SENTENCE COMPLEXITY OF PLANNED AND UNPLANNED SPEAKING PERFORMANCE OUTSIDE THE CLASSROOM

Hanna Kurniawati
Gusti Astika

Faculty of Language and Literature
Satya Wacana Christian University
Salatiga

Abstract

This study aimed to find out the level of sentence complexity of students' planned and unplanned speaking as reflected in the short and simple informal speaking performance outside the classroom. I also analyzed the sentence patterns of both planned and unplanned speaking performances. The participants of this study were English Department students. The data were collected by recording the students' speaking performances and it was analyzed by transcribing the recording, identifying the level of sentence complexity, and the sentence patterns. The findings show that the level of sentence complexity in the planned speaking performances was higher than the level of sentence complexity in the unplanned speaking performances.

Keywords: sentence complexity, planned speaking, unplanned speaking

INTRODUCTION

Speaking in a foreign language is not as easy as it looks like, because lots of aspects must be taken into account to make the speaking meaningful and understandable; pronunciation, fluency, accuracy, and grammar. Some people think that grammar is not really important; if the message is clear. However, grammar cannot be avoided from speaking, because by learning grammar, we can understand how sentences are constructed and to construct our own sentences (Ager, 2001).

In general, there are two conditions in speaking, i.e. in planned and unplanned speaking conditions. The examples of planned speaking performances are debate, presentation, and drama. The learners are allowed to make preparations at home to support their performances before doing the presentations. The learners can prepare things, such as pictures or anything that can support their performances. They are also able to make an outline on their speaking, and even memorize it, so that they can present it perfectly.Meanwhile, the example of unplanned speaking is an impromptu speech, i.e. when learners are asked to answer or speak about something related to the topic immediately. In contrast with planned speaking performances, in unplanned speaking performances, learners are asked without a preparation. They will not be given time to prepare themselves or make an outline for their speaking.

Since there are two kinds of speaking conditions, it is predicted that the speakers will also use different kinds of grammar and sentences. It is believed that the speakers will tend to use more complex grammar and sentences in the planned speaking performance, while on the other hand; they will tend to use simple grammar and sentences in the unplanned speaking performance, as they do not have time to prepare it. As a result there will also be a difference in sentence complexity and patterns of those two speaking performances.

There must be a difference between planned and unplanned speaking performances. It is predicted that learners will speak better if they are given time to think and prepare themselves before they speak, because by preparing themselves to speak, they can arrange their sentences by using correct grammar. They are also able to minimize their anxiety before speaking; they can make themselves calm and relaxed.

We can also see the difference in sentence complexity. The learners who are asked to speak immediately will tend to use simple grammar, because they do not have time to think about what kind of sentence they will use in the unplanned speaking. Moreover, their anxiety also influences their performance. They tend to have high anxiety level, for they are asked to speak immediately.

Meanwhile, speakers who are given time to think; tend to use complicated grammar in their speaking. This study wanted to

find out the sentence complexity used by ED students in both planned and unplanned speaking performance and also wanted to analyze the sentence patterns of those speaking performances.

Based on the background and problem statement above, this research aimed to answer two research questions. Those research questions are:

1. What is the level of the sentence complexity in planned and unplanned speaking performances of the students?
2. What are the sentence patterns used by the students in planned and unplanned speaking performances?

The objective of this study was to answer the research question above which was to find out the sentence complexity and sentence patterns used by the students in their planned and unplanned speaking performances.

REVIEW OF LITERATURE

Planned and Unplanned Speaking

Speaking is a medium of communication that is very crucial in human life, since by using it, people can deliver their ideas, feeling, and opinion easily. Lazaraton (1996), in Celce-Murcia (2001) argues that speaking is divided into two conditions, i.e. prepared speech and unplanned conversation. In this chapter, prepared speech is also called as planned speaking, while unplanned conversation is also called as unplanned speaking.

Ochs (1979) stated in Luoma (2004:12) explains that "planned speechis a speech where the speakers have prepared and possibly rehearsed their presentations in advance, or they express well-thought-out points and opinions, which they may have voiced many times before". In other words, in the planned speech, the speakers are given time to think and plan what they are going to speak in a certain time. Here, the speakers are able to practice their speaking skills, such as their pronunciation, fluency, and accuracy beforehand.

Luoma (2004:13) also states that "the concepts of planned and unplanned speech are closely connected to another factor that affects the grammar of speech, namely the level of formality of the speaking situation". Here, Luoma (2004) wants to show that the

level of formality will affect the grammar of speech; the less formal the speaking situation, the simpler the grammar used. On the other hand, the more formal the speaking situation is, the more complicated grammar will be used by the speaker. Situations that involve planned speech tends to be relatively formal, for instance in a country speech (which is delivered by a President) and a school speech (which is delivered by a Head Master, teachers, or staffs). Additionally, according to Gelderen (2002), formal language is language used in formal situations such as ceremonies, formal lectures, meeting government official.

