ANALYZING STUDENTS' COMPETENCY IN DEFINING SUBJECTS AND VERBS; A SYNTACTICAL STUDY

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Abstract
The article discusses the challenges faced by a subset of students in tertiary institutions who struggle to attain mastery over the English language. The study aims to elucidate strategies through which students can adeptly discern the fundamental constituents of sentences, namely subjects and verbs, thereby fostering a comprehensive grasp of Syntax. The identification of subjects and verbs holds pivotal importance as a litmus test for one's command of the English language. The findings gleaned from this study underscore an ongoing struggle among students, particularly evident in their endeavors to decipher subjects and verbs within compound-complex sentences. The article highlights the need for scientists and educators to erect a robust framework of guiding principles, one that accentuates the integral function and nuanced role that subjects and verbs play within the intricate fabric of a sentence's structure. The article emphasizes the ethical responsibility to empower students with the linguistic tools essential for effective communication and academic growth

Keywords: Subject, Verb, CEFR, Syntax

Introduction

Indonesia encompasses a population of more than 260 million individuals. It is additionally the fourth most crowded nation within the world. Nonetheless, the percentage of non-English speakers in Indonesia is higher than the percentage of English speakers. This is because English has become the language of instruction in most schools, colleges, and universities. As a result, it is critical to comprehend how non-English speaking students perform in Indonesia.

Some college students who do not speak English as their first language may struggle in their academic pursuits due to a lack of knowledge about the language. These students may face difficulties understanding lecture materials, participating fully in group discussions or even writing assignments. In addition, their limited proficiency in the language may affect their concentration and comprehension skills. As such, it is essential for academic institutions to provide language support services, such as tutoring or language-specific courses, to help non-native English-speaking students succeed in their college education. They lacked sufficient teachers who spoke their native language. This made learning English difficult for them. Furthermore, there were conflicts among students from various countries while learning English. This made it difficult for them to learn the language and communicate with one another.

The English lecturers have worked hard to improve their English mastery skills. They held training sessions for teachers from various schools on how to effectively teach English. They also held competitions among themselves to improve their language skills. This allowed them to better understand the various dialects of English spoken around the world and relate them back. The English lecturers have put in a lot of effort to enhance their proficiency in English. They are dedicated to improving their language skills, not only to communicate more effectively with their students but also to stay up-to-date

with the latest trends in their field. They have diligently studied grammar rules, increased their vocabulary, and practiced speaking, listening, reading, and writing in English. They understand that their English competency is vital for their success in teaching and research, and they are committed to continuing their language learning journey.

Despite efforts to improve, their performance remains unsatisfactory due to multiple factors. It could be due to inadequate resources, insufficient training, or lack of motivation. Other factors such as personal issues, familiarity with the task, or limited access to relevant information could also play a part. The complexity of the task may prove too challenging, or unrealistic performance metrics may cause pressure and discourage individuals. These factors, among others, contribute to an overall poor performance that needs to be addressed and improved upon. One reason for this is a lack of English books at home and at school. Another reason is that they did not know how to speak English before enrolling in an English course. They also do not practice English outside of the classroom. Despite having access to the language, these factors make it difficult for them to perform well in English (Sesriyani, 2020).

Language plays a crucial role in education as it affects the way individuals learn different languages including their mother tongue, Arabic, Chinese and beyond. The language used in classrooms can impact the effectiveness of the learning process, and affect the comprehension of the subject matter. It is also important to understand the cultural significance of language to help bridge any communication and cultural gaps between teachers and students from different backgrounds. Therefore, it is essential to recognize the importance of language in education and to ensure that it is given the necessary attention it deserves in the learning process. Students perform better in their classes when their teachers speak to them in their native language fluently and confidently. Aside from that, having good books in each student's native language is extremely beneficial (Bakar, 2015).

Comprehending the significance of a sentence is a crucial ability in the English language. It allows individuals to effectively communicate, interpret, and respond to information. This skill aids in reading comprehension, writing, speaking, and listening. Understanding the meaning of a sentence includes identifying the subject, verb, and object, understanding the context, and recognizing any nuances or literary devices. It requires individuals to comprehend the words used in a sentence, the grammar rules, and the overall message being communicated. In short, the ability to grasp the meaning of a sentence is essential in effectively using and understanding the English language. It is one of the fundamental skills that everyone must learn in order to read, write, and speak English. When it comes to writing and speaking sentences, each English-speaking country has its own set of standards and rules. These standards must be followed when writing and speaking English. A non-native English speaker must have a basic understanding of English grammar and structure. You will learn about the various aspects of a basic English sentence in these body paragraphs (Ananda et al., 2014).

