

The Benefits of Learning English Syntax in Improving Students' Writing Skills: A Documentary Study

Nadila Tanjung¹ Loudya Putri Utama² Herika Dalimunthe³ Airen Widyana⁵ Dea Saharani Tuti Alawiyah Ramadanani Nasution⁶

Universitas Islam Negeri Sumatera Utara, Kota Medan, Provinsi Sumatera Utara,
Indonesia^{1,2,3,4,5,6}

Email: nadilatanjung0172@gmail.com¹ idyaptrii@gmail.com² herikadalimunthe@gmail.com³
airenwidyana8@gmail.com⁴ deasaharani9@gmail.com⁵ ramadanitutinstant@gmail.com⁶

Abstract

This study aims to analyze the benefits of grammar learning in improving students' writing skills, especially in an English-speaking environment. In the era of globalization, the ability to write English has become an important skill that students must have. However, many students still experience difficulties due to a lack of understanding of the correct syntactic structure. Syntax, a branch of linguistics that studies sentence structure, is important in helping students construct clear and coherent sentences. Using qualitative methods and literature research, this study examines findings from various literature sources, showing that understanding syntax can improve text integration and coherence, enrich the variety of sentence structures, and improve students' critical thinking skills. Based on the analysis, understanding grammar has a positive impact on the quality of students' writing, both technically and content-wise, and makes it easier for them to express ideas effectively.

Keywords: Descriptive Qualitative Method, Documentary Study, English Grammar, English Syntax, Writing Skills



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

INTRODUCTION

In this era of globalization, the ability to write in English is one of the important skills to have. English is now the standard language in the world of work and global communication, as well as the main communication tool in schools. Students are expected to be able to use English well along with more international interactions. Harmer (2015) states that the ability to write in English is an essential skill to communicate well in academic and professional contexts. However, the fact shows that many students still have difficulty writing correctly in English. Some of the main challenges they face include building proper sentence structure, maintaining cohesion between ideas in the text, as well as conveying ideas clearly and easily understood by readers. These difficulties are often caused by their inability to understand correct sentence structure and the basic principles of syntax. Syntax is a field of linguistics that studies the structure of sentences, which is essential for improving writing skills in English. It investigates how language elements, such as words and phrases, are organized into consistent and meaningful sentences. Chomsky (2014) states that a deep understanding of syntax allows language speakers to create meaningful and logical sentences. This is crucial for writing as it helps students construct clear sentences, avoid grammatical errors, and express their ideas in a structured manner. Moreover, according to Halliday (1994), mastery of syntax is essential to learning English well, especially for students who want to improve their writing skills. It results in better writing and is more easily understood by readers.

However, many students still face problems in writing English due to their lack of understanding of syntax. Students who lack an understanding of syntax often make common mistakes such as unclear sentence structure errors, inappropriate word usage, and inability to

connect ideas in paragraphs. According to Brown (2015), learning English syntax can help students understand more complex sentence structures, which in turn improves the quality of their writing. Therefore, this study aims to analyze the benefits of syntax learning in improving students' writing ability. This research will emphasize how understanding syntax can help students construct better sentences, avoid grammatical errors, and convey their ideas better. This research will be conducted using a documentary study approach. This research is highly relevant in the modern world of education, where good writing skills are essential for communicating with people in academic and professional fields. This study also provides important information for English teachers who may be looking for ways to improve their students' writing skills through more in-depth and efficient syntax learning. According to Nunan (2004), for students to write more communicatively and be easily understood by readers, effective language teaching must include an understanding of syntactic structures. This article is divided into several main sections. Previous studies have emphasized the importance of syntactic understanding in learning English, especially in improving writing skills, in the Literature Review section. Next, the research will explain how a documentary study was used to collect and analyze data on the role of syntax in students' writing ability. In the last section, findings and analysis will be presented to show that syntax learning helps students improve their writing ability, which is expected to make a positive contribution to English education.

