Types of Sentences In EFL Students' Paragraph Assignments: A Quantitative Study on Teaching and Learning Writing At Higher Education Level

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Abstract

This research investigates Indonesian EFL students writing four types of English sentences in their paragraph writing assignments that were posted online in Writing 1 course of English Education at STKIP PGRI Sumatera Barat. The analysed types of sentences are Simple Sentence (code: S.S.), Compound Sentence (code: C.S.1), Complex Sentence (code: C.S.2), and Compound-Complex Sentence (code: C.C.S). The percentage of each type of sentences that appears in the students' writings within each five genres represents the students' syntactical composition. Moreover, this research focuses on quantitatively analysing the above five types of sentences that appeared in students' assignments in each type of following genres: argumentative, descriptive, process, cause-effect, and comparison-contrast. Data are taken from 10% samples of all population. The finding shows that writing Simple Sentence in paragraphs is a common type of sentence that is used by the students. It indicates that the guiding process to teaching students about writing paragraphs with varied sentence types is important for further development of teaching process of writing.

Introduction

Research on English writing and composition has received less attention among scholars of English in Indonesia. Although the substance of that kind of research in English published by Indonesian scholars might be the same; however, the specificity of each research article is different. Two broad fields related to English studies that exist in Indonesia are English linguistics and literature. Research that concentrates on studying writing or composition in Indonesian EFL context is limited. This condition leads to a gap happening in the field of English language and literature in Indonesia. Therefore, this research provides realistic opportunity for us to fill in the gap, which is to find new ways of improving quality of teaching and learning process in English writing classroom for Indonesian context. In doing so, a research on EFL students' writings is considered important to be conducted. Dealing with a gap in research, "*[m]asalah merupakan kesenjangan (gap) antara apa yang seharusnya ada dengan apa yang terjadi; atau antara apa yang diharapkan akan terjadi dengan apa yang menjadi kenyataan*" (Yusuf, 2007, p. 106). In other words, the gap in this research is. Through this research, we investigate students' paragraph writings that are focused on English sentences that the students use in their online submitted assignments.

Furthermore, this research, as it is called as a scientific research in the field of English writing or composition studies, employs systematic steps with controllable attention toward data from purposively selected samples. Yusuf mentioned that scientific research has the following elements: systematic and controllable steps, with careful and logical methods, objective and empirical as well as directive toward target that will be solved (2007, p. 28). This research had been done systematically and controllably. Relevant method had been selected properly in terms of data analysis and representation. For data interpretation, we apply objective approach, which leads to the way we interpret the data as what they show statistically.

Focus of his research is to quantitatively analysing Indonesian EFL students' syntactical composition. This composition is analysed through the way students use four types of English sentences in their submitted online paragraph writing assignments. In essence, problem that is studied in this research is the variety of students' sentences that are categorised into four types of sentences: simple sentence, compound sentence, complex sentence, and compound-complex sentence. The other type of

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sentence is coded as error sentence, which is a sentence that does not belong to the four types of sentences.

In a larger perspective, writing in English is complex. Not only in Indonesia, teaching and learning English writing is also complicated, as it is perceived in the community of other speakers of English. For example, "English writing instruction is very difficult, but the task is even greater [in Thailand because it has] EFL context" (Tawachai, 2010, p. 181). Thailand considers English as a foreign language and Indonesia considers in that way as well. As a result, this condition has led many researchers in the field of English to conduct research about teaching of English; however, conducting research that focuses on online English writing is numerically limited for different reasons, especially research that is conducted in the context of Indonesian academia (Penrod, 2005, p. 132). It claims that research on how students write their assignments online within EFL learning context needs further attention from scholars in the field.

The scope of this research is to see EFL students' syntactical composition quantitatively on the use of four kinds of English sentences in their online writing assignments. This research falls within research on English composition studies or research on teaching of English writing in Indonesian EFL context. Linguistic terms might be used in data analysis session; however, the scope is concentrated on studying students' sentences in writing a paragraph for five kinds of genres. Meanwhile, the purpose of this research is geared toward Hyland's statement, which is "to help us [and all English writing teachers] understand writing more clearly or to teach writing more effectively and [therefore] this is an enormous field with many unresolved issues and potential areas of inquiry" (2009, p. 141). Besides, this research leads a purpose to shape "teachers' perceptions and understanding of genre pedagogy principles"; moreover, it is "crucial since teachers frame the overall process of the teaching in their particular classrooms" (Tawachai, 2010, p. 194). This research presents some perspectives on which kinds of English sentences that students use generally in their writing.