English Syntax

Syntax pertains to the way in which sentences are structured. It encompasses the rules and principles that govern the arrangement of words and phrases within a sentence, as well as the relationships between them. A sentence's syntax can greatly impact its meaning and readability, as well as its grammatical correctness. Proper syntax is essential for effective communication, as it enables us to convey our ideas clearly and accurately.

The subject of a sentence is the primary thing to get it. Every sentence has a subject, which is the sentence's topic or topic sentence. The verb is the next thing you need to know about a sentence. Verbs are the sentence's operation part. A verb expresses something in the present, past, or future tense in every sentence. The type of sentence is the last thing you need right now. There are various types of sentences, such as interrogative, exclamative, directive, and so on (Miranda et al., 2021).

When dealing with syntax, it is important to understand how sentences are structured and how words are arranged to create meaning. Syntax involves the rules and principles that govern the way we put words together to form coherent thoughts and ideas. By mastering syntax, we can effectively communicate our thoughts and ideas to others in a clear and concise manner. This includes understanding things such as word order, sentence structure, and the correct use of punctuation. With practice, anyone can improve their syntax and become a more effective communicator.

When it comes to understanding sentences, the English language has many variations. Understanding these differences is critical for non-English speakers who want to learn English. When it comes to writing and speaking sentences, each English-speaking country has its own set of rules and

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standards (Demirezen, 2019). A non-native English speaker must have a basic understanding of English grammar and structure. This section will teach you about the common differences in understanding English sentences by comparing it to other languages.

Understanding the subject and verb in those other languages is the primary difference between understanding sentences in English and other languages. In Chinese, for example, there is only one way to express a sentence: by writing or speaking words. As a result, in Chinese, there is only one type of subject - writing. Furthermore, there is only one type of verb-'to write'. As a result, there is only one type of name for what the Chinese do-'writing' (Qian et al., 2021).

Understanding how verbs are conjugated in different languages is a fundamental feature of understanding sentences in those languages. In Latin American Spanish, for example, verbs are usually expressed using gerunds or infinitives. Knowing the various ways to express verbs improves your understanding of sentence meanings. This knowledge can also help you understand various expressions used when discussing actions or ideas related to actions (Fitria, 2021).

Understanding the fundamental components of a sentence can help someone better understand English. The subject, verb, and variations such as interrogative or exclamative phrases, among others, are the major components of a sentence that every native speaker uses when speaking or writing English. Non-native English speakers who want to learn English must understand these components because they are required for understanding any written or spoken language.

The English dialect has four sorts of sentences, each for a diverse sort of message. Sentences are word combinations that express total contemplations. Sentences are the basic building squares of composing and communication; hence, breaking our thoughts down into sentences is basic for clear communication. Conventional language structure recognizes four essential sorts of sentence structures: basic sentences, compound sentences, complex sentences, and compound-complex sentences, which may be troublesome for non-native understudy instructors to recognize. It is basic that English majors recognize word arrange and sentence sorts in English to make strides in their scholastic composing abilities; hence, English majors must distinguish four sorts of sentences (Ananda et al., 2014).

Furthermore, Ananda et al. stated in her article that there are four main types of sentences in English grammar: simple, compound, complex, and compound-complex. A simple sentence contains one independent clause and expresses a complete thought. A compound sentence is made up of two independent clauses joined by a coordinating conjunction, such as "and," "but," or "or." A complex sentence has one independent clause and at least one dependent clause, which cannot stand alone as a complete sentence. Finally, a compound-complex sentence contains two or more independent clauses and at least one dependent clause (Ananda et al., 2014). Understanding these four types of sentences is essential for effective writing and communication. Here are the further explanations of each sentence below (Bochari et al., 2019).

1. Simple Sentence

    A simple sentence is a type of sentence that contains only one independent clause, which means it has a subject, a verb, and expresses a complete thought. It is not complicated or overly long, and it usually conveys a clear and straightforward message. Simple sentences are commonly used in everyday communication, including speaking, writing, and texting. They are also commonly found in literature, speeches, and formal writing. Overall, simple sentences are an important tool for effective communication because they help convey information without causing confusion or misunderstanding.