She also adds that formal situations require more written-like language with more complex grammar (Luoma, 2004:13). It can happen since they are able to create and check their spoken grammar before they are asked to speak. In this kind of speech, the speakers can minimize their grammatical mistakes, since they have practiced their speech and even memorize all stuffs in it. That is why Hughes (2002) also argues that planned speaking is also said as a written discourse, for by writing everything that will be said, is the same as planning it in order to make the speakers are able to speak fluently and smoothly.

In contrast with the planned one, Ochs (1979), in Luoma (2004) states that unplanned speechis spoken on the spur of the moment, often in reaction to other speakers. It means that in unplanned speech, every single word that is uttered both by the speaker and interlocutor is accidently produced without any preparation. So, the grammar used in this kind of speaking situation tends to be more oral-like language with strings of short phrases and short turns between speakers (Luoma, 2004:13). This oral-like language can occur because the speakers are not given a time to prepare their speech before. They are requested to speak immediately without having a time to think about speaking skills and grammar.

Unlike the planned speech, this unplanned speaking is used in a range from formal to informal (Luoma, 2004:13). It means that the unplanned speech can occur both in a formal and informal conditions. For example, sometimes in a country speech, despite a President has already prepared his/her speech by writing it on a

piece of paper, there will be a moment when he/she speaks spontaneously to answer the audiences' questions. Of course the questions will not be predicted by the President, for the questions are asked by the audiences spontaneously. As a result, the President will answer the questions unexpectedly too, without any preparations. Here, the unplanned speech can occur.

Meanwhile, the examples of an unplanned speech in an informal situation are in a talk show, a debate, a TV dialogue show, and an interview. In these kinds of situations, speakers cannot arrange and prepare their speaking before, because they are asked to speak immediately to answer questions or respond their interlocutors' utterances. The result related with the grammar is their spoken grammar tends to be simple and short.

Grammar in Planned and Unplanned Speaking

Speaking in a second or foreign language is difficult (Celce-Murcia, 2001:103). It can happen because the speakers are usually not confident enough to speak in their second or foreign language. Nunan (1999:236) states that one problem that is faced by the speakers is the complexity of the language that is used by the speakers. Another problem is they do not have enough background knowledge of the second or foreign language, such as the grammar. According to Gelderen (2002), grammar is the rules to form and understand language. A rule is something that is fixed and cannot be changed. As a result, like in speaking, the speakers must understand the grammar or rules in the second or foreign language in order to help them to create sentences and understand the language.

The grammar that is used in speaking is of course different from the grammar used in a written form (Luoma, 2004:12). Grammar that is used in an oral communication tends to be simpler and short, while grammar that is used in a written form tends to be more complicated and long. It can happen because people do not have a time to think of the grammar and vocabularies that will be used by them in speaking. Since the information can be conveyed to their interlocutors, grammar seems do not be an important thing that should be recognized, but the use of a correct grammar cannot

be avoided, because if we cannot use grammar correctly in our conversation, the factual messages that are delivered can have different meanings, as a grammar determines a meaning.

However, as there are two types of speaking; planned and unplanned speaking, the grammar that is used in both of planned and unplanned speaking is also different. For in the planned speaking people are able to plan and think what kind of grammar and vocabularies that will be used in their speech, they will tend to use complex grammar in it. Meanwhile, in contrast, as in the unplanned speaking people are asked to speak incidentally, they do not have a time to think what kind of grammar and vocabularies that will be used in their speaking. As a result, incomplete sentences are commonly occurred in the unplanned speaking (Louma, 2004:12).

Sentence Complexity

According to Ellis and Barkhuizen (2005) complexityis the degree to which learners produce complicated language. There are two senses in which language can be considered elaborated. First, a language can be stated as a complex language if it is at the upper limit of its interlanguage system, and thus is not fully automated, can be considered more complex than language that has been fully internalized. It is predicted that not all speakers can use a complex language, since learners vary in their willingness to use more challenging and difficult language. L2 beginner learners will tend to use simpler language, as they have not mastered the language well, but the learners who have already mastered a language well, will tend to use more complex language to show their ability in the language.

Secondly, complexity can refer to the learner's preparedness to use a wide range of different structures. Complexity will depend on learners' willingness to take risks by experimenting linguistically. That is why, like what Luoma (2004) states that people tend to use complex sentences in their planned speech, because they have already prepared before the speech, and vice versa with the unplanned one.