In line with above purposes, this research has been formulated to answer the following question: "Which type of sentences that are commonly found in EFL students' online paragraph assignments?" In order to define key terms in this research, we use dictionary approach. In other words, defining terms in this research follows the idea of constitutive definitions, or the terms are derived from dictionary approach (Fraenkel & Wallen, 2008, p. 30). Besides, we also incorporate terms that had been specified by researchers in the field of English composition.

Literature Review

This research concentrates on finding numerical data of students' types of sentences in their paragraph writing assignments. This notion leads to the understanding of the process of writing in English. Two terms that relate to writing as a process. "Construction and discovery" exist in the process of writing and composing a text (Perl, 2011, p. 34). In line with this idea, EFL students who learn academic writing skills in higher education level are encouraged to write well by closely paying attention to acceptable standards and conventions in English academic writing. Although reaching the ability to write well in English is positioned at the highest level of hierarchy on learning English as a foreign language; the first step of reaching that point is in the ability to write a good sentence grammatically. Rowe & Levine defines "[a] sentence is a string of words that is grammatically complete with at least two components, a subject and a predicate" (Rowe & Levine, 2009, p. 112). In Writing 1 course of the college where we conducted this research, we taught students about using parts of speech in English in order to enable them to write a meaningful but grammatically correct sentence. Eventually, they will be able to write a paragraph with a good structure. A paragraph has a topic sentence, some supporting sentences, and a concluding sentence (Reid, 1988, p. 8). These three elements of an academic paragraph were taught in the course, along with the understanding of types of sentences. Focusing on paragraph development is considered to be broad; therefore, we pay attention to the syntactical level, which is termed as a sentence level of a paragraph.

Syntactical Composition in English Sentences

In Writing 1 course, we emphasize on the idea of being conscious to the aspect of grammar and punctuation to the students when they write their paragraph. In brief, "[t]he objectives in the sentence-level strand are grouped into two sections: 'grammatical awareness', and 'sentence construction and punctuation' awareness" (Wyse & Jones, 2005, p. 163). Having good understanding of these types of awareness is good for the students; however, the problem is that they students are EFL learners who might need more times to develop their own awareness over this matter. In the beginning of the course, we had informed them that academic writing is a genre of written language in English (Brown, 2004, p. 219). What we expected from the students after the first meeting of this course was that they were able to

get a sense of what it means to write in academic style. Thus, we find that this research with emphasis on analysing the students' paragraph writings is interesting to be conducted.

A major field in English studies that briefly publish research on writing is known as composition studies. A specific topic within this field that becomes centre of attention for us is the process of writing in English. EFL students that we mean in this research are those who learn English as a foreign language. In many literature reviews, ideas of English as a foreign language are understood almost similar with English as a second language. However, the focus is in the process of composition. One of the focuses on "organising L2 writing teaching" is composing processes (Hyland, Second Language Writing, 2003, p. 2). Teaching writing in EFL context refers to the planning of teaching practice is geared toward understanding of building content for writing. Content "refers to the topic and its explanation or elaboration, discussion, evaluation, and conclusion" (Leo, 2007, p. 1). It needs to be clear, specific, and relevant to the assigned assignment in the writing course. Therefore, Writing 1 course was designed to help students to be able to compose a paragraph with an academic tone, but content of the paragraph remains essential. In this case, clarity on content can be achieved if only the students are able to write a paragraph with meaningful sentences grammatically or syntactically.

Types of English Sentences

As researchers in the field of English, we understand that teaching English writing in EFL context needs proper understanding on how students acquire this language. Therefore, when we taught students on how to write paragraphs well in academic style, we basically refer to realizing the notion of language acquisition. It involves specific strategy in teaching writing (Facella, Rampino, & Shea, 2005, p. 210). Sentences that construct a paragraph are taught systematically through learning how to write four types of sentences.

