

INVESTIGATING FRENCH INEFFECTIVE SENTENCE CONSTRUCTION IN STUDENTS' ACADEMIC WRITING

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi konstruksi kalimat tidak efektif dalam bahasa Prancis dan menjelaskan faktor-faktor penyebab ketidakefektifan konstruksi kalimat dalam kelas menulis akademik dalam bentuk tesis mahasiswa. Penelitian ini menggunakan pendekatan kualitatif melalui kegiatan membaca berulang dengan observasi sistematis dan pencatatan fenomena konstruksi kalimat tidak efektif dalam tesis mahasiswa yang berlokasi di sebuah universitas negeri di Medan, Indonesia. Sampel penelitian adalah lima tesis dari angkatan 2020 hingga 2022. Data penulisan tesis adalah semua konstruksi kalimat bahasa Prancis yang tidak efektif dalam tesis siswa yang terdapat pada bab Pendahuluan. Hasil penelitian menunjukkan bahwa 134 konstruksi kalimat tidak efektif adalah sebagai berikut, (a) konstruksi kalimat tidak lengkap sebanyak 34 kalimat (25%), terdiri dari kalimat yang tidak memiliki subjek, predikat, dan objek, subjek dan predikat terlalu berjauhan, tidak memperhatikan keterangan tambahan dengan klausa subordinasi, tidak memperhatikan kata penghubung intrakalimat dan antarkalimat, (b) 25 (19%) kalimat tidak runtut, terdiri dari susunan kata yang tidak memperjelas kalimat, kesalahan dalam penggunaan preposisi, kesalahan penggunaan konjungsi, (c) 28 kalimat tidak sejajar (21%), disebabkan oleh konstruksi gagasan dalam susunan rangkaian yang bentuknya tidak sama, (d) 32 (24%) kalimat tidak logis, terdiri dari pilihan kata yang tidak tepat, penanggalan kata tertentu yang membuatnya rancu, dan susunan kata atau frasa yang salah tidak logis, (e) 15 (11%) kalimat tidak efisien, terdiri dari pengulangan kata yang telah tertulis, pengulangan kalimat pokok, penguraian kata yang tidak perlu, pleonasme, penulisan tanggal, bulan dan tahun yang tidak sesuai, dan penggunaan hubungan kata yang tidak perlu.

Kata Kunci: Kalimat yang tidak efektif, Konstruksi, Perancis, Penulisan Akademik

Abstract

This study aims to explore ineffective sentence constructions in French and explain the factors that cause ineffective sentence constructions in academic writing classes in the form of students' theses. The study employed a qualitative approach through repeated reading activities with systematic observation and recording of the phenomenon of ineffective sentence construction in the students' theses situated at a state university in Medan, Indonesia. The research sample is five theses from 2020 to 2022 cohorts. The data for theses writing were all French sentence constructions that are ineffective in the students' theses contained in the Introduction chapter. The findings revealed that 134 ineffective sentence constructions were as follows, (a) incomplete sentence construction as many as 34 sentences (25%), consisting of sentences that did not have a subject, predicate, and object, subject and predicate were too far apart, did not pay attention to additional information with subordination clauses, not paying attention to intra-sentence and inter-sentence conjunctions, (b) 25 (19%) incoherent sentences, consisting of word order that did not clarify the sentence, errors in the use of prepositions, errors in the use of conjunctions, (c) 28 non-parallel sentences (21%), caused by the construction of ideas in a serial arrangement that is not the same in form, (d) 32 (24%) illogical sentences, consisting of inappropriate word choices, the dating of certain words that make it ambiguous, and the wrong arrangement of words or phrases illogical, (e) 15 (11%) non-efficient sentences, consisting of repetition of words that have been

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written, repetition of subject sentences, unnecessary parsing of words, pleonasm, writing of dates, months and years that are not appropriate, and the use of words relationship that is not necessary.

