

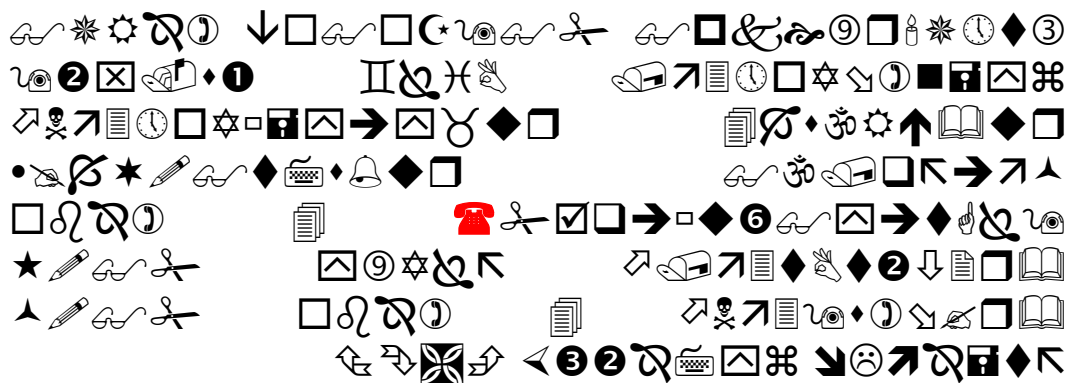
CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of communication instruments especially among human beings. Without language, people cannot make any relationship with others because language is the most effective tool for communication.

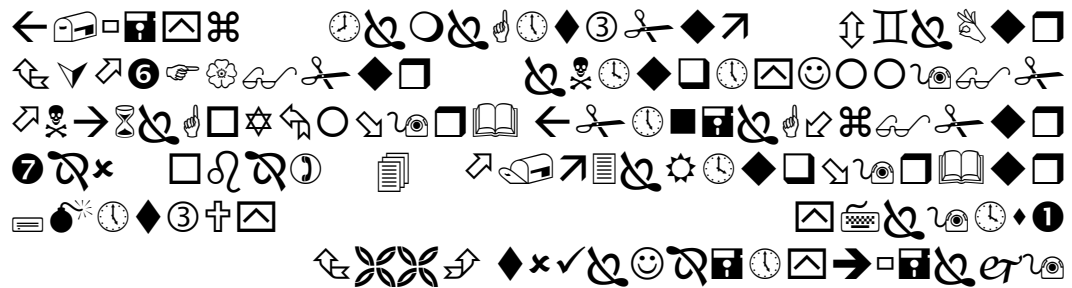
Language becomes an important thing, and people around the world use it. It is a gift from God to human beings as adjusted to one of the Holy Koran that has stated in Al-Hujarat verse 13 as follows:



The verse proves that language has a very important role among human beings in every nations and tribes. So, the need of learning a language is very important because the function of a language is for communication.

By language, people are able to extend any of expression such as idea, experience, feeling, thought, and others whether in oral or written. In this regard Finocchiaro (1974, p. 3) states that “Language is the means by which results of human thought and action are passed on”.

God in His Holy Koran in Ar-Ruum verse 22 has also granted to human capability in communicating to each other as follows:



The verse states that God has created the universe and also various languages and skin colors, showing that He has the ability to create everything as the real evidence for those who understand. So, the verse explains that there are so many languages in this world that has been created by God, and one of them is English.

English is an international language used as a means of communication throughout the world. The nature of English as an International Language (EIL) has significant implications in the area of English Language Teaching (ELT).

In Indonesia, English has an important role in education. It is not only a kind of subject that should be known and mastered by students in the classroom, but also is taught in every level of education beginning from Elementary school, Junior High School, Senior High School to university or colleges. Even in some universities, they have English department. Also, in the Kindergarten, English has begun to be taught. Due to this fact, students should have sufficient competencies in mastering the four skills of English; those are listening, speaking, reading and writing (Alexander, 1975, p. 8).

