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Exploring Factors Influencing the English Simple and Compound Sentences Used by Thai Non-English Major Student-Teachers in EFL Context

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Abstract

To create written language successfully, the learners need to comprehend the principles of patterns or structures of English sentences (Fitrawati, 2016). However, Thai EFL learners have continuously experienced difficulties in crafting and using improper English sentences. This study aimed to investigate English simple and compound sentences patterns used by Thai EFL Non-English major student-teachers; and to explore the factors influencing their uses. Participants of this study consisted of 91 third-year student teachers from the faculty of Education. Tests designed by Sovia, Z. (2019) and Demirezen, M. (2019), a short paragraph writing, and a semi-structured interview were used to collect the data. The results highlighted that most of the simple sentences were conducted in the pattern of subject + verb + complement (44.45%) While, the compound sentences were conducted by joining independent clauses together with coordinator conjunctions (91.67%). The common errors in the fields of omission, misformation, addition, word choices, and literal translation from Thai language were found. Along with, the influences of their mother tongue, limited knowledge of English grammatical rules and vocabulary, Thai English teacher, learner's mindset toward English language, linguistic anxiety, and social media were the main factors influencing how Thai student-teacher have used English simple and compound sentences.

***Keywords-* Factors; English simple sentence; English compound sentence**

I. INTRODUCTION

In EFL context, learners have continuously experienced difficulties in conducting and using English sentences. In fact, Kukurs (2012, cited in Kanyakorn, 2017) revealed that even native speakers failed to write a good piece of writing; although, they are skillful in grammar or already have knowledge about the various types of sentences. This can be confirmed by several studies (e.g., Hendrawaty, 2018, Mandasari. 2019, and Burhanuddin. 2020). Their results illustrated that EFL learners commonly made errors when they conducted English sentences. Studies of Nadia. A and Ismiyati. (2020), Sari et al, (2018), Fairisha et al., (2018) highlighted that EFL learners commonly made many errors in their simple and compound sentences. The result indicated that the EFL learners had low proficiency in grammar and syntactical rules. Moreover, their sentences

did not convey the target meaning which might cause miscommunication and leads to ineffective communication.

Regarding challenges in producing English sentences, the study produced by Rattanadilok Na Phuket and Othman, (2015) and Sermsook. et al. (2017) indicated that they were affected by interlingual interference as an effect of their native language (L1) in their target language (L2) acquisition and intralingual interference which interfere with the target language. These sources had an enormous effect on EFL learners when they produced writing tasks. As a result, their English sentences were not complete, and their connotation and denotation were incomplete. Hence, this current study aimed to study simple and compound sentences used by EFL learners and provide a deeper understanding of the main factors influencing Thai EFL Non-English Majors students' use of English simple

and compound sentences.

II. LITERATURE REVIEW

1. Types of English sentence

To group types of sentences, Frank (cited in Sari et al., 2018) suggested that sentences generally can be classified in two types which were function and structure. According to structure, English sentences can be divided into four categories (Murphy, 2013, P. 224) however in this study two types of sentences were focused.

1.1. Simple sentence

A simple sentence is the smallest sentence-unit which normally contains only one finite verb (Alexander, 2003). It consists of two components which are a subject and a predicate. Moreover, it also can be seen as an independent clause (Downing, 2006). For example; *A woman from the café found my backpack* (Sunny K. & Sarah J., 2020). This sentence has only one subject that is “*a woman from the café*” and one predicate which is “*found my backpack*”. Generally, English simple sentences can be formed in various patterns to convey one complete target meaning.

1.2. Compound Sentence

A compound sentence is a sentence which consists of two or more independent clauses (Sari et al., 2018). To conduct a complete compound sentence, the independent clause can be joined together with semi-colon, conjunctive adverbs, and coordinator conjunction (Alexander, 2003)

Previous Studies

The use of English sentence

The use of English sentences has curtained the difficulty for EFL learners; as a result, many errors commonly provided various ways. This could be seen in the study of Hendrawaty (2018), revealed that the errors of sentence were in the fields of misformation, omission, addition, and Misordering, respectively. Also, the participants faced with the difficulty in writing compound-complex which occurred the most errors, compound sentence, complex sentence, and simple sentence. Moreover, the occurrence of mistake was from the pattern of compound-complex sentence that was the most complicated of three other sentence patterns. Similarly, the study conducted by Burhanuddin, (2020) presented that the patterns of the errors could be grouped into eleven types of errors, the result revealed that the errors occurred in the sentences showed some ambiguities to the meaning of the sentences.