LITERATURE REVIEW

Relationship between Syntax and Writing Skills based on research

Syntax is a branch of linguistics that studies how words are combined to form sentences that have a specific meaning and function. A good understanding of syntactic structures not only affects oral language skills but is also very important in writing skills, especially in English. According to research, clearer, more organized, and readable writing is closely correlated with a good understanding of syntax. Writing ability is greatly influenced by a strong understanding of syntax, especially when it comes to creating organized and clear writing. In his paper "Second Language Writing and Research: Writing Processes and Error Analysis in Student Texts," Myles (2002) highlights that students who have a strong understanding of syntactic principles are more likely to be able to create coherent and comprehensible sentences. This research shows that a strong understanding of syntax reduces errors in sentence structure, which in turn makes writing more coherent and effective in conveying ideas. Myles concludes that good writing skills rely heavily on a mastery of syntax, as proper syntactic structure can strengthen the clarity and flow of writing. Similarly, Larsen-Freeman (2003) states that proper syntax is necessary for effective writing in her book *Teaching Language: From Grammar to Grammar*. According to her, writers can use clear and well-structured sentence structures to explain ideas methodically and make writing easier to understand. However, grammatical errors can reduce the quality of writing as they usually make it more difficult for readers to understand the writer's argument. In his study "The Impact of Syntactic Awareness on Writing," published in *TESOL Quarterly*, Johnson (1999) also found that writers with greater syntactic awareness usually write in a more structured and cohesive manner. This research shows that students can write more systematically and persuasively when they are aware of the proper use of sentence structure. Therefore, a good command of syntax not only improves the quality of writing but also makes it easier for readers to understand the content of the writing.

A good syntactic structure plays an important role in creating coherence and cohesion in writing, two essential elements that ensure that the text can be easily understood by the reader. The way the concepts in a text relate to each other and make sense as a whole is referred to as coherence. By placing phrases and paragraphs in a logical order, proper syntactic structure will

promote coherence and make it easier for the reader to follow the developing ideas. To clarify the relationship between concepts within a larger text, for example, linking phrases such as "therefore", "however", and "on the other hand" are used to connect ideas. Cohesion, on the other hand, is the use of language components to connect sentences within a composition. Connecting words, pronomina, and repetition of words or phrases are used to create cohesion, which clarifies the relationship between sentences. Coherence is made easier with well-structured sentences because it allows these components to work well together. For example, using pronomina such as "this", "these", or "those" to refer to concepts or items that have already been discussed will enhance the coherence of the text. Therefore, proper use of syntax not only enhances coherence and cohesiveness but also guarantees that the reader will understand the ideas intended by the author. Syntax errors can lead to misunderstandings about how to read written material, which in turn makes the message less clear. According to Chandler's (2003) research, published in the *Journal of Second Language Writing*, errors such as using the wrong word order or using overly complex sentence structures can make it difficult for readers to understand what the writer is trying to convey. Sentences with unclear subjects or inconsistent verbs, for example, can cause the reader to question the intended meaning, resulting in a blurred message. This results in a communication failure that can disrupt the overall impact of the text. In addition, research in *A Cognitive Process Theory of Writing* by Flower & Hayes (1981) highlights how syntax errors can hinder a writer's ability to think and revise. Sentence structure problems cause writers to spend more time correcting syntax than generating core ideas, which ultimately lowers the quality of their writing. For example, the sentence "I saw the person using the telescope" is ambiguous and can be interpreted in two ways: either the writer saw the person using the telescope, or the writer saw the person using the telescope. This kind of error can hinder the reader's understanding and make the material less clear overall.

Linguistic theories on syntax

As a field of linguistics that studies sentence structure, syntax plays a very important role in language learning, especially in the development of writing skills. Understanding syntax is essential in language learning, both for native speakers and second language speakers, according to various linguistic theories. Generative grammar theory and traditional grammar theory are the two main theories often discussed about syntax.

