences or related statements that discuss and develop a topic or a main idea (Greenberg, Rondinone & Wiener, 1994; Boardman & Frydenberg, 2002; Oshima and Hogue, 1999, 2007; Savage & Mayer, 2005; Zemach & Rumisek, 2005; Savage & Shafiei, 2007; and Connely, 2013). The sentences of a paragraph are 6 to 12 sentences (Zemach & Islam, 2006), but it can be longer or shorter depending on a topic (Zemach & Rumisek, 2005).

In addition, the scholars above agreed that the parts of a paragraph consisted of topic sentence, supporting sentences, and concluding sentence. The topic sentence introduces a topic that contained the topic itself and the key word or controlling idea (Greenberg, Rondinone & Wiener, 1994; and Connelly, 2013). The topic expresses what the paragraph is about, while the key word or controlling idea states a main point or opinion and limits the topic. Then, supporting sentences are sentences that are used to explain and support the topic. It can be used facts, reasons, details, comments and observation (Savage & Mayer, 2005; Savage & Shafiei, 2007; Connelly, 2013). Finally, concluding sentence is a sentence that ends a paragraph by reminding the reader of the main point of the paragraph.

Furthermore, a paragraph should have the characteristic of unity and coherence (Oshima and Hogue: 1999, 2007). They explained unity means that every supporting sentence should be related with others and discusses only one main idea. A coherence paragraph contains the arrangement of one sentence to other sentences logically and smoothly. In line with this study, the researcher evaluated the EFL students’ ability in composing paragraph, especially narrative paragraph.

**Narrative Paragraph**

Narrative is the form of writing that tells a story of acts or events (Boardman & Frydenberg, 2002; Oshima and Hogue, 1999, 2007; Savage and Shafiei, 2007; Connelly, 2013). It can be fiction and non-fiction (Connelly, 2013). Further, Connelly added that narration can be also objective and subjective. Objective narration presents facts to create an accurate time line of events, while subjective narration expresses a writer’s impressions, feelings, insights, or points of view. In this study, the EFL students’ ability in writing the narrative paragraph was evaluated and then their sentences found on their narrative paragraph were also analyzed of its syntax patterns.

**Sentence**

Sentence is the basic unit in writing a paragraph. It is the combination of words that expresses a complete thought or idea and at least has a subject and a verb (Matthews, 1981; Hornby, 1995; Oshima and Hogue, 1999, 2007; Savage and Shafiei, 2007; Langan, 2010). Further, they agreed that the subject tells who or what did something, meanwhile the verb tells an action or a state. Moreover, the expression or the statement could be affirmative or positive statements, negative statements and question statements (Hornby, 1995; Savage and Shafiei, 2007). In written, sentence begins with a capital letter and end with a full stop or an equivalent mark (Hornby, 1995).

In addition, the sentence has four kinds, namely simple sentence, compound sentence, complex sentence, and compound-complex sentence (Oshima and Hogue, 2007; Brandon and Brandon, 2011). A Simple sentence has one subject-verb pair or consisted of one independent clause and non dependent clause. It can be formed with simple subject with simple verb, compound subject with simple verb, simple subject with compound verb, and compound subject with compound verb (Oshima and Hogue, 2007). Then, a compound sentence is a sentence which is built up two or more independent clauses with no dependent clause connected by conjunction. A Complex sentence consists of one independent clause and one or more dependent clauses. A compound-complex sentence consists of two or more independent clauses and one or more dependent clauses. In this study, the sentences written by the students in composing narrative paragraph were analyzed of its syntax patterns.