2. Compound Sentence

    A compound sentence is formed by joining two or more independent clauses with a conjunction. This type of sentence structure allows one to connect related ideas and express them more efficiently. Independent clauses are self-sufficient and can be complete sentences on their own. When combined, their meaning becomes clearer and more expressive. Conjunctive words such as and, but, or, yet, and so can be used to link these clauses. With compound sentences, one can effectively convey complex thoughts and ideas to the reader or listener.

3. Complex Sentence

    A complex sentence is a type of sentence that consists of one independent clause and one or more dependent clauses. An independent clause is a sentence that can stand alone as a complete thought, while a dependent clause cannot. The dependent clause is typically introduced by a subordinating conjunction such as "although," "because," or "when." Complex sentences can be

used to add depth and complexity to writing, as well as to clarify relationships between ideas. Mastery of complex sentence structure is an important skill for writers of all levels.

4. Compound-Complex Sentence
A compound-complex sentence is a sentence that contains two separate independent clauses joined together by one or more dependent clauses. This type of sentence is a complex structure that can be used to convey complex ideas and relationships between ideas. Compound-complex sentences often include conjunctions such as "and," "but," or "or" to connect the independent clauses, and dependent clauses can introduce context, explanation, or conditions to further clarify the ideas expressed in the sentence. This type of sentence can be an effective tool for writers who want to communicate complex information concisely.

CEFR

The CEFR is a globally recognized benchmark for expressing language proficiency. It provides a framework that allows individuals to measure their skill level in a variety of languages. The CEFR helps learners, teachers, and employers assess language proficiency in a uniform way, regardless of geographic region or language. The framework is organized into six levels, from A1 beginner to C2 mastery, which provide a common reference point for language learning and assessment. By using the CEFR, individuals can better understand their language abilities and make informed decisions about language learning goals and opportunities.

The Council of Europe developed the Common European Framework of Reference for Languages: Learning, Teaching, and Assessment (CEFR) to supply a "common premise for the elaboration of dialect syllabuses, educational programs rules, examinations, reading material, and so on over Europe" (Uri & Aziz, 2020). It was conceived basically as an arranging device with the objective of empowering "straightforwardness and coherence" in dialect instruction.

In expansion to these common reference levels, the CEFR incorporates a 'Descriptive Scheme' of definitions, categories, and illustrations that language experts can utilize to better get it and communicate their objectives (Natova, 2021). The illustrations given are alluded to as 'illustrative descriptors,' and they are displayed as an arrangement of scales with Can Do explanations extending from A1 to C2. These scales can be utilized to compare levels of capacity among outside dialect learners and give an "implies to outline the advance" of learners.

The creation of language-specific Reference Level Descriptions is one of the foremost imperative ways of adjusting the CEFR. These are dialect systems in which the CEFR levels and descriptors have been mapped against the genuine phonetic fabric (i.e., linguistic use, words) required to actualize the expressed competences.

The significance of deliberate communication as a perspective of classroom language utilized does not, of course, block a center on dialect shape. Reference Level Portrayals can give exceptionally valuable direction on the etymological highlights that understudies may ace well at a particular CEFR level, as well as those where they will illustrate fractional competence whereas making botches (Practice, 2011).

The CEFR framework is structured around two dimensions - vertical and horizontal. The vertical dimension describes the different proficiency levels, from A1 (beginner) to C2 (proficient), while the horizontal dimension outlines the language skills and competencies necessary to achieve each level. Together, these dimensions create a comprehensive framework that can be used to assess and develop language proficiency across a wide range of contexts. By providing a clear and consistent framework for language learning and teaching, the CEFR has become an essential tool for educators and learners around the world.

A2; Gets its sentences and commonly utilized expressions in ranges of quick pertinence (e.g., exceptionally essential individual and family data, shopping, nearby geology, work). Can communicate in basic and schedule assignments that require a coordinated and basic trade of data on recognizable and scheduled things. Can depict viewpoints of his/her foundation, prompt environment, and things of prompt required in basic terms.

CEFR is a set of standards that are used as criteria for language proficiency evaluation. The levels are based on four key features of language complexity: Meaning/Purpose, Structure, Syntactic Complexity, and Information Requests. These features are used to evaluate the students' linguistic abilities in different contexts and to determine their current level of proficiency. The CEFR provides a

clear and structured pathway for language learners to follow, from beginner to advanced levels. It is an internationally recognized standard that helps learners and teachers alike to have a common understanding of language proficiency levels (Uri & Aziz, 2020).