Keywords: *Ineffective Sentences, Construction, French, Academic Writing*

Introduction

Ineffective sentences are sentencings whose sentence structure is not easy to understand and cannot convey a complete and clear message to the reader or listener. In academic circles, ineffective sentences should be avoided by writers or speakers for use in various kinds of scientific writing or scientific forum meetings, because ineffective sentences make research results not easily understood by readers or listeners. Scientific work that is not accepted in an academic environment will not be developed. Even the author of the scientific paper will be considered less competent in his field. Therefore, it is appropriate for a person or student as one of the academics when writing research results, making scientific articles, and the like using effective sentence structure so that it can be understood by many people, especially academics. Because if the sentence is not effective, the message to be conveyed by the writer or speaker will not be understood, so it is very likely that the reader or listener will misunderstand the intent and purpose of the message conveyed by the speaker or writer. Writing a thesis (academic writing) is one of the requirements for someone to complete a bachelor's degree program, including undergraduate students in the French language education study program. For Indonesian learners, French is a foreign language (called B2). French (BP) is learned after students master Indonesian (BI). The use of two languages with the condition that one language has already been mastered by Indonesian learners (BI) from BP being studied causes frequent difficulties and becomes a problem for students due to differences in the grammatical systems of the two languages. One of the difficulties experienced by French language students of the French Language Education Study Program is when writing a research report in the form of a thesis in French. Students often write sentences that are not in accordance with the rules of the language, causing ineffective sentence construction and tend not to understand the meaning of the sentences written. There are relatively many differences in the grammar system of BP and BI. This can be observed, for example, in the BP verb formation system which is influenced by the mode, including indicative, subjunctive, conditionnel and so on. This is also the case with the use of verb tenses related to the present, future or past tense. In BP, the concordance between verbs and nouns is not only related to gender and the number of nouns, it is also related to the time markers used in sentences, so that students need to be careful and able to edit sentences in order to form effective sentence constructions according to BP rules. One of the difficulties is in the BP sentence time markers. One can observe changes in verbs, for example in the verb *voir* 'see' which changes its form to *voit*, *a vu*, and *verra* due to adjustments to the time period used as in sentences 1a, 1b, and 1c below.

1a. *Rudi voit un chat sous la table.* (Présent) 'Rudi saw his cat under the table'.

b. Rudi a vu un chat sous la table. (Passé) 'Rudi saw his cat under the table'

c. Rudi verra un chat sous la table. (Futur) 'Rudi will see his cat under the table'.

If the BP sentence above uses the pronoun Je 'I' as the subject, it will result in a sentence where the verb changes to vois, ai vu, verrai according to the subject and tense used as shown in sentence 2 (a, b, c) below.

2a. Je vois un chat sous la table. (Present tense) 'I saw a cat under the table'.

b. J'ai vu un chat sous la table. (Past tense) 'I saw the cat under the table'

c. Je verrai un chat qui est sous la table. (Future future) 'I will see a cat under the table'.

If you pay attention to the BP rules, the construction of the example sentence above is included as an effective sentence because it meets the rules of the correct sentence formation system (Subject, Predicate, Object and Description as well as adjustments to pronouns with verbs, articles with nouns, use of adverbs of the right time). However, a sentence like the example above turns out to be ineffective if it is written as follows.

3a. *Rudi vois un chat sous le table.

b. * Je verra une chat que le chat est sous la table.

Sentence construction becomes ineffective due to verb conjugation vois and verra for Rudi's subject and je not in accordance with the rules of the French language, as well as the use of the article une (placed in front of feminine nouns) which is not in accordance with chat nouns as masculine nouns. In addition, the use of the relative pronominal que is inappropriate because it should use qui as the antecedent of the le chat object.

The phenomenon of ineffective sentence construction was found through initial observations made in French language student theses years 2020 to 2022. More in-depth identification was carried out in student theses in the background sub-chapter. Theses background is the introductory subsection of the theses which contains an overview or description of the problem or topic of study. This general description is very important and is central to all chapters because through this overview information will be obtained on the importance of the problem under study to obtain a solution to the problem. In addition, the background of the theses is one of the subsections that represents the patterns of student sentence construction as researchers because in the background the sentences written are ideas, ideas, personal thoughts, not quotations from expert statements.

Some of the ineffective sentence constructions found in student theses can be seen in the following example sentences 4,5 and 6.

4. *Faire la transposition est compliqué pour quelques étudiants car il existe la règle et

le système linguistique était différent avec ceux de l'indonésien.