**C. Research Methodology**

This study used the QUAN-QUAL of mixed methods design. It combined quantitative and qualitative approaches by including both quantitative and qualitative data in a single study (Gay, Mills, and Airasian, 2012). In this study quantitative data dealt with the EFL students’ narrative paragraph ability and qualitative data related with the sentence patterns of syntax made by the EFL students in writing the narrative paragraph. The researcher involved 30 EFL students of the second semester of State Institute Islamic Studies (IAIN) Samarinda in the academic year 2015/2016 by using simple random sampling. They were asked to write the narrative paragraph based on the free topic and the determined topics given. Then their writing result was evaluated to know their ability using the scoring system presented by Jacobs, Zinkgraf, Wormuth, Hartfield and Hughey (1981) consisted of content, organization, vocabulary, language use/grammar, and mechanics. Furthermore, the EFL students’ document or the narrative paragraph writing test result was also used as the data source, where their sentences were analyzed of its syntax patterns using the verb patterns of syntax of Hornby (1976) where the patterns divided into 25 types. Here, the researcher selected the documents that meet the criteria. Moreover, the qualitative data were analyzed in which its procedures used the flow model data analysis of Miles and Huberman (1994).

**D. Findings**

The findings of this study were the EFL students’ ability in composing the narrative paragraph and the sentence patterns of syntax found on their narrative paragraph. The data presented below.

**1. The EFL Students’ Ability of Narrative Paragraph**

To know the EFL students’ ability, they were asked to write the narrative paragraph. Their writing result was evaluated based on the five criteria, namely content, organization, vocabulary, language use/grammar, and mechanics. Further, to get the trustworthiness the EFL students’ score, the three scorers were involved. Then, the scores were merged to get the average score of each student.

From the calculation result, the total of the students’ score was 24100.00 and the number of students was 30 students. So, the mean score of the students’ ability of narrative paragraph writing was 80.33. Furthermore, the description of the students’ narrative paragraph score could be seen the following table:

**Table 1: The frequency of the students’ narrative paragraph score**

|  |  |  |
| --- | --- | --- |
| **Interval** | **Qualification** | **The Number of the Students** |
| **Frequency** |
| 80 - 100 | Excellent | 20 |
| 70 - 79 | Good | 8 |
| 60 - 69 | Fair | 1 |
| 0 - 59 | Poor | 1 |

Based on the table above, the percentage of the EFL students’ narrative paragraph writing ability could be seen below:

**Figure 1: The percentage of the students’ narrative paragraph writing ability**

Based on the table 1 and the figure 1, the EFL students’ ability in writing the narrative paragraph showed that 20 (66.67%) were excellent categorized, 8 (26.67%) good categorized, 1 (3.33%) was fair and poor categorized.

In addition the mean score of the EFL students’ ability based on each of writing aspects as follow:

**Table 2: The students’ narrative paragraph for each of writing aspects**

|  |  |  |  |
| --- | --- | --- | --- |
| **The Aspects of Writing** | **The Score of the Students' Narrative Paragraph Writing** | | |
| **Total** | **Mean** | **% The Students' Ability** |
| Content (30) | 750.00 | 25.00 | 83.33 |
| Organization (20) | 520.00 | 17.33 | 86.65 |
| Vocabulary (20) | 504.00 | 16.80 | 84.00 |
| Language Use (25) | 518.00 | 17.27 | 69.08 |
| Mechanics (5) | 118.00 | 3.93 | 78.60 |

Further clear description, the percentage of the EFL students’ ability in writing the narrative paragraph for each of writing aspects could be seen the following diagram:

**Figure 2: The percentage of the students’ narrative paragraph writing ability based on each of writing aspects**

From the table 2 and the figure 2, it could be stated that the EFL students’ ability in writing the narrative paragraph for each of writing aspects was almost similar about 80% (content, organization, and vocabulary). It means that these components were excellent categorized. Meanwhile, the aspect of grammar was 69.08 or fair categorized. And the aspect of mechanics was 78.60 or good categorized.

**2. The Sentence Patterns of Syntax Found on the EFL Students’ Narrative Paragraph**

It has been mentioned that the writing test result of the EFL students’ narrative paragraph was also used as data source to know the patterns of syntax in which the sentences found on their writing were analyzed using the patterns of syntax presented by Hornby (1976) that focused on the verb patterns. The researcher found 15 from 25 types of the verb patterns as shown below.