Complexity of a sentence can be measured by using T-unit. Based on JSTOR (1980), *Teachers of English to Speakers of*

Other Languages, T-unit analysis is used to measure the overall syntactic complexity of speech and writing samples. In this website, it is also stated that:

> The claim that mean T-unit length is a valid measure of overall syntactic complexity is well supported. In recent years, T-unit analysis has been applied in studies of second language learning to characterize the syntactic nature of linguistic input and to assess the syntactic maturity of learners' written production. In all studies, T-unit analysis was seen to provide an objective and reliable method of determining the overall syntactic complexity of language samples.

From the explanation above, it can be concluded that T-unit can be used to measure sentence complexity. The criteria in deciding the "T" in T-unit is a simple sentence (a sentence which has a subject and a verb), with or without a subordinate clause (a clause which has a subordinator, such as **because, although, after, before, while, if,** etc). It is counted as one T-unit. Meanwhile, a sentence with a coordinate clause (a clause which has a coordinator, such as **and, but, so** and **or**) is counted as two T-units.
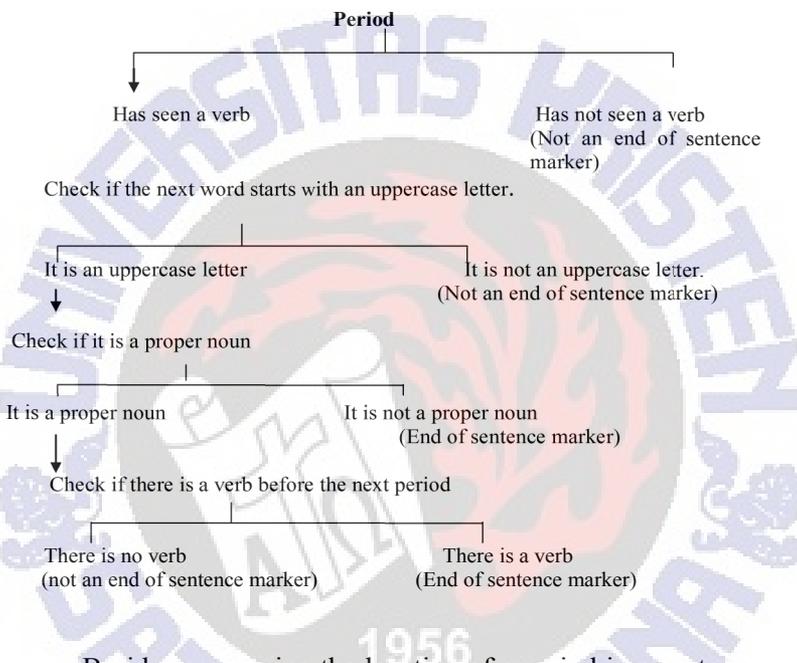
After analyzing each sentence by deciding the number of the T-unit, the level of sentence complexity of a speaker's speech is measured by this formula:

$$\text{Sentence Complexity} = \frac{\text{The total number of T-units}}{\text{The total number of Sentences}}$$

The normal level for the complexity is 1. For instance, if the total number of T-units is 100 and the total number of the sentences is 100, the sentence complexity will be 1 (100:100). If the level of the complexity is more than 1, it can be concluded that the level of the sentence complexity is high. Related to sentence complexity is the concept of sentence boundary. According to Aluthgedara (2003) "identifying sentence boundaries is one of the most important prerequisites"; because punctuation cannot be an exact mark to show that a sentence is ended.However, recognizing a sentence boundary is totally important to analyze a sentence, since if people do not know when a sentence stops, they will not be able to decide

which one is a new sentence and which one still belongs to the previous sentence.

In her paper, Aluthgedara (2003) gives a solution to the readers about how to decide whether a sentence stops or still belongs to the previous sentence. She gives a simple diagram to make the readers understand easily as seen below:

Period

Has seen a verb

Has not seen a verb
(Not an end of sentence marker)

Check if the next word starts with an uppercase letter.

It is an uppercase letter

It is not an uppercase letter.
(Not an end of sentence marker)

Check if it is a proper noun

It is a proper noun

It is not a proper noun
(End of sentence marker)

Check if there is a verb before the next period

There is no verb
(not an end of sentence marker)

There is a verb
(End of sentence marker)

Besides concerning the location of a period in a sentence, fragments, such as subordinate conjunctions fragments, verbal fragments, and added information fragments, run-ons and comma splices must also be considered to identify sentence boundaries. Since the common fragments that usually occur in people speech are subordinate conjunction fragments and added information fragments, only these two fragments will be discussed further (Writing Center, (2010).