5. *La plupart des étudiants ne font pas d'attention sur la transposition

6. *Les résultats de cette recherche et les théories qui a été citées dans cette recherche

peut ajouter ses connaissances sur la diversité des formes du sens passif.

The construction of sentence 4 is ineffective and incorrect because it does not comply with BP rules, namely linguistic adjectives should be added to the phoneme /s/ as a plural marker which is the accord of the noun la règle et le système (plural noun form); The group adjectival était différent should be written using the present participle étant différents to describe the noun group la règle et le système. The construction of sentence 5 becomes ineffective due to the addition of the preposition de or d'before the word attention even though there should be no need for a preposition for the faire attention verb group because it is already a group of verbs (groupe de verbe) and does not use the preposition d'or de (from). Likewise sentence 6 is an ineffective sentence because the passive verbs a été citées and peut should be adapted to the plural subject of the sentence les résultats so that the verb should be plural as well, so the construction is not in accordance with BP rules. Effective sentence construction from sentences 4,5, and 6 are as follows.

4. Faire la transposition est compliquée pour quelques étudiants car il existe la règle et le système linguistiques étant différents avec ceux de l'indonésien. 'Making transpositions is difficult for some students because there are linguistic rules and systems that are different from Indonesian language rules and systems'.
5. La plupart des étudiants ne font pas attention sur la transposition.' Most students do not pay attention to transposition'.
6. Les résultats de cette recherche et les théories qui ont été citée dans cette recherché peuvent ajouter ses connaissances sur la diversité des formes du sens passif. 'The research results and theories that have been presented in this study can add to their knowledge about various forms of passive sentences'.

A. Meaning of Sentence

Sentences used through language are a tool of human communication whose function is to convey information from one person to another. Sentences are also said to be a form of concretization of language that can be heard orally, and can be seen in written form. Through sentences one can express complete ideas, opinions, and feelings. Ramlan (1996) says that a sentence is a grammatical one which is limited by a long pause accompanied by a lowering or rising final tone. On the other (Rothstein, 2020) says that a sentence is a small unit of complete expression. Lado's opinion was reinforced by (Sneddon et al., 2012) who said that a sentence is the smallest unit of complete expression. Sentences are the study of syntax, after phrases and clauses. According to (Sneddon et al., 2012) a sentence is a syntactic study consisting of basic constituents, accompanied by conjunctions, and marked by final intonation. The basic constituent in syntax is usually a clause. In le Dico électronique Dictionary, le Robert, it is stated that 'Une phrase est constituée d'un ou plusieurs

mots, de différentes natures et fonctions, reliés entre eux. Elle commence par une majuscule et se termine par une ponctuation forte (point final, point d'exclamation, point d'interrogation, points de suspension) <https://dictionnaire.lerobert.com/guide/qu-est-ce-qu-une-phrase>, the meaning is that sentences are formed from one or a number of words, with different origins and functions connected to one another. Sentences begin with an uppercase letter and end with a punctuation mark (period, exclamation mark, question mark, suspension mark).

B. Effective Sentences Versus Ineffective Sentences

Every sentence is involved in the process of sending and receiving. Communication will not occur if the reception does not match delivery. The description relates to the function of the sentence as a tool communication. Good communication can occur when using sentences effective. Effective sentences have a denser and shorter sentence form According to Razak (1990:2), "A sentence is said to be effective if it is able to make the process of sending and receiving was going perfectly. Sentence effectively able to make the contents or intent of the recipient (reader), exactly like what was said." The meaning of the word perfect in a sentence is effective emphasizes capturing ideas that are in accordance with the author's ideas, even exactly the same. An ineffective sentence is a sentence structure that uses too much. Ineffective sentences are always convoluted in delivering the message and tend to be long. In the ineffective sentence structure, the use of spelling and the wrong language structure is often encountered. The essence or meaning of an ineffective sentence can actually be directly conveyed, it's just that because the arrangement doesn't match the sentence structure, it's hard to find the meaning. Ineffective sentences will make the reader confused and do not understand the contents. Werdiningsih (2002) suggests that completeness can be fulfilled, the subject of the sentence must be present, the predicate must be clear, the object of the sentence must be included if the predicate is in the form of a transitive verb, the complement must also be included, if the predicate is in the form of a verb which requires a complement, and the beheading is not done in the sentence. compound without changing its structure. According to (Strawson, 2017) the subject is the main element contained in a sentence besides the predicate element. In other words, the subject is an element or element of the sentence that becomes the subject of the conversation explained by the predicate. Meanwhile, the predicate is an element or sentence element that provides an explanation of the subject or explains the subject. Effective sentences have a denser and shorter sentence form. Meanwhile, ineffective sentences are more convoluted and tend to be long (because they are not effective). Ineffective sentences will make the reader confused and do not understand the contents.