Students' ability in communication refers to two ways of communication. Those are oral and written communication. Both of them are important to be mastered. The oral communication is used for communication directly, and the written communication is used for the passive or indirect communication.

Although the oral communication is dominant, the written communication also has an important role. Today, there are many kinds of communication in writing such as writing documents, letters, books, and even in writing a message via hand phone. As Nunan (2003, p. 88) states that "Writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader".

In order to reach the objective of communication through writing, students are required to have a good ability in writing. It is because the reader will interpret the writer's assumption based on the writing. So, Celce-Murcia (2001, p. 207) argues that "A writer is obligated to try to write a clear, relevant, truthful, informative, interesting, and memorable text".

A good ability in writing means having a good ability in vocabulary, grammar, spelling and punctuation besides the content and the organization of writing. It is supported by Celce-Murcia (2001, p. 207) that "The most important is present a product which does not suffer from intelligible handwriting, numerous of spelling errors, faulty punctuation, or inaccurate structure, any of which may render the message unintelligible". So, if students have a good ability in all of the aspects, their writing will be intelligible.

Writing has certain characteristics, which seems difficult to make it for most students. Even, writing is regarded as a complicated task; but it is still a useful, essential, integral, and enjoyable part of the foreign language lesson. It lets ones to think, to express idea, to form an opinion, to make a response, and to change the oral into written communication.

Writing is a skill which needs a serious attention and it is not a gift when someone was born with. Mastering writing needs a lot of practices. Without practice, writing will be difficult. Moreover, it is also supported by other skills such as listening, speaking and reading skill, which help to build up writing. One who wants to be better and has a good ability in writing needs more practices.

In writing, students usually make many mistakes, even in grammar, structure and also the content. Most of the mistakes that they have made are often found in writing activities such as building sentences from words into sentences and arranging sentences to be a good paragraph.

In building a sentence, there are two elements that needed; those are vocabulary and grammar. Vocabulary plays an important role in building a sentence. According to Celle-Murcia (2001, p. 285), "Vocabulary learning is central to language acquisition, whether the language is first, second, or foreign". Also, vocabulary is the basic requirement in writing because no language exists without vocabulary. Thornbury (2002, p. 14) said that "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". So, vocabulary is the most important besides grammar as the supporting skill to make

the content or the meaning of the writing can be understood and achieved by the readers.

In vocabulary, there are parts of speech. According to Mas'ud (2010, p. 44), "Parts of speech show the job or the function of a word in a sentence". They are divided into eight classes. They are nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections (Mas'ud, 2010: 44). The parts of speech play an important role in writing because the parts of speech not only explain about the class of words but also about ordering of the words in a sentence in order to make a good sentence.

Also, according to Nunan (2003) cited in (Richards, Platt and Weber, 1985), "Grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language". So, grammar is one of the important things that should be mastered by students in order to the readers can understand and get the meaning of their writing.

Based on the pre-observation during teaching English writing when holding PPL 2 (*Praktek Pengalaman Lapangan*) at MAN 2 Model Banjarmasin, the writer found that the students of social department at eleventh grade have made some mistakes in their writing, especially in building a sentence that relates to their ability and mastery in vocabulary and grammar.

One of their mistakes that they have made is the wrong position of adjective in English, for example "beautiful girl" becomes "girl beautiful". Also, the wrong position of adverb, for example "at home yesterday" becomes

“yesterday at home”. In addition, they have some mistakes in grammar, for example “She is writing” becomes “She writing”, etc.

Also, based on the pre-observation related to the previous studies written by Yudhi Dharma about the using of games in minimizing students’ error in building sentences, and a study written by Lenny Wahyudayati about the influence of mastering part of speech on writing skill, the writer found that both of them studied about sentence building. One of them has focused to the using of parts of speech in sentence building, and another has focused to the using of games in sentence building. So, these studies have similarities in sentence building but have different focus of study.