A sentence which has a subordinate conjunction or subordinator cannot stand alone as a sentence. It always needs an independent clause (a clause which can stand alone as a sentence). In a written form, a comma is used to separate the subordinate clause with the independent clause, for instance, *I cannot come to*

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*the class, because I am sick.*According to Writing Center (2010), kinds of subordinate conjunctions are listed as follow:

after	although	as (as if)	because
before	even (even if/even though)	how	
if	in order that	rather than	since
so that	than	that	though
while	unless	until	when
where	which	who	whom
whose	why		

Meanwhile, the added information fragments usually give information about the pervious sentence (Writing Center, 2010). The words that are used are **for example, including, also, such as, except,** and **especially.** A comma is always put before those words, for instance *Many wild animals, such as lions, tigers, bears, live in a jungle.*

The next element that must be considered is a run-on, i.e. a sentence that connects two independent clauses without any punctuation. The most common type of run-on that connect two independent clauses is coordinating conjunctions or coordinators, such as **for, and, nor, but, or, yet,** and **so** (Writing Center, 2010). A comma always follows those coordinate conjunctions, for example *I miss you, but I hate you.*

The last is comma splices. The error in a sentence will occur if two independent clauses are joined with a comma. If there is an adverb, like **additionally, consequently, furthermore, hence, however, instead, moreover, nevertheless, otherwise, rather, still, then, therefore,** and **thus,** there must be a semicolon (;) to separate one independent clause with another one. If it is simplified, the technique for identifying sentence boundaries, which involves the subordinators, coordinators, and adverb, will be presented below (Writing Center, 2010):

1. **Use a comma and a coordinating conjunction** (*FANBOYS*— for, and, nor, but, or, yet, so) to separate the independent clauses.

2. **Use a semicolon** to separate the independent clauses.

3. **Use a subordinating conjunction** to make one of the clauses subordinate to the other. (Use a comma to separate the clauses).

4. **Use a period** to make the independent clauses into separate sentences.

From the explanation above (about sentence boundary), it can be concluded that people must consider several things in deciding when a sentence stops, such as the location of a period in a sentence, fragments, such as subordinate conjunctions fragments, verbal fragments, and added information fragments, run-ons and comma splices. By identifying those things, people can easily decide when a sentence stops.

METHOD OF RESEARCH

This study analyzed the grammar in students' planned and unplanned speaking performance. It also used some calculation to measure the level of the sentence complexity, but the interpretation was done descriptively. This study used primary data, since the data were collected directly from the participants through short and simple informal speaking outside the classroom. The data were collected in English Department, Satya Wacana Christian University, Salatiga. There were 10 English Department students from2009 academic year randomly selected; five females and five males. All of them had taken a public speaking courses.

The data were collected by recording the participants' speaking performance outside the classroom. The tool used for recording the students' utterances was a mobile phone. The recordings were done twice with each student. The first recording was for the planned speaking and the second was for the unplanned speaking. There were 20 recordings for all students. However, after transcribing all of the students' utterances, it was decided to use ten recordings, consisting of five planned speech recordings and five unplanned speech recordings. Ten recordings were considered enough for the data.

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The data were analyzed descriptively (Creswell 2008:56). The first step was transcribing the students' utterances in the recordings into the text form. Next, the transcriptions, which were typed in one long paragraph, were cut into sentences using the guideline for identifying sentence boundary. Then, the sentences were analyzed by using T-unit analysis to decide the sentence complexity for both planned and unplanned speaking performances. After that, the sentence patterns were analyzed by identifying the subjects and the verbs, the coordinators, and the subordinators to reveal the sentence patterns that were used in planned and unplanned speaking performances.

DATA ANALYSIS

This section presents the analysis of the data; sentence complexity and sentence patterns associated with the number of T-units in the sentences. Table 1 below presents the findings of sentence complexity.

Analysis on the Sentence Complexity

Table 1. Sentence Complexity

Planned Speech		Unplanned Speech	
T-unit	Number of sentences	T-unit	Number of sentences
1	37	1	47
2	9	2	33
3	7	3	12
4	5	4	6
5	6	5	5
6	2	6	2
7	6	7	2
8	4	8	0
Total T-unit: 212	Total Sentence: 76	Total T-unit: 224	Total Sentence: 107
Sentence Complexity: $\frac{212}{76} = 2.79$		Sentence Complexity: $\frac{224}{107} = 2.09$	

From the calculation above, it could be seen that the level of the sentence complexity in the planned speech was 2.79 points. It means that the level of complexity of the planned speech was so high, since the normal level for the complexity is 1.

On the other hand, it could also be seen that the level of the sentence complexity in the unplanned speech was 2.09 points. It means that the level of complexity of the planned speech was also quite high, since the normal level for the complexity is 1.

Based on the table above, actually both planned and unplanned speech had high levels of sentence complexity. However, the level of sentence complexity in the planned speaking was higher than the level of sentence complexity in the unplanned speaking.