1. **Generative Grammar Theory.** Generative grammar theory, developed by Noam Chomsky in the 1950s, is highly relevant to the study of language syntax and linguistics as a whole. The theory argues that the grammar of each language governs the syntactic formation of sentences. Chomsky distinguishes ability, which is the speaker's unknown knowledge of syntactic rules, from proficiency, which is the application of that knowledge in speaking or writing. This theory emphasizes that understanding the basic structure of a sentence, such as subject, predicate, object, and other elements, is essential in learning English to create correct and effective sentences. Tree structure, also known as "tree structure", is an important concept in this theory that explains how sentence components are connected in a hierarchy. In addition, this theory addresses the structure of complex sentences, which consist of main clauses and subordinate clauses. Understanding how to combine these clauses syntactically is important for good writing because complex sentences allow writers to create more varied and less monotonous sentences, which in turn improves the overall quality of writing.
2. **Traditional Grammar Theory.** Traditional grammar theory uses fixed grammatical rules to analyze syntax. It is highly relevant for language teaching, especially for students learning a

second language. This method helps students understand the basic structure of sentences and the relationship between words. The main concept in traditional grammar is the analysis of a sentence based on its parts, such as subject, predicate, object, and complement. By understanding these concepts, students can understand how these basic parts form sentences. In addition, this theory emphasizes how important it is to master simple and complex sentence structures and the use of conjunctions, also known as "conjunctions", which connect clauses or sentences in a text. For example, the words "I will go to the store, and I will buy some food" connect two independent clauses. A good understanding of how these conjunctions work helps students create more organized and coherent sentences.

The syntactic theory includes several important concepts that are highly relevant to English writing, as they can help writers create clear, structured, and coherent sentences. One of these is complex sentence structure, which combines a main clause (independent clause) and a subordinate clause (subordinate clause). Understanding how to combine these clauses is essential as it allows writers to convey more complex ideas in an effective way. For example, in the sentence "Although it was raining, she went to the store", the subordinate clause "Although it was raining" connects the sentence with the main clause "she went to the store", providing more information in one sentence. Another concept is phrase construction, which is the basic component of a sentence. This includes nominal phrases (noun phrases) and verbal phrases (verb phrases). Understanding this phrase formation process helps writers choose the right words and create more effective sentences. For example, in the nominal phrase "the big red car", "the" and "red" are articles, and "car" is a noun. With this understanding, writers can create clear and well-structured sentences. To make the text coherent and cohesive, the use of conjunctions is also important. Connectives such as "and", "but", "because", "however", and "therefore" are used to connect sentences or clauses and help the writer organize the relationship between ideas. Proper use of conjunctions ensures that the ideas in the writing flow logically, making it easier to understand, and the flow of thought smoother. In academic writing, conjunctions are also important to improve the quality and fluency of writing.

Effective Syntax Teaching Methods

Various methods have been proposed to improve syntax teaching in English classrooms. Task-based learning is one effective approach as it allows students to understand syntax through hands-on practice and real contexts. Ellis (2003) notes that well-designed tasks encourage students to apply syntactic structures in communicative contexts, thus better understanding their function in language. Furthermore, research by Nunan (2004) highlights that relevant tasks can help students solve syntactic problems independently. Sentence analysis is also effective in helping students understand the structure and function of various elements in a sentence. Anderson and Corbett (2009) state that sentence analysis encourages students to understand grammar in depth, improving their ability to write more coherently and structurally. In addition, the use of digital tools such as language analysis software (e.g., Grammarly and LinguaTools) can facilitate the syntax learning process, as explained by Lockman and Schirmer (2020), who found that the use of these tools can increase students' motivation in learning syntax.

Benefits of Learning Syntax for Students

Research shows that learning syntax has a positive impact on students' writing skills at different levels of education. Here are some of the benefits that can be obtained:

1. Improving Text Cohesion and Coherence. Learning syntax helps students build cohesive and coherent texts. Thornbury (2005) points out that students who understand syntactic

structures are better able to organize sentences with a clear flow, making it easier for readers to follow the ideas conveyed.