Briefly, English language has four types of sentences. They are a simple sentence, compound sentence, complex sentence, and compound-complex sentence. "A simple sentence is one independent clause. [...] A compound sentence is two or more independent clauses joined together" (Oshima & Hogue, 2009, p. 162; Pardiyono, 2007, p. 9). Compound sentences have the usage of coordinators, or coordinating conjunctions, conjunctive adverbs, and semicolons. "A complex sentence contains one independent clause and one (or more) dependent clause(s)" (Oshima & Hogue, 2009, p. 172; Pardiyono, 2007, p. 9). The use of adverb clauses, adjective clauses, and noun clauses exist as part of writing complex sentences in English. "A compound-complex sentence has at least three clauses, at least two of which are independent [clauses]" (Oshima & Hogue, 2009, p. 174; Pardiyono, 2007, p. 9). These four types of sentences are the centre of research problem that we intend to pursue in this research.

Moreover, writing a paragraph in English involves good understanding of clause construction. Students who learn how to write essays in English academically need to learn that a text is a form of realization of meanings that can be in the form of information, messages, or ideas within formation of sentences that is constructed rhetorically in an appropriate genre grammatically (Pardiyono, 2007, p. 8). When the students wrote sentences that do not follow grammatical or syntactical standards of sentences in English, these sentences are categorised as error sentences. Traditionally, content, organization, expression, and mechanics are major components that are measured in students' writings (Hindman, 2002, p. 416). For this research, our main focus is not in the assessment of students' writings. Instead, we focus on analysing types of sentences that the students dominantly or marginally use in their writing assignments.

In the process of obtaining students' writing assignments, we used a blog in which students could post their paragraph online. When the submission is due, we closed the link. This method of data collection is related to the use of technology in the teaching of English writing. In terms of using technology in writing, the use of 'word access' simply means "how to adapt writing technologies for use in a variety of writing contexts" (Hart-Davidson, 1991, p. 550). Another reason of why we used a blog is because we intended to provide a medium where students could see their written works each other.

Review of Related Findings

Research that focuses on writing and is published in many journals that are listed in many indexing system is numerous. For example, in his research, Baroudy discusses the idea of successful and unsuccessful writers. He mentioned that "[t]o be a successful student-writer, one has no choice but to abide by the true obligations of being or becoming a good language learner, as well" (Baroudy, 2008, p. 48). We believe that being a good learner in English writing means that students pay attention to sentence level at least, then up to textual level.

Another research that focuses on writing in EFL context is conducted by Jalilifar, whose article was related to the case of Iranian students as EFL learners. Focus of this research is the discourse markers in

Iranian students' writings. This researcher emphasizes that "[w]ith the status of English as an international language and the expansion in the use of English, an increasing number of second language learners are engaged in academic pursuits that require them to write compositions" (Jalilifar, 2008, p. 114). For this matter, we also view that EFL students are encouraged to write in English due to needs for international scale. This purpose might be too broad; however, the foundation of such idea remains in good understanding and ability of writing English in the sentence level as a starting point before they reach up into textual level. Therefore, we narrow this research down into analysing students' writing on the level of sentences with types of sentences as its focus.

An interesting research in the field of foreign language teaching that also relates to topic of this research was done by Lekova. This researcher studied language interference in the context of French language learning and how to overcome it by using methods that are acceptable in foreign language teaching. A provocative idea that we find intriguing is that "communication between the two language systems (native and foreign) is the reason for the interference which is the object of psycholinguistics and linguistics research" (Lekova, 2010, p. 320). Another pattern that exists in the students' writings is the pattern of language interference. How far the native language of the students interfere the process of acquiring English is reflected through how well the students write English well.

In brief, research that was conducted by Baroudy, Jalilifar, or Lekova indicates that conducting research on English writing can be viewed from any angle and thus, it provides rich opportunity for scholars to construct similar type of research. This research frames its purpose on viewing EFL students' sentences as core elements that scholars need to investigate before moving on to analysing higher level of textual analysis in English studies.