Sentence Patterns in Planned and Unplanned Speech

The analysis of sentence patterns below is based on the number of T-units in the sentences.

a. Analysis on the Sentence Patterns of Planned and Unplanned Speeches with one T-unit

There were 37 sentences with one T-unit in the planned speech and 47 sentences in the unplanned speech. Below are four examples:

a. IC first is stand for Integrated Course. **(Planned Speech)**

b. The easy material eee…I think is vocabulary, learn about a new vocabulary, **because** learn a new vocabulary is very challenging for me. **(Planned Speech)**

c. Yes, eee…(paused) the student must pass all the exam (paused). **(Unplanned Speech)**

d. Yes, everyday I think about it **because** yaaa it's a one of the requirement you…next…to eee… **(Unplanned Speech)**

A simple sentence (a sentence which consists of a subject and a verb) and with or without a subordinate clause (a clause which has a subordinator, such as **because, although, after, before, while, if,** etc) are counted as one T-unit (JSTOR, 1980). Therefore, it could be seen that the four sentences above were considered as sentences with one T-unit, because they were simple sentences (sentence a and c) and sentences with subordinators (sentence b and d).

Moreover, the sentence pattern used in both planned and unplanned speaking performances with one T-unit was **S V** (Subject + Verb). There were 26 sentences in the planned speech and 30 sentences in the unplanned speech that used this kind of sentence pattern. However, the sentence construction in the planned speech was neater than the unplanned one. It could be seen from the sentence d. Although the student could use a subordinator (which meant the

sentence was complex), he could not finish the sentence. Unlike the sentence b, the student also used a subordinator in his speech and he could finish the sentence smoothly without pauses, because he had already prepared for his speech in the planned speaking.

Furthermore, it could also be analyzed that the students tended to use simple sentences, i.e. sentences which only had a subject and a verb (Eslbee Writers, 2005) than the complex one in the planned speaking. The same situation also happened in the unplanned speech. The students tended to use simple sentences in their unplanned speaking.

b. Analysis on the Sentence Patterns of Planned and Unplanned Speeches with two T-units

There were nine sentences with two T-units in the planned speaking and 33 sentences in the unplanned speaking. Below are two examples:

a. Now in this opportunity I will explain about IC **and** my topic today is "How Pass the IC first successfully?" **(Planned Speech)**

b. Fine, I'm fine **and** how about you? **(Unplanned Speech)**

A sentence with two T-units is a sentence which has one coordinator, such as **and, so, but,** and **or.** That is why the two examples above were put in this category (sentences with two T-units), because both of them had one coordinator (and).

The sentence pattern that was commonly used in the planned speech and unplanned speech with 2 T-units was still same, i.e. **S V coord S V…** (Subject + Verb + coordinator + Subject + Verb…). There were four sentences in the planned speech and five sentences in the unplanned speech which had this kind of sentence pattern. The grammar in the planned speaking was neater, since the students had already prepared the speech at home, so they could minimize the errors in speaking.

In addition, it could also be analyzed that the students used both simple and complex sentences proportionally in the planned speech, while they tended to use the complex sentences, i.e. the sentences which had subordinators and relative pronouns (Eslbee Writers, 2005), in the unplanned speaking.

Although in the unplanned speaking they had not prepared yet, in fact they could use the complex sentences in their speeches. Perhaps, it could happen because the topics that were given to them were so familiar. According to Thornbury (2005), the more familiar the topic, the easier the speaking task will be. Therefore, the students could also use complex sentences, since the topics given were related to their life. Thus, it was easy to develop their ideas and use complex sentences in the unplanned speaking.

c. Analysis on the Sentence Patterns of Planned and Unplanned Speeches with three T-units

There were seven sentences with three T-units were found in the planned speech and 12 sentences in the unplanned speech. Below are two examples:

a. We can use it in ou…daily…in the daily speak **and** yah it's challenging for me **and** (paused) my tips for pass the IC is you have to read all the article, all the material before you test. **(Planned Speech)**

b. Eee…usually after eee…long text, there is a question about the text eh about the text **and** I think that's very clearly enough to…**so** I can find in the text. **(Unplanned Speech)**

A sentence with three T-units is a sentence which has two coordinators, such as **and, so, but,** and **or.** That is why the two examples above were put in this category (sentences with three T-units), because both of them had two coordinators (and, so).

After looking at the examples above, it could be analyzed that there were no sentence patterns that were commonly used by the students both in the planned and unplanned speech. In other words, the students had different sentence patterns in this category (three T-units).

It could be seen that the sentences in the planned and unplanned speech were not too different; both of them had one subordinator and two coordinators. Additionally, it could be generalized that the planned speaking used simple and complex sentences in a balanced way, while the unplanned speaking used more complex sentences than the simple ones.