2. **Enriching Sentence Variations.** Mastery of syntax allows students to use a variety of sentence structures, so their writing becomes more interesting and less monotonous (Celce-Murcia & Larsen-Freeman, 2015). This variety also helps students to express their ideas more complexly.
3. **Improving Clarity and Effectiveness of Communication.** Syntactic knowledge allows students to construct clearer and more effective sentences, which is crucial in written communication (Hyland, 2013).
4. **Developing Critical and Analytical Thinking Skills.** Teaching syntax teaches students to analyze and process information more critically, as stated by Halliday and Matthiessen (2014). This process helps them to construct logical arguments and supports the development of analytical thinking.
5. **Helps in the Construction of Better Argumentation.** Research by Swales and Feak (2012) shows that students who have a good understanding of syntax tend to be better able to develop structured arguments in their writing, especially at the college level.
6. **Supports Appropriate Use of Language in Social Contexts.** Understanding syntax allows students to adapt their language to different social contexts, such as writing in formal or informal situations (Krashen, 2009). This ability supports the social literacy skills required in various professional fields.

Gaps in the Literature and Related Research

While many studies have explored syntax teaching methods and their benefits on writing skills, there are some gaps in the literature regarding the long-term impact of syntax learning on students' writing development. Most studies focus on short-term outcomes, such as changes in writing skills over a semester or a school year. Studies such as those conducted by Richards and Rodgers (2001) and Basturkmen (2010) tend to assess the effectiveness of syntax methods over a short period, without providing empirical data that evaluate the sustained impact of syntax learning on students' writing quality over time. The absence of research examining the long-term effects of syntax learning raises questions about the extent to which the understanding of syntax taught in the classroom can support the development of students' writing skills consistently in higher education or professional contexts. In fact, a deep understanding of syntactic structures not only supports writing skills in the short term but can also affect students' language competence on an ongoing basis (Swales & Feak, 2012). There is also a gap in studies looking at the effect of syntax learning on specific aspects of writing skills, such as argument development, coherence, and critical thinking. Studies by Hyland (2013) and Halliday & Matthiessen (2014) show that these aspects are important in language learning, but there are not many studies that relate them to syntax teaching specifically. This article tries to fill the gap through a documentary study approach, which aims to collect and analyze data from various sources to understand the long-term impact of syntax learning on students' writing skills. By using this approach, it is hoped that a more comprehensive understanding of how syntax teaching affects students' writing skills, in the long run, can be obtained, as well as provide insights for educators in designing a more effective and sustainable teaching curriculum.

RESEARCH METHODS

This research uses a descriptive qualitative approach and a literature study research design. The qualitative descriptive method was chosen because it allows researchers to gain an in-depth understanding of the phenomenon and provide a comprehensive description of the