Recent years, numbers of studies were conducted about the use of English simple and compound sentence. As seen in the study of Nadia. M and Ismiyati (2020), they

aimed to investigate the grammatical errors in simple sentences. The result was indicated that the common grammatical errors found were in the field of misformation as the highest error, omission, and addition as the smallest percentage.

Additionally, N., (2018) attempted to classify each type of errors and find out the most and least frequently errors of sentence patterns. The finding illustrated that the learners made errors in the field of misformation, omission, addition, and Misordering, respectively. Also, the result revealed that they also had faced the problem in the use of simple and compound sentences.

In the term of compound sentence, it could be seen in the research of Sari. et al. (2018). It was conducted to analyze the English Department learners’ ability in writing English compound sentence. The result indicated that the learners’ ability in writing compound sentence was moderate level. Also, they discussed that the learners made errors on omission, misformation, Misordering, and addition.

In Thai EFL context, Sermsook. et al. (2017), examined English major Thai university learners’ language errors in a writing and to explore the errors sources. The result showed that punctuation, articles, subject-verb agreement, spelling, capitalization, and fragment, respectively were the most commonly occurred errors found which had been influenced from interlingual interference, intralingual interference, limited knowledge of English grammar and vocabulary, and carelessness which were the main sources found in this study.

Factors influencing the use of English sentence

Rattanadilok Na Phuket and Othman (2015) conducted the study to explore the main sources of errors occurred in the Thai university EFL learners’ writing; and to investigate the types of errors and the linguistic level which presented the most errors in writing. As found in the study, it was indicated that types of errors occurred in their writing mainly were translated words from Thai, word choice, verb tense, preposition, and comma, and the major sources were interlingual and intralingual.

III. RESEARCH METHODOLOGY

1. Participants

The participants in this study were 91 Thai EFL non-English major pre-service teachers from 10 majors who were third-year student-teachers who were studying at Faculty of Education.

2. Instruments

To collect the data in this study, test designed by Sovia, Z. (2019) and Demirezen, M. (2019) were used to

investigate the participants' ability in identifying dependent and independent clauses and types of English sentences. Also, a short paragraph writing was used to explore the use and the problems in the use of English simple and compound sentences. Additionally, semi-structured interview was conducted by the researchers to gather the 'in-depth information' which aimed to explore challenges and factors influencing in Thai EFL non-English major pre-service teachers' use of English simple sentence and compound sentence. The sample group was chosen by employing the purposive sample technique. This semi-structured interview was conducted in their native language (Thai language).

3. Data Analysis

A. Test

After obtaining the responses, it was analyzed and calculated percentage of true and false answers based on the theory conducted by Bungin (2010 cited in Sovia, Z. 2019). In the analysis process of the participants' paragraphs, simple and compound sentences were analyzed the patterns used which were classified based on the sentence patterns cited in the theory of Alexander (2003). Also, they were calculated percentage of frequency based on the theory adapted from Bungin (2010). After that, the theory of Dulay (1982 referred in Sari. et al. 1028) was used to analyze and category the problems/errors in the pre-service teachers' use of simple and compound sentence.

B. Semi-structured interview

After the semi-structured interview process, the data was transcribed and proposed to thematic analysis in order to gain more understanding, perspectives, and in-dept information. As explanation of Castleberry, A. and Nolen, A., (2018), thematic analysis (TA) can be seen as "a method of identifying, analyzing, and reporting patterns (themes) within data".

IV. RESULT AND DISCUSSION

The results of tests

Section 1: Respondents' demographic

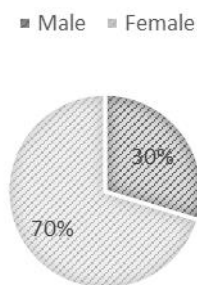


Figure 1: Gender

As shown in the figure 1, the participants in this study were both male (30%) and female (70%) pre-service teachers.