Besides the topics of speaking became one of its causes, another reason to explain why the unplanned speech used more complex sentences was the familiarity with the interlocutors. Thornbury (2005) states that "the better you know the people you are talking to, the easier it will be". Since all of the speeches were done outside the classroom, maybe the students felt more comfortable and they did not have high anxieties. The relaxed speaking condition was also influenced the students' performances, including the use of sentences, simple or complex sentences.

d. Analysis on the Sentence Patterns of Planned and Unplanned Speeches with four T-units

There were five sentences with four T-units in the planned speech and six sentences in the unplanned speech. Below are two examples:

a. It's important to me, because we have a long day after we graduated in our senior high school, **so** it's help us to remind all of our knowledge in English, **and** then besides that, it lead us to have a basic skill about English to face another in our next semester **and** then about the difficult. **(Planned Speech)**

b. Eee…(paused) I think the teacher is creative **but** maybe the material is…is eee…more difficult to understand, **so** (paused) we can…we say …we say that it hard to understand, **but** I think the material have a easy learning material. **(Unplanned Speech)**

A sentence with four T-units is a sentence which has three coordinators, such as **and, so, but,** and **or.** That is why the two examples above were put in this category (sentences with four T-units), because both of them had three coordinators (but, so, or, and).

The sentence pattern used by the students in the planned speaking was **S V sub. S V . . .** (Subject + Verb + subordinator + Subject + Verb . . .). Meanwhile, the sentence pattern that tended to be used by the students in the unplanned speaking was **S V coord. S V . . .** (Subject + Verb + coordinator + Subject + Verb . . .).

Furthermore, it could also be analyzed that the students tended to use complex sentences both in the planned and unplanned speeches. There were four complex sentences and only one simple sentence in the planned speaking, while five complex sentences

and one simple sentence in the unplanned speaking. According to Eslbee Writers (2005), a complex sentence is a sentence which has subjects, verbs, subordinators and/or relative pronouns.

e. Analysis on the Sentence Patterns of Planned and Unplanned Speeches with five T-units

There were six sentences with five T-units in the planned speech and five sentences in the unplanned speech. Below are two examples:

a. Actually like the (paused) spirit I'm talk about before **and** ghost is I think not scare for me because it..I can see there, I can see them **so** it I'm so "biasa-biasa", because I think I can…I can't see ghost, **so** it make me feel (paused) it's not make me feel scare **and** then (paused) I know some kind of ghost from Indonesia. **(Planned Speech)**

b. Yes, I pass it, **but** eee…I'm a little disappointed, because in a test eee…when I (paused) eee…(paused) eee when I join IC eee…in test two **and** three I got mm…A grade, **but** in the fourth IC…in the fourth test IC in usually…especially in the first structure eehh in the last structure, I got (paused) maybe B **and** that's make my IC..that's make my grade…that's make my grade in IC is become AB not A. **(Unplanned Speech)**

A sentence with five T-units is a sentence which has four coordinators, such as **and, so, but,** and **or.** That is why the two examples above were put in this category (sentences with five T-units), because both of them had four coordinators (but, so, and).

The sentence pattern used by the students in the planned and unplanned speaking was same, i.e. **S V coord. S V . . .** (Subject + Verb + coordinator + Subject + Verb . . .). Additionally, it could be generalized that the planned speaking used simple and complex sentences in a balanced way, while the unplanned speaking used more complex sentences than the simple one. According to Eslbee Writers (2005), a complex sentence is a sentence which has subjects, verbs, subordinators and/or relative pronouns, hence it could be concluded that there were three simple sentences and three complex sentences in the planned speaking, and two simple sentences and three complex sentences in the unplanned speaking performance.

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f. Analysis on the Sentence Patterns of Planned and Unplanned Speeches with six T-units

There were two sentences each with six T-units in the planned speech and unplanned speech. Below are two examples:

a. I think ghost is a spirit that people who died **and** the spirit is not going to heaven **but** still in earth, **and** I think the ghost is seems like Satan **or** evil, because we can see that in our Holy Bible, **so** that is a ghost for me. **(Planned Speech)**

b. I just sweep my class with my friend **and** (paused) I feel want to go to the toilet, **but** because I didn't finish my sweeping, **so** I just (paused) want to finish my sweeping first **and** then after that I will go to the bathroom, **but** unfortunately, when I'm sweeping in my class (paused) I…I cannot…I cannot (long paused) I cannot uuhh…what? **(Unplanned Speech)**

A sentence with six T-units is a sentence which has five coordinators, such as **and, so, but,** and **or.** That is why the two examples above were put in this category (sentences with six T-units), because both of them had five coordinators (but, so, and, or).