Methods

Qualitative research, which is used in this study, is a method of gathering information to better understand a problem or phenomenon. It entails gathering information by interviewing people about their thoughts, experiences, and circumstances. Qualitative research is a valuable tool for analyzing and generating data. It involves collecting and analyzing non-numerical data, such as in-depth interviews, focus group discussions, observations, and written or visual materials. This approach allows researchers to gain a deeper understanding of complex social phenomena and explore subjective experiences and perspectives. Qualitative research methods can also help researchers generate new insights and theories about a given phenomenon. By uncovering and analyzing data-rich narratives and stories, researchers can develop insights that go beyond what can be captured by quantitative research methods (Supyani & F, 2021).

In 2022, a study was performed at two high schools in Cianjur to evaluate the sentence analysis skills of the participants. The aim of this study was to measure their capability to analyze sentences. The results of this research could provide insights into the effectiveness of the curriculum and teaching methods in enhancing the students' linguistic abilities. This study could also identify any gaps in the students' knowledge and help develop strategies to address them. Overall, this study could contribute to the improvement of the educational system in Cianjur.

Qualitative research encompasses a range of methodologies used to study human behavior and experience. It is a broad term that includes various types of research such as ethnography, phenomenology, grounded theory, case studies, and narrative analysis. While quantitative research is concerned with measuring and analyzing numerical data, qualitative research focuses on gaining a deep understanding of social phenomena through observation, participation, and interpretation. Qualitative research is often used in fields such as sociology, anthropology, psychology, and education. It can be an effective way to explore complex social issues and provide insight into people's perceptions, behaviors, and experiences. This method is regarded as the best because it provides the most comprehensive understanding of a problem or phenomenon (Croker, 2009).

The tools and sentences utilized in this research paper were extracted from specific text sources in the Reading Section of the CEFR. The selected text's theme revolves around a familiar topic in daily lives, and the format is an email between two friends. The relevance of the subject matter seems to have been a decisive factor in its selection. The tone of the email suggests an informal conversation between friends, with phrases and expressions indicative of a friendly relationship. Overall, the topic's familiarity and the email's format make for an engaging and relatable reading experience.

To properly analyze the structure of sentences, the writer has chosen sentences that represent all four sentence types: compound-complex, complex, compound, and simple sentences. A compound-complex sentence is made up of two independent clauses and at least one dependent clause. A complex sentence consists of one independent clause and at least one dependent clause. A compound sentence contains two or more independent clauses, while a simple sentence contains just one independent clause. By examining these different sentence types, the writer can more accurately understand the complexities and nuances of language.

The essay given to participants had its sentences positioned randomly. This means that each sentence was placed in its location without any pattern or order. Therefore, the essay lacked structure, making it difficult to follow. The reader had to navigate through each sentence carefully to understand the essay's overall message. This technique was likely used to test the readers' ability to comprehend written material despite its lack of organization. Furthermore, reading an essay with randomly positioned sentences can be a challenging task that requires attention to detail and critical thinking skills.

Result and Discussion

1. Compound-complex Sentence

The first participant's sentence is a compound-complex sentence, which means it consists of multiple clauses and a conjunction that connects them. This type of sentence can be challenging to

understand as it combines different ideas and requires careful parsing to identify the independent and dependent clauses. However, it can also be a powerful tool for expressing complex ideas and adding variety to one's writing. To better understand and use compound-complex sentences, it is essential to study their structure, identify their parts, and practice constructing them with different conjunctions and clauses.

The sentence appears in the middle of the first paragraph, on line 3. This is the sentence:

'You can also read the book, and I heard on the radio that it is a true story.'

The main clause of the sentence contains two subjects and two verbs, while the subordinate clause has only one of each. The subjects in the main clause are "you" and "I," and the verbs are "can also read" and "heard." In contrast, the subordinate clause has only one subject, "it," and one verb, "is." This difference in the structure of the main and subordinate clauses emphasizes the importance of clear sentence construction for effective communication.
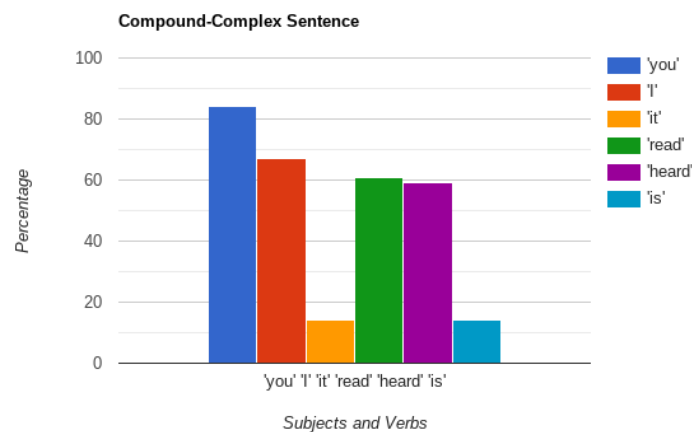