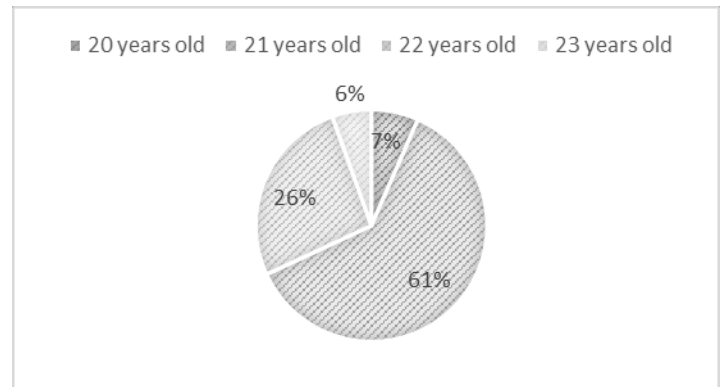


Figure 2: Age

As show in the figure 2, the participants participated in this study were 21 years old (61%), 22 years old (26%), 20 years old (7%), and 23 years old (6%), respectively.

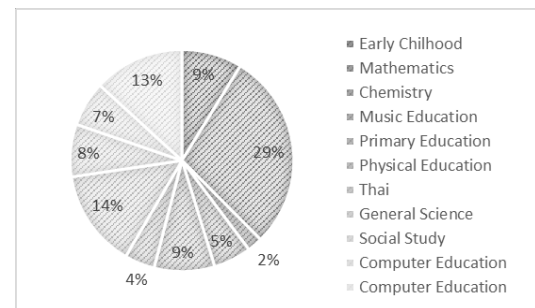


Figure 3: Participants

As shown in the figure 3, there were pre-service teachers from 10 majors.

Section 2: Tests

Table 1: Test result

Majors	% of true answer	% of false answer	\bar{x}	S.D.
1. Early Childhood	22.00	78.00	5.50	2.14
2. Mathematics	38.00	62.00	9.50	3.57
3. Chemistry	20.00	80.00	5.00	0.00
4. Music Education	24.00	76.00	6.00	1.58
5. Primary Education	38.50	61.50	9.63	4.75
6. Physical Education	23.00	77.00	5.75	0.90
7. Thai	26.46	73.54	6.62	2.18
8. General Science	23.43	76.57	6.86	1.95
9. Social Study	27.33	72.67	6.83	1.94
10. Computer Education	23.00	77.00	5.75	1.42
Average	26.57	73.43	6.74	2.04

As shown in table 1, it presented that the pre-service teachers' average percentage of true answers was 26.57%, and there were 70.33% of false answers. Also, the average score was 6.74 (S.D. = 2.04). This can be assumed that the participants were incomplete in identification of English clauses and sentences. The finding revealed that the highest percentage of true answers was (38.50%), and the lowest percentage of true answers was (20%).

Table 2: The pre-service teachers' responds in identifying clauses

Items	% of IC	% of DC	̄	S.D.
1. Whenever she's nervous, she bites her nails. (DC)	59.34	40.66	0.59	0.49
2. The weather is warm. (IC)	74.73	25.27	0.75	0.44
3. I hope it will snow soon because I want to go sledding. (DC)	25.04	74.96	0.45	0.50
4. The glue spilled everywhere. (IC)	59.34	40.66	0.59	0.49
5. Because she drove me here (DC)	64.84	35.16	0.65	0.48
Average	56.66	43.34	0.61	0.48

As shown in table 2, it was found that the pre-service teachers did 56.66% of independent clause identification and 43.34% of dependent clause identification. Also, the average mean score was 0.61 (S.D. = 0.48).

Table 3: The result of pre-service teachers' identification of simple sentences

Items	% of true answer	% of false answer	̄	S.D.
1. It took Carlson only eight years to reach the pinnacle of his profession.	23.08	76.92	0.23	0.42
2. A year after the accident, she's finally starting to pull herself together.	12.09	87.91	0.12	0.33
3. Regarding your recent inquiry, I've enclosed a copy of our new brochure.	22.00	78.00	0.22	0.42
4. Depression exists on a continuum, with mild sadness at one end to suicide at the other.	16.48	83.52	0.16	0.37
5. Brett marched out of the office, slamming the door behind him.	16.48	83.52	0.16	0.37
Average	18.03	81.97	0.18	0.38

As shown in the table, there were 18.03 % choose true answers in identifying simple sentences; meanwhile, 81.97% choose false answers.