Research Method

An obvious element of this research that we mention in research method session is the way a scientific approach is applied toward data collection, analysis, and interpretation. Briefly, this research has followed convention on how to conduct such approach for a study. This type of approach is applied in advance to this research for the purpose of seeking *truth* by doing following ways chronologically: (1) pursuing needs over one thing; (2) defining problems of the research; (3) formulating hypothesis or research question; (4) gathering related data; and (5) concluding the research findings (Yusuf, 2007, pp. 17-18). These five chronological ways had been done completely in this research.

Furthermore, this research falls within the category of applied research in the field of English writing or composition studies. Nature of this type of research is to seek for data in careful manner about a problem emerging in pedagogical context continuously in order to be useful for academic purposes (Nazir, 2014, p. 17). The following explanation will be related to research design, research object, population and sample, instrument and technique for collecting and analysing data, and data analysis method and formula of this research.

Research Design: A Quantitative Research and a Descriptive-Empirical Study

This research was designed within the paradigm of quantitative research; besides, mixed-method research in the process of collecting and analysing data were incorporated. In other words, method that was used in collecting and analysing data was quantitative method; meanwhile, after implementing this quantitative method, we approached findings with qualitative interpretation method to see the overall mapping of the students' syntactical composition. The idea of intertwining quantitative and qualitative method in this research led us to frame this research within empirical research. The use of quantitative analysis together with qualitative analysis within research made this research became empirical research (Beach, 1992, p. 219). Therefore, qualitatively, the percentage of each type of English sentences revealed EFL students' dominant type of syntactical composition. Since this research was also conducted within the paradigm of qualitative research, therefore, it incorporated the analysis of "social reality", "interactive processes", "authenticity", "values [in learning English]", "contextual situation", "few cases subjects", "thematic analysis", and researcher's involvement in data interpretation (Gunawan, 2016, pp. 34-35). We noticed that the use of types of sentences in students' writings as a form of social reality within the pattern of interaction process between students and their lecturer; and how values of learning writing in English were looked upon through a thematic analysis based on contextual situation with a concentrated group of samples purposively selected from students.

Specificity of this research relates to the concept of descriptive research. As an Indonesian research and author, Yusuf states that "*[p]enelitian deskriptif mencoba memberikan [gambaran] keadaan masa sekarang*" (Metodologi Penelitian: Dasar-Dasar Penyelidikan Ilmiah, 2007, p. 82). In English, it means that

descriptive research provides evidence of actual phenomena that are in relation to the researchers' field. In this case, this research quantitatively and qualitatively describes types of sentences in EFL students' paragraph assignments that they submitted online. Furthermore, "*Penelitian [deskriptif] dimaksudkan untuk mengangkat fakta, keadaan, variable, dan fenomena-fenomena yang terjadi saat sekarang (ketika penelitian berlangsung) dan menyajikannya apa adanya*" (Subana & Sudrajat, 2001, p. 26). In other words, core values in descriptive research are facts, conditions, variables, and phenomena that are happening at present times and this type of research presents all these things as they are. This research had been designed to meet these criteria. However, we emphasize that this research is also termed as descriptive empirical research. This term is different from experimental research because this research did not have intention to "manipulate the effects of variables" (Beach, 1992, p. 221). All data and variables in this research are presented as they are.

The other term that we use to frame this research is that this research is categorised as an applied research. This term is broadly defined by Yusuf as a research that concentrates on the application or implementation of science, knowledge, or the use of science and knowledge for specific purposes (Yusuf, 2007, p. 102). For this research, we directed our motivation for this study to study the application of students' understanding of English sentences in their paragraph assignments. This brought us to the idea of focusing more on the aspect of applicability of educational values and how they work in real life settings. In essence, "[a]pplied research is interested in examining the effectiveness of particular educational practices" (Fraenkel & Wallen, 2008, p. 7). We analyse students' paragraph assignments on the aspect of sentences that they use so that we can come to a point of how effective we taught them about English sentences in Writing 1 course.