After checking the sentences in the planned and unplanned speeches with six T-units, it could be concluded that the higher the number of the T-unit, the fewer the number of sentences (there were just two sentences with 6 T-units for each planned and unplanned speaking).

Since the level of complexity in this category (sentences with six T-units) was higher than before, the sentence patterns was also longer and more complex. If it was concluded, the sentence pattern in the planned speech would be **S V rel.pro S rel.pro…** or **S V rel.pro V rel.pro…** (Subject + Verb + relative pronoun + Subject + relative pronoun… **or** Subject + Verb + relative pronoun + Verb + relative pronoun…). Meanwhile the sentence pattern in the unplanned speech was **S V coord. S V …** (Subject + Verb + coordinator + Subject + Verb …)

Besides analyzing the sentence patterns of each planned and unplanned speaking performance, it could also be concluded that the students tended to speak using complex sentences in the unplanned speaking. However, although the unplanned speaking had more complex sentences than the planned one, it could be seen

from the example of the unplanned speech that the sentence was not finished yet. The student seemed to have a difficulty to finish her utterance.

g. Analysis on the Sentence Patterns of Planned and Unplanned Speeches with seven T-units

There were six sentences with seven T-units in the planned speech and two sentences in the unplanned speech. Below are two examples:

a. Mat...material to teach the teacher **and** the capability of the teacher to teach the students **and** also eee…if the school is located near…not in town, **so** the source that can...that the teacher can get to teach…to teach the students is eee…not not enough, **so** the mater…material that the students get is eee…limited eee…**and** I think, the government say that this exam was held because of eee…to increase the quality of the students, **but** in my opinion, as...as a students who has passed this eee…exam eee… this (paused) exam…this examination didn't…doesn't reach the purpose of the government. **(Planned Speech)**

b. You know why of course why I yes…**and** after that I hihi…I…I…continue it in bathroom **and** after that, yah…ya I just use my wet…wet…underwear **and** I (paused) eee…I…I go to the class again **and** I'll also continue the…eee…subject yes, my school because it is just a break **so** after that I have eee…yes…I felt…I continue my school again (paused) for the my subject eee…**but** mmm…I felt very fortune why, because my…my skirt was not…was not wet, yes…it's still dry **and** yah…at least it help me to…to..yah what…to…keep my…secret hehe…from the other class students. **(Unplanned Speech)**

A sentence with seven T-units is a sentence which has six coordinators, such as **and, so, but,** and **or.** That is why the two examples above were put in this category (sentences with seven T-units), because both of them had six coordinators (but, so, and).

The sentence pattern used by the students in the planned speech with seven T-units was **S V coord. S V…** (Subject + Verb + coordinator + Subject + Verb…). Meanwhile, there was no

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consistent sentence pattern that tended to be used by the students in the unplanned speech with seven T-units. Similar to the previous sentence patterns with several T-units, the sentence patterns in the unplanned speaking were completed by the presence of subordinators, which shows that the students were able to use complex sentences in the unplanned speaking.

Furthermore, it could also be concluded that there were more sentences in the planned speaking with seven T-units had more sentences than the sentences in the unplanned speech. It meant that the higher the T-units, the more sentences that were produced in the planned speaking and it also meant that the students were able to make the more complex sentences in the planned speaking, which needed a preparation before the speech.

h. Analysis on the Sentence Patterns of Planned and Unplanned Speeches with eight T-units

There were four sentences with eight T-units in the planned speech, but there was no sentence with eight T-units in the unplanned speech. It could be concluded that by preparing themselves, the students could make quite complex sentences in the planned speaking condition. In contrast, there was no sentence which had eight T-units in the unplanned speaking performance. It agrees with that Luoma's (2004) theory about the use of grammar in unplanned speaking. She states that people will tend to use complicated grammar in the planned speech, since they can prepare all things first. On the other hand, people will tend to use simple and even incomplete sentences in the unplanned speaking, as they are asked to speak immediately without having time to think about what kind of grammar to be used in their speaking.

Below is the example of sentence in the planned speech:

*It's in kuntil anak **and** genderuwo is like (paused) a man…is the big man **and** a giant **but** not a giant with a black skin **or** a green skill…skin, **so** with long hair too **and** have a taring **or** what is taring in English?*

A sentence with eight T-units is a sentence which has seven coordinators, such as **and, so, but,** and **or.** That is why the example above was put in this category (sentences with eight T-units), because it had seven coordinators (but, so, and, or).

Based on this example, the students seemed to like using **S V coord. S V…** (Subject + Verb + coordinator + Subject + Verb…) as their favorite sentence pattern. It appears that this sentence pattern is easy to use in speaking or perhaps the sentence pattern "subject + verb" is the simplest pattern in English.