1. **Verb Pattern 1: Vb x Direct Object**

This pattern found on the students’ narrative paragraph writing. The followings were the extracts of sentences made by the students as follows:

* *I had prepared my needs such as clothes, foods, drinks, etc.*
* *The event also held a cake decorating contest and food fairs.*
* *I couldn’t enjoy the view because the place was covered by the fog.*

1. **Verb Pattern 2: Vb x (not) to x Infinitive**

This pattern was also found on the students’ narrative paragraph writing. The examples of finding could be seen below:

* Because, I didn’t want to waste my effort teaching them from zero.
* We already promised to meet together at my house just for done our assignment.
* I was so excited to help my parents with my brother.

1. **Verb Pattern 3: Vb x Noun or Pronoun x (not) to x Infinitive, etc**

The students also created their sentences of narrative paragraph using this pattern. It refers to the use of verbs may be followed by a noun or pronoun and by *(not) to* and an infinitive. It can be seen from the followings:

* *One day at my grandfather’s house, my parents helped uncle to pick vegetables in the field.*
* *I also invited William to catch a fish.*

1. **Verb Pattern 5: Vb x Noun or Pronoun x Infinitive, etc**

The researcher also found the sentence type of syntax on the student’s narrative paragraph writing using this pattern. The following was the finding as follow:

* *She tells me want to school together.*

1. **Verb Pattern 6: Vb x Noun or Pronoun x Present Participle**

In this pattern, the student made the sentence in which the verb was followed by a noun then using present participle. The following was the finding:

* *And my sister was helping my auntie preparing plates, glasses, and all the stuff required.*

1. **Verb Pattern 10: Vb x Object x Adverb or Adverbial Phrase, etc**

The students created their sentences in which the verbs were followed by an object and adverb or an adverbial phrase. The extracts of findings can be seen bellow:

* *At the time, my uncle had harvest peppers from morning until noon.*
* *I wish my basketball students could be always together forever.*
* *I, my mother and my uncle got part of a job to pick the corn.*

1. **Verb Pattern 11: Vb x that-clause**

This pattern categorized the use of verbs may be followed by directly a *that-clause* (Hornby: 1976). It can be seen from the following extracts:

* *I never expected that someone would celebrate it.*
* *I thought that the one who would give me present would be my childhood.*
* *I thought that it was very interesting moment, when people looked and gave applause after your performance.*

1. **Verb Pattern 15: Vb x Conjunctive x Clause**

In this pattern, the verbs may be followed by a clause introduced by a conjunctive. *If* is sometimes used instead of *whether*. This pattern also found on the students’ narrative paragraph writing. The followings were the findings:

* *And it would be a surprise if they came.*
* *So he knows how many people were involved.*
* *That was why I had much brave to join it.*
* *Although, they were still awkward and shy when they met us.*

1. **Verb Pattern 16: Vb x Noun or Pronoun x Conjunctive x Clause**

In this pattern, the verbs may be followed by a noun or pronoun and a clause introduced a conjunctive. The finding can be seen from the following extract:

* *And it was closed by “Apel Tahunan” which all of the chief of each institutes and all of the teachers came together to the field for annual ceremony.*

1. **Verb Pattern 17: Vb x Gerund, etc**

The finding of this pattern can be seen from the following findings:

* *I love playing in the river.*
* *Her wife named Hwa Yong was killed and found floating on the lake.*
* *After we finished singing*.

1. **Verb Pattern 18: Vb x Direct Object x Preposition x Prepositional Object**

In this pattern, the verbs may be followed by a direct object, a preposition, and a prepositional object (which may be a noun, pronoun, gerund, or clause). In this patter has been found. The following was the finding:

* *As you could see everybody was busy with their own computer.*

1. **Verb Pattern 20: Vb x (for) Complement of Distance, Time, Price, etc**

It’s also found on this type of syntax in which the verbs may be followed by a complement expressing duration, distance, price, or weight. The preposition *for* is used with some of the verbs in this pattern but is often omitted. Here was the finding:

* *We should pay for our journey and stayed for 2 days.*

1. **Verb Pattern 21: Vb alone**

The verbs of this pattern may be used without a complement. Such verbs are called complete intransitive verbs. Some verbs which are normally used with an object may also in this pattern, the object being understood. From data analysis, it has been found this pattern of the students’ writing that can be seen from the following extracts:

* *The last years, one school cheered.*
* *After new year’s day, they swept again.*
* *That time, the electricity was extinguishing.*