Selection of Research Object

This research applies data into nominal variables for each of sentence types that are written by students. This variable is divided into four variables in form of a coding system as in the following: Simple Sentence (code: S.S.), Compound Sentence (code: C.S.1), Complex Sentence (code: C.S.2), dan Compound-Complex Sentence (code: C.C.S). These four types of sentences have mutual "exlusive relationship" and refer to the term "categorical variable" (Yusuf, 2007, p. 130). Due to the goal of this research is to represent overall types of sentences that are used by students enrolling in Writing 1 course; we therefore applied a purposive sampling method in order to enable us to conduct research that is parametric, which means to "generalize from samples to larger populations" (Beach, 1992, p. 219).

Students' similar background in Writing 1 course is a constant variable in this research. It stays the same throughout duration of this research. It is defined as "any characteristic or quality that is the same for all members of a particular group" (Fraenkel & Wallen, 2008, p. 49). Students enrolling in Writing 1 course are considered as a group in this research. What we gathered from this group was their paragraph writing assignments that they submitted online through a blog. Hyland, a prominent researcher in the field of Second Language Writing, emphasizes that "[a] major source of data for writing research is writing itself: the use of texts as objects of study" (Hyland, Teaching and Researching Writing, 2009, p. 149). Moreover, he states that writing assignments posted online by students is "authentic examples of writing used in a natural context" (Hyland, Teaching and Researching Writing, 2009, p. 145). This research eventually is specifically valid in terms of objects that we studied.

Population and Sample

Population in this research means all paragraphs writing assignments that students posted online. Consequently, number of writing assignments is related to number of students. Concept of population is that it is totality of all analytical units from unit of analysis in relation to information that a research needs to obtain (Yusuf, 2007, p. 182). Meanwhile, sample method that we applied was a purposive sampling method. It means "*pengambilan sampel didasarkan pada maksud yang telah ditetapkan sebelumnya*" (Yusuf, 2007, p. 205). We classify several characteristics beforehand, and then we select samples according to the fulfilment of these characteristics. Percentage of samples that we selected from the population was 10%.

The actual population in this research is geared toward number of writings that are submitted online. Each genre was given specific attention as to how many paragraph writing assignments that were posted online. Total number of submitted writing assignments online in each genre category is considered as the population of this research. 10% of this population was the samples in this research.

Therefore, samples for this research are designed as in the following table:

Table 1. Sample Measurement

Class Session	Paragraph Genre				
	Argumentative	Descriptive	Process	Cause-Effect	Comparison-Contrast
2015 A - D	154	151	165	125	133
Sample Percentage	10%	10%	10%	10%	10%
Total Sample	15,4	15,1	16,5	12,5	13,3
	15	15	16	12	13

The sample above is taken in the form of paragraphs. For argumentative and descriptive genre, 15 paragraphs were as samples per each. For process genre, 16 paragraphs were as samples. For cause-effect genre, 12 paragraphs as samples. For comparison-contrast genre, 13 paragraphs as samples. Each sample in these genres is selected purposively as in line with the sample selection criteria that we designed beforehand.

Instrument and Techniques for Collecting and Analysing Data

In the process of collecting the data, the technique applied is direct observation with observation guidelines and document checklist as research instruments (Yusuf, 2007, p. 251). We observed the students' writings assignments online. Direct observation is applied accordingly in the process of collecting relevant data in research. It deals with collecting data by participating in the natural scenes of where the data occur (Subana & Sudrajat, 2001, p. 143).

After all writings had been collected, we checked which paragraph that was suitable with our criteria for being a sample. After the number of samples reached 10%, we stopped the process of sample selection. In each paragraph, we focused on finding relevant data. The data are related to the four types of English sentences. They were collected into four codes: (S.S.) stands for simple sentence; (C.S.1) stands for compound sentence; (C.S.2) stands for complex sentence; and (C.C.S.) stands for compound-complex sentence. This coding technique follows the concept of open coding system, which relates to the process of performing data categorization (Gunawan, 2016, p. 242).

To analyse the collected data, we applied a taxonomy analysis technique as procedure for data analysis. This technique demands researchers to comprehend specific domains in line with focus of research or research questions (Gunawan, 2016, p. 213). The subdomains are the four types of English sentences: simple sentence, compound sentence, complex sentence, and compound-complex sentence; meanwhile, the top domain of these subdomains is English sentences in the students' writings.