The following table explains the differences in effective and ineffective sentences related to Indonesian according to Nugraheni (2017).

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Table 1. Differences between Effective and Ineffective Sentences

Differentiator	Effective sentence	Ineffective Sentences
Sentence Form	Solid and short	Convolutud
understanding of the reader	Easier to understand	Difficult to understand and confusing
Complete sentence elements	Has complete and explicit elements (at least there is a subject and predicate	Elements are incomplete because the subject or predicate is missing
its nature	It must be logical and acceptable with common sense	It's illogical
The order of the sentences	Clearer and shorter sentences	The sentence structure is ambiguous because it does not match the structure of the Indonesian language

C. Writing Theses as Academic Writing

Writing Academic Writing as a scientific work is different from writing an event in the news because what news is written must be based on the facts of the event or events that occurred. In addition, news writing can be spiced up with illustrations and interpretations, as long as it is intended for explanation of facts. Writing a theses as a scientific work can be started by presenting facts as data from what will be written. As stated by (Kazdin, 2021) that scientific work is the result of scientific thought in a particular scientific discipline which is arranged systematically, scientifically, logically, correctly, responsibly, and uses good and correct language. What should not be ruled out in writing scientific papers is the use of language which must also be scientific in nature. Scientific writing is an activity that must be mastered by academics. In order to produce good writing and meet the criteria according to the type of writing you want, it is necessary to practice writing habits in the sense that you must often write in various types of writing, including taking notes, reporting, telling, convincing, recording, influencing and so on. etc. This can be achieved well by people who can organize their thoughts and express them clearly through the use of words or sentence structures that are systematic and have a logical aspect. Writing in a foreign language, in this case BP, is not as simple as writing in their own language by Indonesian learners. Many requirements must be met according to the topic and type of writing to be chosen. Tagliante (1994) argues that *l'écrit n'est pas une simple transcription de l'oral. Ce sont deux grammaires quel'apprenant doit apprendre à maîtriser pour pouvoir s'exprimer: la grammaire de l'oral et la grammaire de l'écrit* meaning that writing is not something easy because it is not just transcribing speaking activities because there are two grammars that must be mastered, namely written and spoken grammar. Good writing has several characteristics, including being meaningful, clear and straightforward, forming a unified whole, short and concise meet the rules of language and must be communicative. A writing does not only contain linguistic features which are

marked by grammatical structures, but there are other aspects that are as important as grammatical structures, namely logical aspects. Theses as a medium for scientific work has the characteristics of scientific language which, in the opinion of (Fontaine et al., 2013) include (a) Reproductive, meaning that the intent written by the author is received with the same meaning by the reader, (b) Not emotive, meaning does not involve aspects of the author's feelings. The things that are disclosed must be rational, without being given the additional subjective and emotional opinions of the author. Therefore, scientific writing must be clear, objective and not exaggerated, (c) The use of standard language in spelling, words, sentences and paragraphs. The writer must use language by following the rules of grammar so that the results of the writing do not contain misinterpretations for the reader. Scientific work is work that is written to be read by everyone with an unlimited time span, (d) Use of scientific terms. Authors of scientific papers must use scientific terms in certain fields as proof of the author's mastery of certain knowledge that is not mastered by authors in other fields of science. Scientific terms are also used to communicate knowledge to readers so that they can be studied or studied further, (e) Rational, meaning that the writer must highlight a logical sequence of thoughts, a smooth flow of thought and writing accuracy, (f) There is cohesion between sentences in each paragraph and coherence between paragraphs in each chapter, (g) Straight to the point. Scientific writing should not be convoluted, but direct to the explanation or presentation that is to be conveyed to the reader, (h) The use of effective sentences, meaning that sentences are dense in content, not prolonged (winding), so that the meaning to be conveyed to the reader reaches target.