1. **Verb Pattern 22: Vb x Predicative**

The students made their sentences using this pattern can be seen from the following findings:

* *I was speechless.*
* *He was really sad.*
* *We kept spirit in the bus.*

1. **Verb Pattern 24: Vb x Preposition x Prepositional Object**

Verbs may be followed by a preposition and a prepositional object (which may be a noun, pronoun, gerund, phrase, or clause). This pattern found on the students’ writing. The findings were:

* *William and I were playing on the river while looking a small fish.*
* *We were very excited for our planning to the beach, including me because it was my first time to be the Beras Basah Beach.*
* *My mom and Rara joined with my dad, my aunt joined with my uncle, Bondan joined with Nanang, and Elvi joined with me.*

**D. Discussion**

Based on the data analysis, it showed that the mean score of the EFL students’ ability of narrative paragraph was 80.33. It indicated that their ability was categorized excellent. This finding was mostly same with their ability for each of writing aspects such as content, organization, and vocabulary with the average percentage of 80% above although the language use was 69.08% and the mechanics was 78.60%. Therefore, the EFL students needed to increase narrative paragraph writing ability especially in terms of language use and mechanics.

Moreover, the sentences made by the EFL students in organizing the narrative paragraph contained some patterns of syntax presented by Hornby (1976). There were 15 of 25 types of verb patterns of their sentences. The verbs were followed by direct object, infinitive, pronoun, present participle, adverbial phrase, that-clause, conjunctive-clause, gerund, direct object-preposition-prepositional object, complement of distance and time, verb alone, predicative and preposition-prepositional object.

Seeing the findings above, it could be said that the EFL students were able to arrange the words, phrases, and clauses to be good sentences and were systematically arrangement. Therefore, their writing ability in this study was categorized excellent. Sotillo (2007) asserted that the syntactic complexity was the ability to produce the writing especially the use of subordinate and embedded subordinate clauses. Moreover, the good sentence arrangement made by the EFL students was relevant with Finch (2000) who stated that the English deals with the words order and combine those words to form sentences. On the contrary, the findings of this study showed different result found by Hijjo (2013) reported that the students could not build a simple sentence due to the different word-order and sentence structure between Malay language and English in term of morphology and syntax. It might caused by the status of English as a second language in the previous study; since some studies reported that there was any interference between the students’ mother tongue/ first language and English during the process of English writing (Alamin and Ahmed, 2012; Ngangbam, 2016).

**E. Conclusion and Suggestion**

The final section presented two important points of this study. First was the conclusion that covered the summary of overall findings and the second was suggestions for the readers, particularly those who were the English lecturers, furthermore, the point of suggestions also provided suggestions for future researcher(s) who were interested to conduct the similar fields of study.

**1. Conclusion**

The findings of the current study clearly indicated about the ability of writing paragraph in the second semester EFL students of IAIN Samarinda in the academic year 2015/2016.

The EFL students’ ability in writing the narrative paragraph was excellent categorized with 80.33 in the average score. The aspect of organization was the highest ability achieved by the EFL students, followed by vocabulary, content, mechanics, and the least was language use.

The sentence patterns of syntax found on the EFL students’ narrative paragraph; its verbs were followed by direct object, infinitive, pronoun, present participle, adverbial phrase, that-clause, conjunctive-clause, gerund, direct object-preposition-prepositional object, complement of distance and time, verb alone, predicative and preposition-prepositional object.

**2. Suggestion**

Based on the findings of this study, some suggestions were proposed in order to improve the quality of the EFL students’ writing and its sentence patterns of syntax in educational setting. For the English lecturers, they were suggested to improve the students’ writing ability especially in terms of language use/grammar and mechanics. They were also taught the students about the various types of sentence patterns of syntax in order to create the variation of sentence patterns found on the EFL students’ writing.

Meanwhile, for future researcher(s), the findings of this study could be used as valuable sources to conduct further research to improve the students’ ability in writing paragraphs and/or sentences in a paragraph syntactically. The findings could also be used as a reference to do further research using different mode of paragraphs and sentences or a different research design, or language skills.

**F. REFERENCES**

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