object under study without manipulating variables. Sugiyono (2015) argues that descriptive qualitative research is a method of describing phenomena that occur in the field in the form of words and images to capture the deep meaning of the phenomenon. This method aims to understand the interactions that occur between subjects in their natural context, so this method is considered effective for exploring topics related to subjective experiences or personal points of view in more detail. Documentary research design was chosen as a data collection technique to analyze and collect information from various written sources such as books, scientific journals, research reports, and other relevant documents. According to Bowen (2009), documentary research is a technique used to review documents related to the research topic to gain deep insights from valid and reliable secondary data. Literature study allows researchers to identify relevant patterns, themes, or concepts in the literature, thus helping to understand the relationship between English grammar and students' writing ability. This approach is also effective in providing a strong theoretical foundation and supporting a deeper understanding of the contribution of grammar learning to the improvement of writing skills. This research was conducted in several systematic stages to ensure the validity and reliability of the data collected. The research step begins with the collection of secondary data from various documentary sources related to the topic of syntax and students' writing skills, such as books, academic journals, and research reports. Next, we analyzed the data using a qualitative descriptive approach. The researchers carefully read, categorized, and grouped the information they received according to its relevance to the topic under study, specifically the impact of language syntax on students' writing skills. The researchers then triangulated the data by comparing information from different sources to ensure consistency and accuracy of the results. This process involved an in-depth analysis of the patterns, themes, and concepts that emerged in the literature under study. All data collected was analyzed thematically to determine the contribution of language syntax to the development of students' writing skills. The main instruments of this study were documents, including books, journal articles, research reports, and other materials related to the topic of language syntax and students' writing skills. This tool was used to collect secondary data, which was then analyzed qualitatively. In addition, checklists and analysis worksheets were used to capture themes, concepts, and patterns that emerged from the data collected. The researcher also used data analysis guidelines that focused on identifying language patterns, syntactic structures, and their impact on students' writing skills. This tool aims to capture various aspects related to the use of syntax in language learning and its impact on writing skills.

RESEARCH RESULTS AND DISCUSSION

Previous research has shown that English syntax has significant benefits in improving students' writing skills. An understanding of syntax helps students organize sentences clearly, so their writing becomes more coherent and easy to understand. Mastery of syntax allows students to create a variety of sentence structures, enrich their writing style, and avoid monotony. This knowledge also helps students organize their ideas logically, which in turn strengthens the flow of their arguments. Syntax not only improves technical aspects of writing, such as sentence precision but also adds depth to writing by allowing for more precise expression of ideas. Moreover, English syntax is particularly beneficial for students who have difficulty in writing, as it provides a framework for structuring sentences correctly, thus boosting their confidence and reducing frustration. Despite its many advantages, teaching syntax also presents challenges, such as the time needed to understand complex syntax rules, variations in syntax knowledge between students, and challenges in applying syntax knowledge in writing practice. Overcoming these challenges can help maximize the effectiveness of syntax teaching in improving students' writing skills. The researcher analyzed the findings of several

previous studies that discussed the benefits of syntax in improving students' writing skills. This study was chosen by the author based on several factors, including the need to answer the research question, the purpose of the study, and the hypothesis that English syntax is beneficial in improving students' writing skills.

The first study was conducted by Carmen Gabriela Martinez Cosiña and Martha Teutle Toxqui, two students from Benemérita Universidad Autónoma de Puebla (BUAP), Faculty of Languages. This research was part of the final project they had to complete to obtain their Licenciatura en Enseñanza del Inglés. Both were interested in how English syntax is understood and applied by students, and how this understanding of syntax affects the quality of their writing in English. The main aim of the study was to explore students' awareness of the use of syntax in English writing and to identify the strategies they use in its application. The researchers wanted to understand the extent to which students' understanding of syntax contributed to the improvement of their writing skills. The study also wanted to see if syntactic knowledge could help students produce clearer, more structured, and coherent writing. Based on the context of this study, it can be hypothesized that an understanding of English syntax does have significant benefits in improving students' writing ability. The hypothesis that can be proposed is that "the use of proper and structured syntax will help students compose more coherent and well-organized writing, thus strengthening their written communication ability in English." This research suggests that an in-depth understanding of sentence structure plays a major role in effective writing, enabling students to convey their ideas logically and systematically, which is important in both academic and professional writing.

The research results from this journal show that although many students have a basic understanding of syntax, their awareness of its application in a writing context is still limited. Analysis of students' writing showed some common mistakes, such as errors in the use of punctuation, capitalization, and inconsistent sentence structure. However, this study also found that with adequate practice and increased awareness of the importance of syntax, students could significantly improve the structure and flow of their writing. This finding indicates that more focused syntax teaching and more appropriate strategies can help students write more effectively and organizationally. It can be concluded that this study emphasizes the need for the integration of syntax teaching in the English language learning curriculum to strengthen students' writing skills and improve the quality of their written communication. The second study was written by Ellisa Indriyani Putri Handayani and Agus Hari Wibowo from Sebelas Maret University, Indonesia. This study explores the process of syntactic acquisition in children, especially taking into account various factors that influence their syntactic development, such as socioeconomic status (SES), bilingual ability, and early intervention.