Data Analysis Method

To analyse the collected data, we apply document checklist as an instrument of analysis. The way we did this document checklist was by doing act of reading. Reading or immersion, as well as coding, indexing, and writing research memos are tools for analysing data in research about English writing (Blakeslee & Fleischer, 2007, p. 172). We dominantly used coding system as a tool for this research. Data triangulation in this research involves researchers' triangulation, which means data triangulation has been focused on involving two researchers in conducting observation (Gunawan, 2016, p. 220). In this case, data triangulation is free from bias.

Formula of Data Analysis (Frequency Data Percentage)

Simple Sentence (code: S.S.) Percentage = $\frac{\sum S.S. in\ All\ Samples}{\sum Sentences\ in\ All\ Samples} \times 100\%$

Compound Sentence (code: C.S.1) Percentage = $\frac{\sum C.S.1\ in\ All\ Samples}{\sum Sentences\ in\ All\ Samples} \times 100\%$

Complex Sentence (code: C.S.2) Percentage = $\frac{\sum C.S.2\ in\ All\ Samples}{\sum Sentences\ in\ All\ Samples} \times 100\%$

Compound-Complex Sentence (code: C.C.S.) Percentage = $\frac{\sum C.C.S\ in\ All\ Samples}{\sum Sentences\ in\ All\ Samples} \times 100\%$

Findings and Discussion

Data that had been collected in this research are categorized as categorical data, which are also termed as a type of numerical data. This type of data is "obtained by determining the frequency of occurrences in each of several categories" (Fraenkel & Wallen, 2008, p. 211). The category that we mean in this research is the four types of English sentences. Furthermore, this research views data as they appear beyond scoring method. It leads to responding to extensive writing process conducted by the students. In other words, data that are presented in this research reveal the "assessing later stages of the process of composing" (Brown, 2004, p. 246).

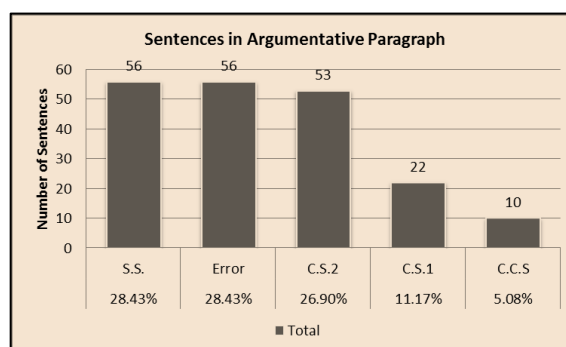**Percentages of Types of Sentences in Descriptive Genre**

The first genre of paragraph that we analysed was descriptive. From the above graph, we notice that 116 Simple Sentence type was written in the paragraph. This number becomes the highest percentage of all types of sentences in the paragraph, which is 43.77%. Compound Sentence and Error Sentence have slightly different percentage. The former is 1.13% higher than the latter. The last two percentage was in the use of Complex Sentence (27 students or 10.19%) and Compound-Complex Sentence (13 students or 4.91%).
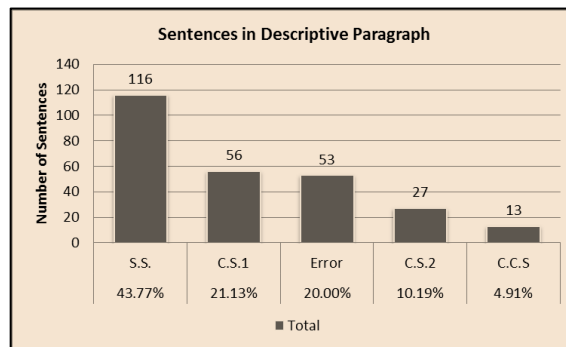
Graph 1. Percentages of Sentences in Descriptive Genre

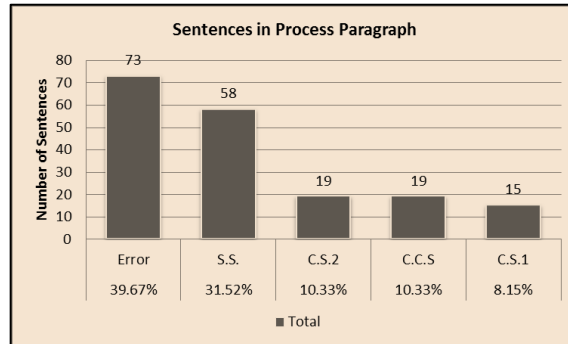**Percentages of Types of Sentences in Argumentative Genre**

The second genre of paragraph that we analysed was argumentative. From the above graph, we notice that Simple Sentence and Error Sentence have equal number of occurrences (28.43%). C.S.2 has 26.90% of the number of sentences in the genre.