Additional Findings on the use of Conjunctions (Subordinators, Relative Pronouns, and Coordinators)

Table 2. The use of Conjunctions in the Planned and Unplanned speaking

T-unit	Planned	No. of occurrence	Unplanned	No. of occurrence
1	because	3	because	6
	when	1	when	2
	that	2	that	2
	before	1	whenever	1
	what	2	until	3
	why	1	if	1
2	and	4	and	11
	because	1	because	5
	that	1	that	12
	but	3	but	17
	so	1	so	4
	if	1	if	2
	before	1	until	4
			when	7
			or	3
			although	3
3	because	2	because	4
	and	10	and	12
	that	5	that	7
	so	3	so	7
	or	1	or	2
	if	1	when	1
	before	1	after	1
			what	1
			but	4
4	because	3	because	3
	or	3	or	1
	so	2	so	3
	and	8	and	10
	but	3	but	5
	if	1	if	1
	when	1	when	1
	that	1	that	3
	until	1	before	1
	than	1	although	1
	after	2		

Table 2. Continued...

T-unit	Planned	No. of occurrence	Unplanned	No. of occurrence
5	and	14	and	8
	because	2	because	2
	when	1	when	3
	or	3	or	1
	but	4	but	7
	so	4	so	4
	before	1	than	1
	who	1	that	3
6	that	1	that	1
	and	5	and	6
	because	2	because	4
	but	2	but	2
	so	2	so	1
	who	3	if	1
	or	2	After that	1
			when	1
7	and	19	and	7
	so	9	so	3
	but	5	but	4
	because	7	because	3
	that	4	that	1
	than	1	than	1
	if	5	After that	3
	or	5		
	who	1		
	when	2		
8	and	16	and	0
	but	5	but	0
	or	5	or	0
	so	4	so	0
	because	2	because	0
	if	1	if	0
	when	2	when	0
	after	1	after	0
	that	1	that	0

From the table above, it could be concluded that the subordinator that tended to be used by the students in the planned and unplanned speeches with one T-unit was **because.** Meanwhile the relative pronoun that tended to be used in the planned speech with one T-unit was **what,** while in the unplanned speech was **when.**

Meanwhile, the coordinator used most frequently by the students in the planned and unplanned speeches with more than one T-unit was **and.** Moreover, it could also be seen that the students tended to use **because** as the subordinator in the planned and unplanned speeches with more than one T-unit. Besides that, the students were likely to use **that** as the relative pronoun in the planned and unplanned speeches.

Finally, it could be concluded that the ED students from 2009 academic year were able to use many kinds of conjunctions in their speeches (it could be seen from table 2), although the conjunctions that were tended to be used were still standard, such as **and, because,** and **that.**

Conclusion

This study found that the level of the sentence complexity in the planned speaking was higher than the level of the sentence complexity in the unplanned speaking performance. From the calculation of the T-unit for both planned and unplanned speaking performances, it was discovered that the level of sentence complexity in the planned speaking performance reached 2.79, which means it is very high, while the level of sentence complexity in the unplanned speaking reached 2.09, which is also quite high. It can also be concluded that the subjects in this study used complex sentences in the unplanned speaking performance although they did it without any preparation.

Parrott's statement (2008) which states that complex sentences are usually the problem for learners whose first language is not closely related to English does not seem to be supported in this study. The students tend to use complex sentences in their speeches rather than the simple ones because there are several factors that may have influenced the students to use complex sentences. Those factors are familiarity with the topics given, familiarity with the genres, familiarity with interlocutors, and environmental condition (Thornbury, 2005).

Based on the analysis of the sentence patterns, the students use**S V coord. S V…** (Subject + Verb + coordinator + Subject + Verb…) sentence pattern in their planned and unplanned speeches. It appears that this sentence pattern is easy to use in speaking or perhaps the sentence pattern "subject + verb" is the simplest pattern in English.

The study also reveals that the students use**and** as the coordinator, **because** as the subordinator, and **that** as the relative pronoun in their speeches. According to Writers (2005), a complex sentence always consists of an independent clause joined by one or more dependent clauses. The dependent clause is generally started

by a subordinator or a relative pronoun. Therefore, the students are able to make complex sentence by using a subordinator (because) and a relative pronoun (that).

The results of this study have an implication for the speaking classes in English Department. Although the subjects use complex sentences in both planned and unplanned speeches, they still need time to prepare themselves to speak and get ideas about the topics. Genres of the topics, interlocutors and environmental also play a role to develop their ideas, grammar, confidence, etc. It seems that the choice of topic is very helpful for the students in their speaking performances. Therefore, this study suggests that the lecturers give familiar topics to the students in order to see their best performance.

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