Figure 1. Compound-Complex Sentence Analysis Result

2. Simple Sentence

The second sentence provided by the participant is a simple sentence, which means it only contains one independent clause. Simple sentences are typically concise and easy to understand. Writing in simple sentences can be effective for communicating ideas clearly and efficiently. However, overusing simple sentences can make writing appear choppy and unsophisticated. To avoid this, writers should vary sentence structure and length to create a more natural and engaging flow.

The sentence appears in the middle of the first paragraph, on line 6. This is the sentence:

'*The children went to school there and had lots of friends'*.

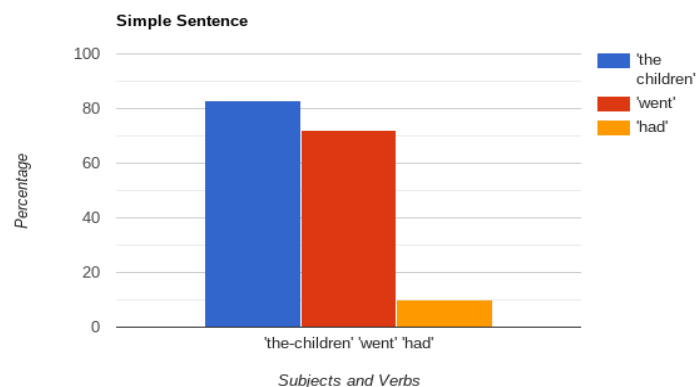The subject of the sentence is "the children," and there are two verbs in the main clause, "went" and "had."

Figure 2. Simple Sentence Analysis Result

3. Compound Sentence

The third sentence given to the participant to analyze is a compound sentence. The third sentence is a compound sentence, which means it has two or more independent clauses that are connected by a coordinating conjunction. This type of sentence structure allows for the expression of two separate but related ideas in one sentence. Compound sentences are commonly used in writing and speaking to provide emphasis and create a more complex and varied sentence structure. In order to correctly analyze a compound sentence, it is important to identify the independent clauses and determine how they are connected by the coordinating conjunction.

The sentence is at the end of the first paragraph, line 12 to be precise. The sentence is as follow:

'He worked really hard, but he was happy'.

The sentence contains a compound subject, the pronoun "he" repeated twice, which denotes that two individuals are being referred to. It also comprises a compound verb where "worked" and "was" individually serve as the main predicates. The structure of the sentence indicates that both of these individuals have carried out some work, alongside one of them residing in a place for some time. The sentence may require further contextual cues to gain a more comprehensive understanding of the intended meaning and the individuals being referred to.
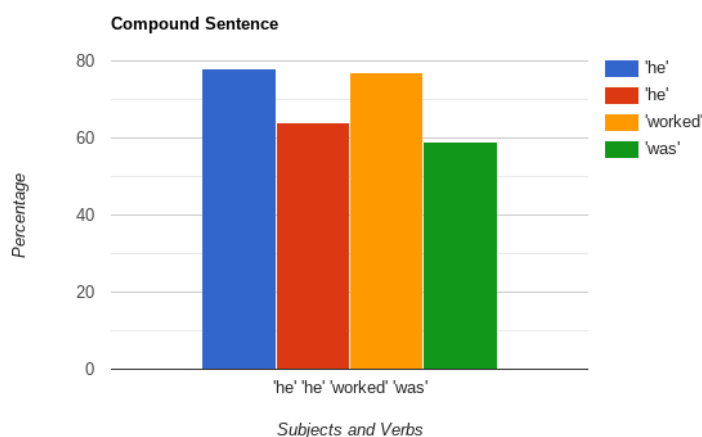

Figure 3. Compound Sentence Analysis Result

Discussion

The writer has assigned a binary code to the answers given in the study. The correct response receives a numerical symbol of '1', while the incorrect answer is coded as '0'. This binary coding system allows for an easier categorization and analysis of the responses collected. It also provides a clear distinction between correct and incorrect answers, which is essential when conducting research in which accuracy is a significant factor. This system of coding helps to streamline the data collection and analysis process, making it easier for researchers to draw conclusions about the data collected.