Research Methods

This research is qualitative research using documentation techniques with the assumption that the analysis is carried out solely based on the facts contained in the students' theses at a state university in Medan. This document study is used to examine the fulfillment of effective sentences in the theses. This analysis is descriptive in nature because the analysis of errors in effective sentence construction on the data source is natural, meaning that this analysis is carried out in a natural and reasonable situation. The source of the research data is the background of the student's theses manuscript. In this case, it only records data such as whether there is any form of sentence construction errors in the student's theses. The object of this analysis is the students' theses. The samples that were used as the object of analysis were five French language theses obtained from the results of student theses in 2020 to 2022 cohorts which were selected randomly. The data analysis method consists of three things, namely (1) data reduction, (2) data presentation, (3) conclusion drawing, and data verification.

Results And Discussion

The analysis showcases that there are 134 ineffective sentence constructions in the background sub-chapter of the students' theses. An effective sentence must have

complete elements according to the selected pattern. The completeness of a sentence is marked by the presence of minimal elements, namely the subject and predicate as the core elements in sentence construction and the complements needed by nouns and verbs in the form of transitive and adverb elements needed in the sentence. The ineffective sentence constructions found included the following elements, (1) incomplete sentence construction in the sense that the sentence did not have a subject, predicate, and object (if needed), the subject and predicate were too far apart, not paying attention to additional information with private clauses that , not paying attention to intra-sentence and inter-sentence conjunctions, (2) incoherent sentence construction, consisting of word order, not clarifying sentences, mistakes in using prepositions, mistakes in using conjunctions, (3) sentence construction is not parallel, caused by construction of ideas in serial arrangement which are not the same in form, (4) illogical sentence construction, consisting of inappropriate word choices, dating of certain words that make ambiguous, and illogical word or phrase construction, (5) inefficient sentence construction, consisting of repetition of words that has been written, repetition of the subject of the sentence, parsing words that are not necessary, pleonasm, writing the date, month, and year that are not right, and the use of conjunctions that are not necessary.

Table 2. Data on Ineffective Sentence Construction Results

No	Ineffective construction	Amount	%
1	Incomplete sentence	34	25
2	Incoherent sentences	25	19
3	Sentences are not parallel	28	21
4	Illogical sentences	32	24
5	Sentences are not thrifty	15	11

Ineffective sentence constructions can be seen in the following examples. Ineffective sentence or clause constructions are marked with an asterisk (sign *)

- a. **Incomplete sentence construction**, Sentences do not have a subject, predicate and object (if needed), subject and predicate are too far apart, do not pay attention to additional information with clauses, do not pay attention to intra-sentence and inter-sentence conjunctions.
 1. Dans cette phrase, est la première forme de phrase directe car il est réalisé avec mode l'impératif. Effective construction: Dans cette phrase, il y a la première forme de phrase directe car elle est réalisée utilisant le mode impératif.
 2. les enseignants et les futurs enseignants soient formés Effective construction: les enseignants et les futurs enseignants sont formés...'future tutors and tutors are formed'
 3. La rechercher par Tarihoran (2017) intitulé Analyse L'Acte de langage directif de la Requête-Indirecte. Effective construction: The research done by Tarihoran (2017) entitled Analyz L'Acte directive language of the Indirect-Request 'research that done by Tarihoran (2017) berjudul Analyse L'Acte de

langage directif de la Requête-Indirecte'.