This research used a qualitative approach through the case study method. The data collection process was conducted with several instruments, namely classroom observation, questionnaires, and analysis of student writing summaries. Classroom observations were intended to record what syntactic skills students practiced during the learning process, while questionnaires were used to collect students' views on the importance of syntax in their writing. In addition, students were asked to make reading summaries, which were then analyzed to identify syntax errors that often appeared in their writing. The main objective of this study is to understand the patterns of syntactic development and the underlying cognitive processes in language learning. The research aims to provide insights into how children acquire and apply syntactic structures, with the hope of devising effective education and intervention programs, especially for children who face difficulties in language development. In this journal, the researcher emphasizes that the mastery of syntax plays a major role in improving literacy skills, which include writing skills. The hypothesis that can be drawn from this study is that

"understanding syntax has a positive impact on children's writing ability, by strengthening critical thinking skills, problem-solving, and the ability to express ideas in a structured way in writing." This research shows that by understanding syntax rules, children can construct clearer and more cohesive sentences and paragraphs, thus improving their overall writing ability.

The research method used was descriptive qualitative in the form of a theoretical review. Data was collected by reviewing literature related to the language acquisition process, including observational studies, structured experiments, and correlational analysis. The data collection process included observational studies focusing on natural language interactions, structured tests to assess syntactic knowledge, and correlational analysis to evaluate factors that influence syntactic development. The results showed that syntactic development in children occurs in specific stages, ranging from simple initial pronunciation to the use of more complex sentence structures. Factors such as socioeconomic status, bilingual ability, and early intervention were shown to influence the speed and depth of syntactic acquisition. Children from environments with rich linguistic input or who receive early intervention show faster and deeper syntactic development. Moreover, bilingual children have unique challenges but also advantages in developing syntax due to more flexible cognitive abilities. This study confirms the importance of appropriate interventions to enhance syntactic development and correct gaps in language development due to external factors such as socioeconomic status. The third study was conducted by Ikrimah and Natalina Asi from the Master of English Education Program at Palangka Raya University, Indonesia. The purpose of this study was to evaluate students' writing skills, particularly in creating an English analytical exposition text about the dangers of smoking. Through this study, the researcher wanted to assess the extent to which students could use language in a social context (sociolinguistics), understand and apply sentence structure (syntax), and use appropriate vocabulary to convey their arguments effectively.

In the context of this study, English syntax is considered to have important benefits in improving students' writing ability. A good understanding of sentence structure allows students to organize their ideas in a more structured and clear manner. Based on this, it is hypothesized that a strong understanding of English syntax enables students to produce coherent and effective sentences, thus improving the overall quality of their writing. This study used a qualitative approach, with data collected through analytical exposition texts written by students on the dangers of smoking. These texts were analyzed in depth based on three main aspects: sociolinguistics, syntax, and vocabulary. The analysis process was conducted to understand the extent to which students can use language in these aspects. The results showed that students had a good understanding of all three linguistic aspects. They were able to articulate the social impact of smoking, construct sentences with logical structural variations, and select relevant and persuasive vocabulary in presenting their arguments. The findings provide an in-depth insight into the student's linguistic abilities and can be used as a basis for pedagogical interventions to further improve their language skills.