From the description above, it shows that the students’ writing ability in sentence building is very important and necessary. Therefore, it is very interesting to know how the students’ writing ability in sentence building is, how the students’ mastery in structure is and whether the students’ mastery in structure influences the students’ writing ability in sentence building or not. Thus, this research is conducted in order to find out the students’ writing ability in sentence building of social department students at eleventh grade of MAN 2 Model Banjarmasin academic year 2012/2013. The title of this research is **“A Study of Students’ Writing Ability in Sentence Building of Social Department Students at Elevent Grade of MAN 2 Model Banjarmasin Academic Year 2012/2013”**.

B. Statement of Problems

Based on the background of study above, the problems of this research can be formulated as follows:

1. How is the ability of the social department students at eleventh grade of MAN 2 Model Banjarmasin academic year 2012/2013 in sentence building?
2. How is the mastery of the social department students at eleventh grade of MAN 2 Model Banjarmasin academic year 2012/2013 in structure?
3. Does the students' mastery in structure influence on the students' ability in sentence building?

C. Objectives of Study

Based on the statement of problems above, the objectives of this study are:

1. To know the writing ability of the social department students at eleventh grade of MAN 2 Model Banjarmasin academic year 2012/2013 in sentence building.
2. To know the mastery of the social department students at eleventh grade of MAN 2 Model Banjarmasin academic year 2012/2013 in structure.
3. To know whether the students' mastery in structure influences on the students' writing ability in sentence building or not.

D. Significances of Study

The result of this research is expected to give significance as follows:

1. For the students, they can understand and realize that the writing ability in sentence building is very important in order to make the meaning or message of the writing can be accepted and understood well. Therefore, they can improve their ability in building a sentence that is very useful for their English writing skill for now and future.
2. For the teachers, by knowing their students' writing ability in sentence building, they can create the instructional process be better, especially that relating to writing skill.
3. For the writer, to enrich her knowledge about English language and skill.
4. For other researchers, to give more information or additional references, especially for the same kind of research.
5. For Tarbiyah and Teachers Training Faculty library and IAIN Antasari library, the thesis will enrich their collection.

E. Definition of Key Terms

To avoid misunderstanding toward the title that adapted in this research, the writer hereby feels necessary to describe the terms in regard to the title as follows:

1. Writing

Writing is the art putting proper words in proper places (Barkel, 1981, p. 13). It means anything that is written, such as letter, document, manuscript of transcription (Walter, n.d, p. 944). Writing is short piece of written work done at school or college. Sometimes, learners are asked to prepare a precise of the

reading passage instead of creating a composition (Larsen-Freeman, 1986, p. 14).

The writer means by writing in this thesis is sentence building.

2. Ability

Ability means skill or power that had by someone (Larsen-Freeman, 1986, p. 14). In this thesis, ability means students' ability in sentence building.

3. Sentence building

Sentence building means build or make a good sentence that have different class of parts of speech (Valette, 1997, p. 240). Sentence is a group of words that express a statement, question, etc. (Oxford, 2008, p. 400). In addition, sentence is a group of words that has at least one subject and one verb as well as contains a complete definition (Mas'ud, 2002, p. 1). Here, the students are asked to build sentences from jumbled words.

4. Social Department students

It means the students of social department who are studying at eleventh grade of MAN 2 Model Banjarmasin academic year 2012/2013. MAN 2 Model Banjarmasin is an abbreviation of Madrasah Aliyah Negeri 2 Model Banjarmasin and it is one of state Islamic Senior High School in Banjarmasin.

F. Writing Organization

This research consists of five chapters; they are systematically arranged in this writing as follows:

The first chapter contains of introduction; which consists of background of study, statement of problems, objectives of study, significances of study, definition of key terms, and writing organization.

The second chapter contains of theoretical review that includes about writing skill, definition of sentence and sentence elements, sentence patterns, types of sentences, sentence problems and relationship between grammar (structure) and writing.

The third chapter contains of research method; which consists of research design, research setting, subject and object, research instruments, sources of data, and data collection techniques and data analysis technique.

The fourth chapter contains of report of the research result; which consists of general description of research location, data presentation and data analysis.

The fifth chapter contains of closure; which consists of conclusion and suggestion for better teaching learning activity for the students and English teachers.