4. Dans un développement actuel, en particulier les technologies de la communication et la science dans l'apprentissage des langues, surtout les langues étrangères. Effective construction: Dans un développement actuel, en particulier les technologies de la communication et la science dans l'apprentissage des langues, surtout les langues étrangères, on doit les apprécier.' In the latest developments, especially technology communication and knowledge in language learning, especially foreign language, we must appreciate it'.
 5. En se fondant sur les choses problématiques et la limitation de la recherche ci dessus nous formuler des problèmes qui sont développement dans cette recherche est...
 6. Effective construction: En se fondant sur les problématiques et la limitation de la recherche ci-dessus nous formulons des problèmes qui seront développés dans cette recherche, ce sont.' Based on We formulate the problems and limitations of the research above the problem in this research namely ...'
 7. Est que le matériel d'apprentissage sur le Compréhension Écrite dans le livre d'apprentissage du français Super Français SMA/ MA conformément au CECRL? Effective construction: Est-ce que le matériel d'apprentissage sur la Compréhension Écrite dans le livre d'apprentissage du français Super Français SMA/MA est conformément au CECRL? 'Is materialÉcrite Compréhension learning in language textbooks French Super Français SMA/MA according to CECRL?
- b. **Incoherent sentence construction** consists of word order, does not clarify sentences, mistakes in using prepositions, mistakes in using conjunctions. Ineffective French sentences in student theses can be seen in the following example
1. Cette recherche soit bien organisée et bien préparée, il faut mieux limiter des problèmes. Effective construction: Pour que cette recherche soit bien organisée et bien préparée, il faut mieux limiter des problèmes.' In order for this research to be organized and well prepared, it is necessary to limit the existing problems.
 2. ...parce qu'elle est plus facile utiliser dans tous les conditions. Effective construction: parce qu'elle est plus facile d'être utilisée dans toutes les conditions.' because it is easier to use in all circumstances'
 3. L'acte illocutoire qui utilise par des étudiants ne pas assez variées. Effective construction: L'acte illocutoire qui est utilisé par des étudiants n'est pas assez varié. 'Ilocutionary acts that have been used in learning are less varied'.
 4. L'acte de langage a divisé en trois types. Effective construction: L'acte de langage a été divisé en trois types. 'Acte de langage divided into three types.
 5. Ensuite, l'acte illocutoire fonctionnent selon différents types et degrés de politesse dans différents situations. Effective construction: Ensuite, l'acte

illocutoire fonctionne selon des différents types et degrés de politesse dans des différentes situations.' Furthermore, Illocutionary acts function according to the type and level of politeness different in different situations.

c. **Non-parallel sentence construction**, namely the construction of ideas in a serial arrangement that is not the same in form

1. Dans actes langage, il vise plusieurs objectifs le but d'exprimer pensées ou à d'autres. Effective construction: Dans actes langage, il vise plusieurs objectifs dans le but d'exprimer les pensées ou à d'autres. 'in the speech act addressed to various objectives whose purpose is to express thoughts or to the others.
2. L'auteur a trouvé quelque recherché précédente qui est liés à cette recherché. Effective construction: L'auteur a trouvé quelques recherches précédentes qui sont liées à cette recherché. "The author has found some research previously related to this research.
3. Les résultats de cette recherche montre que la réussite de la demande à quelqu'un de faire quelque chose est montre de la condition et la stratégie. Effective construction: Les résultats de cette recherche montrent que la réussite de la demande à quelqu'un de faire quelque chose est montrée de la condition et la stratégie.' The results of this study show that the success of a request to someone to dosomething shown by circumstances and strategy'.
4. Ce livre est le seul manuel de langue française largement utilisé dans les écoles SMA/MA du nord de indonesie qui écrit par l'Indonésienne. Effective construction: Ce livre est le seul manuel de langue française largement utilise à SMA / MA à Sumatera du nord qui a été écrit par l'indonésienne. 'This book is the only handbook French is widely used in high school / MA I North Sumatra written by Indonesian authors'. Dans l'histoire courte ci-dessus montre que la situation initiale qui est signée par la phrase Effective construction: Dans l'histoire courte ci-dessus on montre que la situation initiale étant signée par la phrase..." In the short story above The initial situation is shown by the sentence ..'

d. **Illogical sentence construction**, improper choice of words, dating of certain words that make it ambiguous, and illogical arrangement of words or phrases.