All responses were exported to a separate excel file to assist with analysis, ensuring that no data was lost or overlooked. This organized approach enables easier review and comparison of responses, allowing for a more thorough understanding of the data. Such an approach increases the efficiency and accuracy of the analysis process, enabling insights to be uncovered more quickly and effectively. The final step is to add up all of the scores.

The guidelines will be used to determine the categorization of every response. The categorization of the answers will be based on a set of rules that have been established in advance. The guidelines will be used to interpret the data and determine the level of accuracy of the responses. The categories will

help researchers analyze trends in the data and determine which responses were most frequent. By using consistent criteria, the researchers can ensure that the data is accurate and can be used in further analysis.

Table 1. Category Interpretation

Amount	Interpretation
0%	= *no participant*
1% - 25%	= *a few participants*
26% - 49%	= *almost half of participants*
50%	= *half of participants*
51% - 75%	= *most of participants*
76% - 99%	= *almost all participants*
100%	= *all participants*

1. Compound-complex Sentence

Table 2. Compound-complex Sentence Analysis Result

'You can also read the book and I heard on the radio that it's a true story'.					
Subject			Verb		
you	*I*	*it*	*read*	*heard*	*Is*
84%	*67%*	*14%*	*61%*	*59%*	*14%*

Looking at the table, it is evident that a large majority of the participants, around 84%, were able to define the subject, while only 61% were able to define the verb. It is interesting to note the difference in percentages for the two terms, as one would expect them to be similar. This could indicate different levels of understanding or a more complex understanding of the concept of a verb compared to a subject. Overall, the results provide insight into the participants' grammatical knowledge and understanding.

The theory clearly stated that every single clause must contain at least a subject and a verb, as the actual participants' capability did not meet what the theory stated, in the other word the theory stipulates that each clause must have a subject and verb, but the participants' ability did not fulfill this requirement.

It appeared that the participants did not remember the minimum component of a clause, which must be filled by at least one subject and one verb. In other words, if the participants could find the subject, they should be able to find the verb as well. The findings suggest that participants seemed to have forgotten the basic structure of a clause, which requires a subject and a verb at a minimum. Even when the subject was identified, participants struggled to locate the related verb. This suggests a need for renewed emphasis on basic grammar principles to ensure effective communication.

In analyzing the following clause, most participants (67%) and (59%), could define the second subject and verb. Participants' ability to define the second subject and verb is equal, or on the same level. The participants demonstrate an equal ability to identify and define the second subject and verb. There is consistency in their understanding and interpretation of this component, indicating a strong understanding of sentence structure and syntax. This suggests a high level of linguistic competence among the participants and reflects positively on their language skills. The results of this assessment are promising and indicate a strong foundation for further language acquisition and development.

It is assumed that the conjunction (and) aids their ability to define subject and verb, allowing them to define those more easily. The use of conjunctions, specifically "and," helps individuals in defining

the subject and verb in a sentence. This is due to the fact that the conjunction acts as a bridge, connecting multiple subjects and verbs together. As a result, individuals are able to easily recognize and distinguish the subject and verb in the sentence, thus aiding in their ability to comprehend and construct sentences effectively. The use of conjunctions is essential in forming clear and concise sentences, ultimately leading to effective communication. Conjunctions play a crucial role in constructing well-formed sentences that promote effective communication. By connecting words, phrases, and clauses, conjunctions allow us to convey clear and concise ideas. Whether used to express contrasting thoughts with "but," to demonstrate a causal relationship with "because," or to join words in a list with "and," conjunctions help writers and speakers articulate complex concepts more efficiently. By utilizing conjunctions, we are better able to convey our message to others with clarity and precision. In short, conjunctions are vital elements of language that facilitate effective communication.

The participants had trouble finding the subject in a consistent manner. 84% of them managed to define the first subject, while only 67% of them could define the second subject properly. This lack of consistency resulted in a 17% difference between the two subjects. participants defined the first verb by 61%, while the second verb was defined by 59%, with a 2% difference between the two verbs. This simple calculation indicates that participants find it easier to define verbs than subjects. This result indicates an inconsistency in the definition of subject and verb in compound sentences.