As explained above, the majority of the participants got low percentages of the true answers in identifying English simple and compound sentences. That could be identified that Thai EFL no-English major pre-service teachers were low at recognition of English simple and compound sentences; although, they succeeded in the identification of English dependent and independent clauses.

Research question 1: How do Thai EFL Non-English Majors student-teachers use English simple and compound sentences?

1. The use of simple sentences

The analysis of the pre-service teachers' simple sentences used in paragraphs revealed that simple sentences were used in their paragraphs in various patterns. To analyze the patterns of simple sentences used in the pre-service teachers' paragraph, they were classified into 5 patterns based on Alexander (2003) as shown in the table below;

Table 5: The frequency percentage of simple sentences used

Patterns of simple sentence	% of frequency
1. S+V	0.00
2. S+V+C	44.45
3. S+V+DO	20.63
4. S+V+IO+DO	0.00
5. S+V+O+C	34.92
Total	100

As shown in the table, it was highlighted that pre-service teachers' simple sentences were used in the pattern of subject + verb + complement or S+V+C (44.45%). Meanwhile, 34.92 % were conducted in the pattern of subject +verb +object +complement or S+V+O+C. Besides, some of them were written in the pattern of subject +verb +direct object or S+V+DO (20.63%).

From the finding, it was highlighted that most pre-service teachers used in the pattern of subject + verb + complement or S+V+C (44.45%); for example, (A). *Phi Phi Island is located on the Andaman Sea coast at Krabi province, Thailand*, (B). *They are very kind and helpful*.

As shown in the example (A), it can be explained that it consisted of subject which is "*Phi Phi Island*", verb which is "*is located on*", and complement which is "*the Andaman Sea coast at Krabi province, Thailand*". While, the example (B) was conducted from one subject which is "*they*", one verb that is "*are*", and two complement which are "*kind*" and "*helpful*".

Additionally, 34.92 % of simple sentences used in the pre-service teachers' paragraph were conducted in the pattern of subject +verb +object +complement or S+V+O+C; for instance, *these reasons have resulted in many filmmakers to choose here as the main location in their movies such as the Beach and Fast and Furious*⁹. To explain the example, this sentence consisted of "*these reasons*" as the subject, "*have resulted in*" which is verb, object which is "*many filmmakers*", and "*to choose here as the main location in their movies such as The beach and Fast and Furious*⁹" which is the complement.

Another finding also presented that some of pre-service teachers' simple sentences were written in the pattern of subject +verb +direct object or S+V+DO (20.63%). For example, *I play sports and games*. This sentence included subject which is "*I*", verb which is "*play*", and two direct objects which are "*sports*" and "*games*".

2. The used of compound sentences

After analysis of the pre-service teachers' simple sentences used in their paragraphs, it was indicated that compound sentences used can be classified into 3 patterns

as shown in the table following;

Table 6: The frequency percentage of compound sentences used

Patterns of compound sentence	% of frequency
1. Semi colon	0.00
2. Conjunctive adverb	8.33
3. Coordinator conjunction	91.67
Total	100

This table indicated the patterns of English compound sentences used by Thai EFL pre-service teachers. The finding result was illustrated that 91.67% of compound sentences were formed by used of coordinator conjunction. In contrast, there were 8.33% of them were conducted by using conjunctive adverb

According to the analysis, the finding result showed that most of compound sentences used by Thai EFL pre-service teachers were formed by used of coordinator conjunction. In contrast, 8.33% of them were conducted by using conjunctive adverb.

The problems in the use of simple sentences and compound sentences

According to the analysis of the pre-service teachers’ paragraph writings, it revealed that the pre-service teachers made many errors in their English simple sentences and compound sentences. As shown in the tables following;

A. Simple sentence

Table 7: Frequency and percentage Types of errors in simple sentences

No	Error Categories	Frequency	% of Total Errors
1	Omission	6	35.29
2	Addition	5	29.42
3	Misformation	6	35.29
4	Misordering	-	-
	Total	17	100

As shown in the table, it presents that Thai EFL pre-service teachers frequently made errors in their use of English simple sentences. Commonly, the participants made omission and misformation (35.29%) and addition (29.42%) in their simple sentences. This confirmed the study of Nadia. M. and Ismiyati, (2020) that the EFL learners commonly made grammatical errors in the terms of misformation, omission, and addition.