Graph 2. Percentages of Sentences in Argumentative Genre

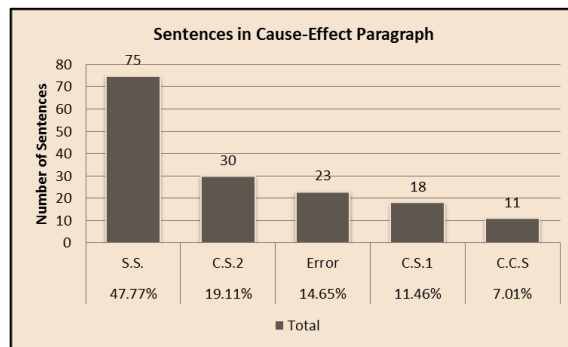**Percentages of Types of Sentences in Process Genre**

The third genre of paragraph that we analysed was process. From the above graph, we notice that most of students' sentences are classified as Error sentences. This number becomes the highest percentage of all types of sentences in the paragraph, which is 39.67%. Complex Sentence and Compound-Complex Sentence have equal percentage (10.33%). Process genre has 15 sentences occurrences for Compound Sentence type. Thus, process paragraph has the highest number of Errors in it.

Graph 3. Percentages of Sentences in Process Genre

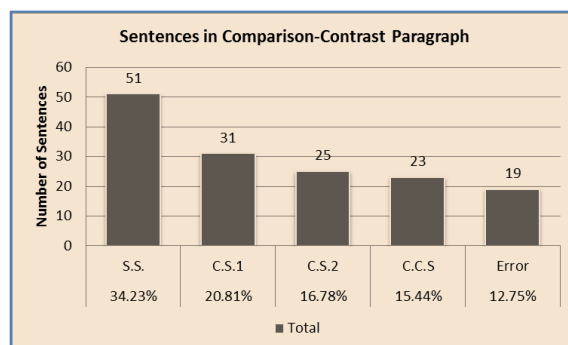**Percentages of Types of Sentences in Cause-Effect Genre**

The fourth genre of paragraph that we analysed was cause-effect. From the above graph, we notice that 75 Simple Sentence type occur in the students' writing assignments. This number becomes the highest percentage of all types of sentences in the paragraph genre (47.77%). The rest of the sentences have fewer occurrences (11.46% for Compound Sentence and 7.01% for Compound-Complex Sentence).

Graph 4. Percentages of Sentences in Cause-Effect Genre

Percentages of Types of Sentences in Comparison-Contrast Genre

The last genre of paragraph that we analysed was comparison-contrast genre. The highest number of sentences is Simple Sentence (34.23%) and Error sentence has the lowest number of sentence occurred in the assignments (12.75%).

Graph 5. Percentages of Sentences in Comparison-Contrast Genre

Overall Data Description

No.	Genre	Types of Sentences								Error Sentence		∑6
		S.S.		C.S.1		C.S.2		C.C.S		∑5	Persentase	
		∑1	Persentase (%)	∑2	Persentase (%)	∑3	Persentase (%)	∑4	Persentase (%)			
1	*Descriptive*	116	32.58%	56	39.44%	27	17.53%	13	17.11%	53	23.66%	265
2	*Argumentative*	56	15.73%	22	15.49%	53	34.42%	10	13.16%	56	25.00%	197
3	*Process*	58	16.29%	15	10.56%	19	12.34%	19	25.00%	73	32.59%	184
4	*Cause-Effect*	75	21.07%	18	12.68%	30	19.48%	11	14.47%	23	10.27%	157
5	*Comparison-Contrast*	51	14.33%	31	21.83%	25	16.23%	23	30.26%	19	8.48%	149
Total number of sentences in samples of each genre		**356**	100.00%	**142**	100.00%	**154**	100.00%	**76**	100.00%	**224**	100.00%	**952**