In the final clause, the subordinate clause, only 14% of participants could define the subject and verb. The fact that the participants who could define the subject and verb are exactly the same, 14%, is unusual. The study found that individuals who can accurately define a particular subject were also able to quickly define a corresponding verb. This proficiency is believed to be supported by the use of the conjunction "that" as a marker for subordinate clauses. Overall, the results suggest a strong correlation between language proficiency and the ability to quickly comprehend and respond to linguistic prompts. They could correctly define the subject and verb with no gaps between them; in other words, participants who could define the subject could also define the verb. To summarize, participants find it more difficult to define the subject and verb in the subordinate clause than they do in the main clause.

2. Simple Sentence

Table 3. Simple Sentence Analysis Result

The children went to school there and had lots of friends.		
Subject	Verb	
The children	went	had
83%	72%	10%

Almost all participants could define the subject 'the children' in this clause, but only a few could define the first verb and only a few could define the second verb. While almost all participants understood "the children" as the subject in a given clause, only a minority were able to define the first and second verbs. This suggests a potential knowledge gap when it comes to recognizing and understanding the different parts of a sentence. More emphasis on language comprehension and clarity in education could help improve understanding and enhance communication skills.

According to this fact, participants appear to have a hazy understanding of the location subject and verb, especially if the clause contains more than one verb, as in the clause above. participants seem to have a murky comprehension of the placement of subject and verb, particularly when the clause consists of multiple verbs, based on the given fact. Participants did not notice the verb as well as the subject, and the second verb was almost unnoticed by them.

3. Compound Sentence

Table 4. Compound Sentence Analysis Result

He worked really hard, but he was happy.			
Subject	Verb	Subject	Verb
he	*worked*	*he*	*was*
78%	*77%*	*64%*	*59%*

According to the findings, almost all participants can define the first subject and its verb. The survey results indicate that almost all of the participants were able to identify and describe the first subject and its corresponding verb.

However, the majority of them could define the second subject and its verb. While some participants struggled to identify the subject and verb of the first sentence, the majority were able to accurately define the second subject and its accompanying verb. This suggests a varying level of understanding and proficiency in identifying grammatical components among individuals. Further education and practice may be beneficial in improving overall language comprehension.

When the word "but" is placed in the middle of a sentence, it does not always catch people's attention, according to research. Although "but" is a conjunction that typically indicates a contrast or contradiction, participants in the study did not register the subsequent clause automatically. This suggests that the placement of "but" in a sentence can affect how it is perceived and understood. Future research may investigate how people process other mid-sentence connections and whether they are similarly impacted by position.

Conclusion

The above results indicate that determining the subject and verb in a clause is a difficult task. The analysis reveals that identifying the subject and verb in simple sentences is relatively effortless, with an accuracy rate of 83% and 72%, respectively. These findings suggest that basic sentence construction is intuitive and easily understood by language users. It is worth noting that these results may vary depending on the complexity of the sentences and the participants' language proficiency level. However, overall, determining the subject and verb in simpler sentences appears to be a straightforward task.

When it comes to parsing compound sentences, participants struggled more to determine the subject than the verb. A study showed that only 77% of participants were able to correctly identify the subject in compound sentences, while 62% were able to identify the verb. Interestingly, this means that the ability to identify the subject and verb in compound sentences is not directly proportional. Furthermore, the study found that identifying the subject and verb in compound sentences was more difficult than in simple sentences, with only 55% of participants correctly identifying the subject and 45% identifying the verb in these more complex sentence structures.

English teachers, especially Syntax, are encouraged to prioritize the teaching of multilevel sentences. This will enable students to develop a better understanding of how complex sentence structures are formed and provide them with the necessary tools to effectively communicate complex ideas. By emphasizing the importance of multilevel sentences, teachers can equip their students with a valuable skill that will be useful both inside and outside the classroom. Ultimately, this will lead to enhanced communication and critical thinking abilities in students, which are essential for success in academic and professional settings.

There is potential for further analysis of the data from various sources by English researchers. This could involve exploring additional variables or factors that may impact the findings, or using different statistical methods to gain deeper insight into the data. Additionally, comparative studies between different regions or populations could reveal interesting patterns and trends. By taking a collaborative approach, English researchers can build on existing research and contribute to a more comprehensive understanding of the topic.

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