From the finding, it was highlighted that the pre-service teachers frequently omitted preposition, verb, comma, and period. The pre-service teacher did not pay more attention on phrasal verb; as a result, its main verb was written without preposition “with”. Additionally, the following sentence represented that the pre-service teacher had commonly been careless on verb and comma. For example, “Koh Chang Trat The second largest island

in Thailand after Phuket” instead of Koh Chang, “Trat is the second largest island in Thailand after Phuket”.

Another finding was revealed that the pre-service teachers produced 6 times of misformation. As found in analysis process, some of them did incorrect capitalization in simple sentences. For example, “i like phuket sea” instead of “I like Phuket Sea”.

He/she wrote pronoun “I”, “Phuket Sea” which is a proper noun, and with lowercase letter;

In the analysis, it also was found that the 5 times of error in addition were produced in the pre-service teachers’ simple sentences. The finding showed that most of them added period in their sentences. For example, “Koh Samui is now the center of tourism in the southern Gulf of Thailand with both Thai and foreign tourists flocking to visit”. Also, some pre-service teachers added other unnecessary words in their sentences. For example, they conducted a sentence that “Hopefully, you like it here too” instead of “Hopefully, you like it too”.

Furthermore, the finding result was highlighted that most English simple sentences used were literally translated from Thai. For instance, *I love the atmosphere with close friends and loved ones by my side*. As mentioned in the study of Rattanadilok Na Phuket & Othman, 2015, they revealed that translation words from Thai was one of mostly frequent errors found. Also, they mentioned that literal translation of Thai words into English words was one technique in which Thai EFL students used in acquiring English skills, including writing.

Not only is that, it also was found that some simple sentences had incomplete meaning; although, they had correct sentence structure. For example, “My favorite tourist place go to the sea.

B. Compound sentences

As showed, the participants conducted errors in their compound sentences. As shown in the table following.

Table 8: Frequency and percentage Types of errors in compound sentences

No	Error Categories	Frequency	% of Total Errors
1	Omission	13	61.90
2	Addition	-	-
3	Misformation	8	38.10
4	Misordering	-	-
	Total	21	100

The finding was highlighted that omission (61.90 %) and misformation (38.10 %) frequently occurred in Thai EFL pre-service teachers’ compound sentences used in their paragraphs.

According to the analysis of the pre-service teachers' paragraphs, the result showed that most of pre-service teachers frequently omitted comma and verb in their compound sentence. For example, *"The people so kindness but my favorite thing on Koh Lanta is food"* (The people are so kind, but my favorite thing in Koh Lanta is food.).

Furthermore, the result revealed that the pre-service teachers made 8 times or 38.10 % of misformation in their compound sentences. As commonly highlighted, they used incorrect verb and capitalization in their compound sentence.

Factors influencing Thai EFL Non-English Majors student-teachers' use of English simple and compound sentences?

Regarding the analysis, the finding highlighted that the crucial factors found can be classified into eight dominant themes as follows:

1. Mother Tongue Language (Thai Language)

The excerpts revealed that their English simple and compound sentences were formed in the Thai sentence patterns. That was because they always wrote or thought their sentences in Thai, and they were translated to English by Google translate word by word. Also, this had an effect on their use of word choices.

"I had always experienced the interference from my native language. There were two terms. The first was the term of sentence structure. The second is the term of meaning. I referred to word choice."

-Tom

"To be honestly, when I needed to write English sentences whether are simple sentence, compound sentence or the others. They would write in Thai sentences before I would translate them into English using "Google Translate"

-Harry

Given the excerpts above indicated that mother tongue language (L1) directly influenced in their use of English sentences including simple and compound sentences. Additionally, it leads to the miscommunication that refers to the target meaning of the sentences are distorted. Furthermore, this factor was found in several studies. As mentioned in many studies that interlingual interference has also been the main cause of errors found in other Thai EFL learners' writing (Bennui, 2008; Watcharapunyawong & Usaha, 2013; Rattanadilok Na Phuket & Othman, 2015; Sermsook. et al, 2017). It represented that this factor has been the necessary point that English teachers need to pay more attention to their classes.