Notes:

$\sum^1$ is the number of sentences written under Simple Sentence category within the genre

$\sum^2$ is the number of sentences written under Compound Sentence category within the genre

$\sum^3$ is the number of sentences written under Complex Sentence category within the genre

$\sum^4$ is the number of sentences written under Compound-Complex Sentence category within the genre

$\sum^5$ is the number of sentences written under Error Sentence category within the genre

$\sum^6$ is the number of all types of sentences written within the specified genre

From the table above, total number of sentences in students' paragraph writing assignments is 952 sentences. This number includes error sentence as an additional type of sentence. In terms of number of sentences in each genre, descriptive genre has the highest number, which is 265 sentences (27.83%) and comparison-contrast genre has the lowest number, which is 149 sentences (15.65%). The occurrence of Simple Sentence (code: S.S.) type is mostly found in descriptive genre with 116 sentences found (32.58% from 356 sentences of this type in all genres). This type of sentence is rarely found in comparison-contrast genre, which is only 51 sentences. Similarly, Compound Sentence (code: C.S.1) exists highly in descriptive genre and it has less number of occurrences in process genre (10.56%).

Argumentative genre dominantly has Complex Sentence (code: C.S.2) type with 53 sentences (34.42%) of all sentences in the same genre. This number is the highest percentage of all genres that have C.S.2 occurrences. Process genre has the lowest number of C.S.2 (12.34% of 154 sentences) within the same category. Compound-Complex Sentence (code: C.C.S) has significant number of occurrences in comparison-contrast genre (30.26%) from 76 sentences of the same type in all genres. The last type of sentence, which is additional element in this research, is error sentence. This error sentence has dominant occurrence in process genre (32.79% and fewer occurrences in comparison-contrast genre (8.48%). In brief, this table presents that from 952 sentences that the students wrote in their assignments, they dominantly wrote Simple Sentence; meanwhile, sentences that have more complex form are fewer. Error sentence takes 23.52% of all sentences in the students' paragraph writings. It indicates that majority of students' sentences has followed correct types of sentences in English. However, they should be informed that the highest error they make in writing the paragraph is in the process genre. The students should be encouraged to write process paragraph that needs further attention from them.

Conclusions

After we conducted this research, it is evident to say that writing in English is complex for EFL students. Good understanding on English grammar and syntax is considered as sufficient enough for modality in writing; however, EFL students need more times to express their thoughts and ideas in English academically and concisely. From the findings of this research, we can conclude that from such facts, English lecturers teaching English writing and composition in EFL context needs to be aware that sentence construction is still a prominent problem that most EFL students encounter. We argue that writing in error sentences for EFL students basically do not resemble deficiency in English, but it relates to the notion of how far the students do writing practices. In so doing, we could see the truth at this point. As Nazir mentioned, empirical movement, as the other form of movements in knowledge, has briefly looked at truth from facts that are understandable and approachable within human experience (2014, p. 3). Thus, this research has shown that by analysing the way students use the types of sentences in their paragraph assignments, we can find ways to help EFL students to construct a better writing style academically within their own personalised views.

In terms of using a blog as medium for us in teaching English writing to students in the college, we clearly understand that today's era is an information technology era where most students are already familiar with technological instruments that might aid them in their learning process. Besides, by using a blog, we have provided a medium for students to see each other works and give evaluation one another so

they eventually improve themselves along the way. For this circumstance, "…assessment and networked writing environments – offers writing teachers a richer, more varied understanding of how technology can be beneficial for composition pedagogy" (Penrod, 2005, p. 169). From this research, it is imperative to declare three important points regarding teaching writing to EFL students: (1) using online medium is a useful way to adjust students' experience on using digital tools for learning English writing; (2) writing a paragraph with a specific genre may give different experience to EFL students because each genre has specific language features and functions; (3) paying attention to which type of English sentences that most of our students use for their paragraph assignment can be beneficial for us to accommodate important matter to our teaching purposes for English writing classroom respectively.

Acknowledgement

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