1. Les chansons dans ces trois albums sont choisies car plusieurs d'homophones grammaticaux peuvent être analysées. Effective construction: Les chansons dans ces trois albums sont choisies car plusieurs homophones grammaticales peuvent être analysées.' Songs in these three albums it was chosen because it sounds a lot grammatical analyzed'.
2. Les résultats de cette recherche montres que tous les cinq types de l'actes illocutoires de Searle se trouvent dans ce programme. Effective construction: Les résultats de cette recherche ont montré que tous les cinq types de l'acte illocutoire de Searle se trouvent dans ce programme.' The research results show that the five types Illocutionary acts according to Searle are contained in this program'.
3. Analyse sur la requête peut être fait en utilisant la conception A Cross-

Cultural

Study of Speech Act Realization Patterns (CCSARP) qui a été développé Effective construction: L'analyse sur la requête peut être faite en utilisant la conception A Cross-Cultural Study of Speech Act Realization Patterns (CCSARP) qui a été développée. "Analysis of politeness requests can be made using drafts A Cross-Cultural Study of Speech Act Realization Patterns (CCSARP)'.

4. Car cette application fournit de nombreux textes narratifs qui peuvent lire hors ligne et gratuitement. Effective construction: car cette application fournit de nombreux textes narratifs qui peuvent être lus hors ligne et gratuitement.' because of this app provides a number of narrative texts that can be read outsidenetwork and for free'.
 5. Cette analyse avantage pour enrichir et renforcer la capacité des connaissances. Effective construction: Cette analyse a de l'avantage pour enrichir et renforcer la capacité des connaissances. 'This analysis has the advantage of enrich and encourage knowledge capacity'
- e. **Inefficient sentence construction** in the form of repetition of words that have been written, repetition of the subject of the sentence, unnecessary parsing of words, pleonasm, incorrect writing of date, month and year, and use of unnecessary conjunctions.
1. On peut voir que les requêtes dans la formulation de l'acte de langage de requête qu'est plus fréquemment utilise la formulation directe où le mode impératif. Effective construction: On peut voir que les requêtes dans la formulation de l'acte de langage de requête sont plus fréquemment utilisées celle en directe au mode impératif. "We can see that deman in the formulation of the request speech act is used more often direct with the imperative mode'.
 2. et la stratégie plus moins est la Question sur la possibilité (1) ou 1,5% parce que elle utilise dans la possible situation. Effective construction: et la stratégie le moins est la Question sur la possibilité (1) ou 1,5% parce qu'elle est utilisée dans la possible situation. 'And the least strategy is a question about probability (1) or 1.5% because it is used in a situation that possible'.
 3. il utilise la question sur le verbe "pouvoir" un mode indicative. Effective construction: il utilise la question du verbe "pouvoir" utilisant un mode indicatif. ' He (lk) uses the question of the verb 'pouvoir' use indicative mode.
 4. le potentiel qui existe en eux-mêmes, dont la capacité dans les langues étrangères Effective construction: le potentiel qui existe en lui-même, dont la capacité est dans les langues étrangères.' The potential that lies within itself capacity is in a foreign language'.
 5. D'après les observations des activités d'apprentissage dans l'Unversitaire de Medan, section de la française, les données ont révélé que l'utilisation des

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médias d'apprentissage dans le processus d'apprentissage en classe est encore inadéquate. Effective construction :D'après les observations des activités d'apprentissage à l'Universitas Negeri Medan, section de français, les données ont révélé que l'utilisation des médias dans le processus d'apprentissage en classe est encore inadéquate. 'Based on observations in learning activities at the State University Medan, French language study program, the data shows that the use of media in the learning process in the classroom still not enough.

Conclusion

Through research on ineffective sentences in academic writing, data were obtained from as many as 134 ineffective sentence constructions in five student theses in the form of incomplete sentences of 34 (25%) due to not having a subject, predicate, and object, subject and predicate are too far apart, adjustments pronouns in adjectives, inappropriate concordances, did not pay attention to additional information with clauses connected with relative pronouns qui, que, dont and où, did not pay attention to the suitability of conjunctions in subordinating conjunctions with mode, b) 25 (19) incoherent sentences due to word order those that do not clarify sentences, errors in the use of prepositions à, sur, de, errors in the use of indicative and subjunctive modes, c) 28 (21%) non-parallel sentences. due to the construction of ideas in a serial arrangement that is not the same in form, d) 32 (24%) illogical sentences due to inappropriate word choices, certain word dates that make ambiguous, and illogical word or phrase arrangements, e) inefficient sentences as much as 15 (11%) due to repetition of words that have been written, repetition of sentence subjects, unnecessary parsing of words, use of unnecessary conjunctions.

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