2. Limited knowledge of English grammatical rules and vocabulary

The samples revealed that they had limited knowledge in English grammatical rules and vocabulary. They reported that English grammar is the difficult and complex that is too difficult to recognize.

"The use of English simple and compound sentences was my difficulty. And, my main difficulty which I had experienced is that I had limited vocabulary storehouse. Also, I was not skillful in grammatical rules. Both of these limitations have resulted in me writing and using or writing English sentences incorrectly."

-Harry

"I could not arrange subject, verb, and object of sentence grammatically and correctly..."

-Jack

It pointed out that the participants had faced with the limited knowledge in English grammatical rules including syntax and vocabulary which extremely influence in their use of English simple and compound sentences. As a result, the use of those sentences is the difficulty. This stands in line the finding in the research of Sermsook. et al, (2017) who found that this domain is another crucial source of the participants' error. As found in this study, it confirmed that this factor needs to be solved importunately.

3. Thai English Teacher

Regarding the semi structured interviews, the finding indicated that English teachers who were Thai or non-native English teacher could be seen as the crucial factor directly influencing in their use of English simple and compound sentences. The participants reported that they had always been bullied and blamed when they produced mistakes in their English sentences, especially in the point of grammar. That delivered negative effect on the confidence in use of English sentences to them. The participants, additionally, revealed that the teachers described the details of simple and compound sentences in the fields of functions, structures, or patterns unclearly; also, they conducted complexity, difficulty, and anxiety in the English acquisition including simple and compound sentences. Not only is that, but Thai English Teachers' class also always concern hierarchy and policy which caused the class was boring, unenjoyable, and stressful. These were quiet in the same line with the study conducted by Manoch, S. & Limhan, K. (2021). The participants, moreover, asserted that the teachers focused on the theories or concepts of the sentences more than applying or using in the realistic situation which caused they had low opportunity in use. The excerpt shown below presented the Thai EFL non-English Major pre-service

teachers' thought about Thai English teachers as the crucial factor influencing in their use of English simple and compound sentences:

"I learnt them from my English teacher who is Thai. Her class was so boring and serious. I felt my brain was working hard all the time. Although I learnt about them hardly, I had still made mistakes in my simple and compound sentences because I learnt only their concept and structure. And, my English teacher always provided many rules that made me felt she was unfriendly and hierarchical, so I was afraid to ask her when I got her point. That served me the difficulty in the use of those sentences."

-Joseph

"An English teacher was the most crucial factor which effected directly on students' mindset toward English because Thai English teacher always bullied and blamed instead of giving constructive feedback when he/she found my mistakes. Also, this is the main cause of the difficulty in my use of English simple and compound sentence. And, I was unconfident to use them."

-Harry

"Sometime, it was influenced from teacher. Absolutely, he/she was proficient in it, but he/she could not transfer to us. I meant he/she described unclearly, and he/she always used English in the class that made me recognized unclearly."

-Jack

As shown in the participants excerpts above, it can be highlighted that Thai English teachers directly influenced in non-English major pre-service teachers' use of English simple and compound sentences. According to the participants' responses in semi-structure interview, it pointed out that the Thai English teachers fluently focused on their function and structure more than using in the real situation. Also, the finding result shown that this factor related with teachers' teaching style and learners' learning style. As mentioned in the excerpts above, Thai English teachers had always used grammar translation methodology; meanwhile, the learners preferred kinesthetic style. This can be confirmed by the finding result in the study of Phuengpitipornchai, K. et al. (2022) and Phantharakphong (2012) which revealed that the majority of EFL learners preferred learning English in the kinesthetic learning style. Phuengpitipornchai, K. et al. (2022) also explained that active learning approach and activities played an increasingly important role in educational system, especially in the English language learning. Given explanations above, to enhance or improve the learners' use of English simple and compound sentence, hence, teacher is as crucial as the other components for learner's learning. Also, regarding the participants' opinion, they suggested that an English

class should be designed constructively to support the learners who came from a variety of cultures and linguistics communities.