The fourth study was conducted by Shannon Hall-Mills and Carla Wood from Florida State University, USA, affiliated with the School of Communication Science and Disorders. The main objective of this study was to analyze the syntactic complexity in informative texts written by fifth-grade students, both with and without language impairment and from native and non-native English-speaking backgrounds. This research seeks to understand the use of complex syntax by different groups of students to see the differences in the structure of their writing. From this study, it is concluded that a good understanding of complex syntax can help students in composing informative texts that are more cohesive and clear. The hypothesis that can be formulated is that mastering complex syntax in English can improve the quality of students' writing by making it more structured and easy to understand. The research method used in this

study is a descriptive qualitative approach with multivariate analysis to compare the use of complex clauses between groups of students. The data collection process involved analyzing expository writing produced by students as part of a curriculum assignment. After reading the source texts, students were asked to write informative essays, which were then analyzed at the utterance level to evaluate different types of complex clauses, such as relative and subordinate clauses. The results showed significant differences in the use of complex syntax among the student groups. Students without language impairment used complex clauses more frequently and produced more word variations, utterances, as well as more relative clauses than students with language impairment. The findings suggest that the use of complex syntax, such as relative clauses, plays an important role in improving the cohesion and complexity of informative writing, especially for students who have English as their first or main language.

From the above research results, it can be concluded that understanding and applying English syntax plays an important role in improving students' writing skills. The studies analyzed in the text prove that mastering syntax helps students write more coherently, structurally, and effectively. Research by Carmen Gabriela Martinez Cosiña and Martha Teutle Toxqui from BUAP highlights that understanding syntax contributes to the quality of students' writing. Research in Indonesia by Ellisa Indriyani Putri Handayani and Agus Hari Wibowo from Sebelas Maret University shows that syntax not only improves writing ability but also supports critical thinking and problem-solving skills. A study conducted by Ikrimah and Natalina Asi at Palangka Raya University showed that syntax helps students construct sentences with logical structures and appropriate vocabulary, which has a positive effect on expository text writing. In addition, Shannon Hall-Mills and Carla Wood's research at Florida State University concluded that the use of complex syntax, such as relative clauses, is important in building cohesion and complexity in informative writing. These studies emphasize that syntax is an essential aspect of English language learning that not only improves the technical aspects of writing but also increases the depth of content and clarity of ideas in students' writing. More intensive integration of syntax teaching in the curriculum can improve students' writing skills and the quality of written communication, both in academic and professional contexts.

CONCLUSION

An in-depth understanding of grammar, especially syntax, plays a very important role in improving students' writing skills, especially in English which is an international language. According to the research conducted, mastering syntax seems to bring various benefits in the writing process, including B. Helping students create clearer and more structured sentences, improving the cohesiveness and coherence of their writing, and enriching the diversity of their writing. This skill is essential to help readers better understand the ideas conveyed in a document in both academic and professional contexts. Syntax not only helps with technical aspects such as avoiding grammar and sentence structure errors, but also supports the development of critical thinking and analytical skills. Students who understand how the elements of a sentence work together will be better able to deliver logical and structured arguments. This is based on research showing that understanding syntax can help students write more systematically and persuasively, thus supporting the formation of stronger arguments in academic writing. In addition, learning syntax can help students improve their writing confidence. By learning the correct sentence structure, students will be able to express their ideas more freely without the fear of syntax errors that will hinder readers' understanding. This is especially important in a global context where written communication skills in English are becoming increasingly important. While learning syntax has many benefits, it is not without its challenges. Students often need sufficient time and practice to understand complex syntax rules. Differences in syntactic skills among students also pose challenges for teachers in

designing an effective curriculum, but appropriate learning approaches, such as task-based methods and the use of technology, can overcome these challenges and integrate syntax teaching more effectively. To learn English. Overall, this study confirms the importance of syntax as an integral part of the English language learning curriculum. More targeted and intensive teaching of syntax can significantly improve the quality of students' writing skills. Therefore, more innovative teaching strategies are needed to improve students' mastery of syntax and prepare them for the challenges in the academic and professional world.