4. Mindset toward English

The participants asserted that they did not like English because it is the most difficult subject, and their hearts had been closed for it, for they had seen it as enemy. This was confirmed by the result in the study conducted by Mirizon (2020) which explained that growth mindset of pre-service teachers was low when they met obstacles in context of meeting difficulty in learning English context. The following excerpts reported Thai EFL non-English major pre-service teachers' perception toward their mindset toward English:

"I thought that English is the difficult subject; as a result, I did not like every skill of English. I would always be late for English class in order to spend the short time in the English class as much as possible. Also, English sentence was difficult for me."

-David

"My heart was closed for English because it was my enemy; English class was promoted as suffer time which was like adventure in the forest. As a result, I rarely used English sentences, and I would not use them if I had other choices because I did not like English."

-Jane

Given the excerpts above, it seems the participants were facing with the negative mindset toward English. As mentioned in the semi-structure interview, the majority of them highlighted that English is the most difficult subject, and it delivered them the stress and anxiety. As a result, English class has always been seen as their enemy. Hence, the use of English simple sentences is their difficulty, and they frequently provide various mistakes in their sentences.

5. Linguistic anxiety (LA)

Linguistic anxiety was one of the leading themes regarding teachers' perceptions in the factor influencing in the use of English simple and compound sentences. Spielberg (1983 cited in Quvanch, 2022) asserted that anxiety is the subjective feeling of tension, a state of apprehension, a vague fear, nervousness, and worry associated with an arousal of the autonomic nervous system. Given the analysis of the semi-structure interview, the participants agreed that sometimes, they always had experienced the linguistic anxiety in the use of English, especially in the term of writing. After that interview, the result was zoomed in that the participants had always concerned about grammatical rules accuracy when they conducted or used English simple and

compound sentences. They, in addition, were afraid their sentences could not express their target meaning. The excerpt below showed the participants illustrated:

“I always worried that I would write sentences correctly or not, and I was not confident in my sentences. I was afraid that my sentences would not convey my target meaning. As a result, I decided to write my paragraph in Thai sentences.”

-Joseph

“I always denied to use English sentences because I was afraid that my sentences would be incorrect whether were its structure, its functions, or its meaning, and I was not proficient in English grammar... Also, I'd never been confident to use it, and I was very anxious when I needed to use.”

-Jane

As mentioned in the excerpts, it could be obviously seen that this factor influenced straightly in the non-English major pre-service teachers' use of English simple and compound sentences. This can be supported by the finding result in the study provided by Dian. L. et al, (2019). They illustrated that foreign language anxiety was significantly correlated with students' performance in English which they identified in the terms of speaking and writing. Furthermore, the participants pointed out that when English including simple and compound sentences were expected to use, they had already created anxiousness; as a result, they were not confident in their sentences. That caused they wrote their sentences in Thai sentences in their paragraph writing which was representing their failure in the use of English simple and compound sentences. It can be assumed that linguistic anxiety certainly affects their achievement in the use of English including simple and compound sentence. This is quiet in the same line with the result of the study conducted by Amiri and Ghonsooly (2015) which attempted to investigate the relationship between English language anxiety and the students' achievement in their examination. They claimed that the learners, accomplish was directly affected by high anxiety ($r=0.348$, $p<0.001$). According to explanation before, it seems this factor becomes influential to reduce in order to help the learners, who are English users, enhance their use of English simple and compound sentence.

6. Opportunity in use

Opportunity can be promoted as very vital factor leading to the achievement in use of English simple and compound sentences. The participants claimed that they had faced with lack of opportunity in use of English including those sentences. They would be used when their lecturer assigned tasks which English was needed only.

The excerpts below indicated the participants' perceptions about opportunity:

“I had infrequently used them in my daily life. It might be because I study in another field of study. Also, I only used them when my lecturer assigned some tasks.”

-Harry

“I had rely used English simple and compound sentences. Thai language had been used as the main communicative tool. That was why I was not proficient in the use of them. That was because I had lack of opportunity to practice and use. As a result, I normally provided several mistakes or errors when I used”

-Jack

As they mentioned in the excerpts, lack of opportunity in use caused their mistakes and errors in their sentences; the reason is that, the lack of opportunity leads to low practice. Also, low practice directly effects on low proficiency because practice and proficiency relate together as direct variation. As mentioned in the scholar provided by Atmojo. A., (2022) who came in the concept of “Revealing the Secrets of the English Teacher's Excellent Proficiency”, he mentioned that various kinds of practices contributed teacher's English proficiency. Also, Pratiwi. P., (2020) stated that practice is significant for comprehending language, understanding meaning, and generating suitable responses based on contexts.

7. Social Media

The participants reported that they found numerous English sentences formed in the various patterns on social medias including Facebook, Instagram, YouTube, or Twitter; additionally, they claimed that those applications were used as the learning resources for their self-study for dept information sometimes. As a result, they always imitated the pattern of English sentence found on those social medias without considering their accuracy whether are grammar, syntactic rules, and function. Furthermore, they got used to using slang words and phrases instead of formal words and complete sentence in their written language. This was influenced from song on YouTube and English teaching video which focused on spoken language communication on Facebook and Instagram. As the participant' s explanation in the table below:

“Almost my English sentences were emulated from the sentences I found on Facebook and YouTube. Also, when I did not understand the lesson from my class, YouTube would become my main study resource which made me understand clearly. However, when I applied or used my proficient knowledge in the real context, it seemed I had still been confused and unconfident because Facebook and YouTube delivered me only knowledge in the term of theory without the

practicing and drilling which aimed to prepare the audience for examination such as TOEIC, TOEFL, or etc. So, I had still needed teachers to give me some constructive feedbacks to confirm and analyze my sentences in the term of accuracy...”

Alice

“I always imitated the pattern of English sentence from sentences which I saw on Facebook, Instagram, YouTube, or Twitter.”

Harry

Given the excerpts above, they illustrated that Thai EFL non-English major student-teachers perceived that most of their English simple and compound sentences were imitated from the sentences on social medias used wildly in their daily life. However, in the field, it can be seen into two terms. The first is term of advantage. As mentioned in the excerpts, the participants illustrated that their English skills were enhanced from the use of social medias in their self-learning. This is quiet in the same line with the finding in several scholars. For instance, Arif. T. (2019), Pikhart. M. (2019), and Anwas. et al., 2020 indicated that social media plays an important role to improve the students' English language skills. For the second term, it is illustrated in the field of negative effects. The participants revealed that slang words commonly occurred in their sentences which was the effect from using social medias in their everyday; as a result, those sentences were incorrect in the term of written language even if their meaning were complete. This can be confirmed by the result found in the study proposed by Bsharat. T. & Behak. F., (2021) which asserted that social medias regularly delivered the negative influence the students' English writing skills. Also, the study of Songxaba. L. & Sincuba. L., (2019) which resented the negative effect of the use of social media on writing highlighted that the use of social medias cased abbreviations, unnecessarily shortened words, numbers were used instead of the complete word form.

V. CONCLUSION

Regarding to the investigation of English simple and compound sentences used by Thai EFL Non-English Majors student-teachers and to explore the factors influencing in their use. Given the finding results in this study, it illustrated that the majority English simple sentences were formed in the patterns of subject + verb + complement or S+V+C (44.45%), subject +verb +object +complement or S+V+O+C (34.92 %), and subject +verb +direct object or S+V+DO (20.63%), respectively. In the field of English compound sentence, the finding pointed out that their compound sentences were conducted by using coordinator conjunction (91.67%) and conjunctive adverbs (8.88%), respectively. As the deeper analysis, the participants frequently faced with conducting omission, misformation, and addition, respectively (see in table 7) in their use of simple sentence. In the same way, Omission and misformation, respectively (see in the table 8) occurred

many times in compound sentences. Additionally, literal translation from Thai and problem in word choice were the commonly occurred in the participants' simple and compound sentences. Also, some sentences were formed grammatically and correctly, but they were found that their meaning were incomplete. Given the illustrations above, those were influenced by various factors. Based on the result found in the current study, it was brightened that the English simple and compound sentences used by Thai EFL non-English major pre-service teachers were influenced from eight main factors which were Mother Tongue Language (Thai Language), Limited Knowledge of English grammatical rules and vocabulary, Thai English Teacher, Mindset toward English, Linguistic anxiety (LA), Opportunity in use, and social media. Given the results found in this study, the authors hope that Theses might be a useful guideline or framework for developing and enhancing the EFL learners' fluency in using English simple and compound sentences.

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