BIBLIOGRAPHY

- Aarts, B. (2001). English syntax and argumentation. *Palgrave Macmillan*.
- Anderson, J., & Corbett, J. (2009). Exploring English grammar: From formal to functional. *Routledge*.
- Asi, N. (2024). Analyzing student writing: A comprehensive study of sociolinguistics, syntax, and vocabulary. *International Journal of Social Science*, 3(5), 555-560.
- Basturkmen, H. (2010). Developing courses in English for specific purposes. *Springer*.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal*, 9(2), 27-40.
- Brown, H. D. (2000). Principles of language learning and teaching. *Pearson Education*.
- Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy. *Pearson Education*.
- Brown, H. D., & Lee, H. (2015). Teaching by principles: An interactive approach to language pedagogy. *Pearson*.
- Celce-Murcia, M., & Larsen-Freeman, D. (1999). The grammar book: An ESL/EFL teacher's course. *Heinle & Heinle*.
- Celce-Murcia, M., & Larsen-Freeman, D. (2015). The grammar book: An ESL/EFL teacher's course (3rd ed.). *Heinle & Heinle*.
- Chandler, J. (2003). The efficacy of various kinds of error feedback for improvement in the accuracy and fluency of L2 student writing. *Journal of Second Language Writing*, 12(3), 267-296.
- Chomsky, N. (1957). Syntactic structures. *Mouton*.
- Chomsky, N. (1965). Aspects of the theory of syntax. *MIT Press*.
- Chomsky, N. (2014). Aspects of the theory of syntax (No. 11). *MIT Press*.
- Ellis, R. (2003). Task-based language learning and teaching. *Oxford University Press*.
- Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32(4), 365-387.
- Haegeman, L. (1994). Introduction to government and binding theory. *Blackwell Publishing*.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (1994). An introduction to functional grammar. *Edward Arnold*.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). An introduction to functional grammar (4th ed.). *Routledge*.
- Hall-Mills, S., & Wood, C. (2023). Complex syntax production in informational writing by students with language impairment from diverse linguistic backgrounds. *Topics in Language Disorders*, 43(4), 333-348.
- Handayani, E. I. P., & Wibowo, A. H. (2024). Syntax acquisition in children: Developmental patterns and cognitive processes. *Jurnal Onoma: Pendidikan, Bahasa, dan Sastra*, 10(4), 3926-3938.
- Harmer, J. (2004). How to teach writing. *Pearson Education*.
- Harmer, J. (2015). The practice of English language teaching. *Pearson*.

- Hyland, K. (2013). *Second language writing*. Cambridge University Press.
- Jespersen, O. (1924). *The philosophy of grammar*. Allen & Unwin.
- Johnson, P. (1999). The impact of syntactic awareness on writing. *TESOL Quarterly*, 33(1), 60-75.
- Krashen, S. D. (2009). *Principles and practice in second language acquisition*. Pergamon.
- Larsen-Freeman, D. (2003). *Teaching language: From grammar to grammar*. Heinle & Heinle.
- Lockman, J. J., & Schirmer, P. (2020). Using technology to teach syntax in the digital age. *Educational Technolgy Journal*.
- Moleong, L. J. (2017). *Metodologi penelitian kualitatif*. PT Remaja Rosdakarya.
- Myles, J. (2002). Second language writing and research: The writing process and error analysis in student texts. *Journal of Second Language Writing*, 11(1), 3-9.
- Myles, J. (2002). Second language writing and research: The writing process and error analysis in student texts. *Journal of Second Language Writing*, 11(1), 3-9.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Radford, A. (2004). *English syntax: An introduction*. Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.
- Soriano, R. Z. (2022). *Lei students' awareness when using syntax in the writing process*. [Doctoral dissertation, Benemérita Universidad Autónoma De Puebla].
- Sugiyono. (2015). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). University of Michigan Press.
- Thornbury, S. (2005). *Beyond the sentence: Introducing discourse analysis*. Macmillan Education.
- Warschauer, M., & Grimes, D. (2007). Audience, authorship, and artifact: The emergent semiotics of web 2.0. *Computers and Composition*.