

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Writing is different with speaking skill because writing skill is not an innate natural ability. It means writing skill should be taught and practiced, while speaking is one of skill that someone is growing up along with it as stated by Langan (2011). It is agreed by Elhabiri (2013) Writing is considered a communicative act and a skill to be learned and practice unfolds. The ability to write does not come naturally, it is usually learned a series of practices that took shape all institutions or other preferences. It can be defined writing is considered as the most difficult skills among four English Language skills, which is listening, reading and speaking. Since writing is a difficult skill and complex process, due this concern, writing is one of the English skill had to be mastered by students even in the first language. Undoubtedly, for people who learning English as a foreign language, writing become a big challenging which complicated and difficult to be mastered.

In the context of English Language teaching as foreign language taught in Indonesia, writing was taught from primary level until university level. Learning writing in primary level is different in university level where in primary level the students was taught the basic words to write in an exact way, while in university level the students was taught in the highest level with complete comprehension. The university writing guide provides instructions on enhancing students' academic writing skills and understanding the intricate nature of this task. Although writing

courses focus on writing activities, they also demand learners to effectively apply their grasp of grammar, encompassing content, organization, and language usage, within which grammatical elements are integrated (Hartfield et al., 1985). In this context, writing serves as both a learning tool and an assessable outcome. When crafting compositions, students must showcase their mastery over various writing elements, including content, structure, vocabulary, sentence construction, punctuation, and spelling.

One of the writing activities carried out by students at the university level, especially in the fourth semester of English Language Education Study Program, is writing an essay. Essay writing activities in here are the initial stage for students to learn procedures or steps for writing scientific papers correctly. The product of essay writing which mean an essay is one of genre text that must be mastered in academic writing class. It is important to paying attention to composing the sentences. An essay is a written composition frequently expressing the author's personal perspective and encompass a variety of components, such as literary analysis, political declarations, scholarly debates, observations of everyday existence, reminiscences, and the author's contemplations. In writing an essay, the students should be directed which mean is every sentence to another sentence is related and unite to become the great paragraph and meaningful writing.

Students often encounter challenges when trying to convey ideas through writing, particularly when constructing sentences. The sentences they compose can sometimes lack clarity in terms of structure, leading to difficulties in understanding the conveyed ideas. Thus, the mastery of sentence construction is crucial for

effectively communicating ideas both orally and in writing (Reyner, 2016; Collins & Stabler, 2016). Similarly, Rozakis (2003) highlights that a sentence should consist of three main components such as subject, predicate, and complement or object that each of it expressing a complete idea. As stated in previous explanation it can be conclude, sentence play an important role in writing, requiring an understanding of the rules for creating coherent and comprehensible expressions. Crafting well-constructed sentences not only aids in conveying ideas but also adds creativity and intrigue to writing.

Frank (1972) classifies sentences into two categories such as functional types consists of declarative, interrogative, imperative, and exclamatory and then structural types that consists of simple, compound, complex, and compound-complex sentence. Analyzing the types of sentences students employ in their writing is essential for evaluating their sentence construction abilities. While there are four categories of sentence types in English there are simple, compound, complex, and compound-complex sentence. The researcher emphasizes the sentence types importance in assessing students' proficiency in sentence construction.

According to the statement above, many students in English Language Education Study Program of Universitas Maritim Raja Ali Haji faced some problems, there are: (1) Students often difficult to express their ideas and built the sentences into written form, especially when writing an essay. (2) In essay writing, students tend to focus more on the contents of their writing than the accuracy of sentence structure. (3) Most of students are less familiar with the types of sentence

when writing an essay. (4) Most of students lack in practice to develop their creativity in writing using the sentence types.

Based on previous statement, the researcher interested to conduct the research: "An Analysis of Sentence Types on Students' Essay at English Language Education Study Program of Universitas Maritim Raja Ali Haji."

### **1.2 Identification of the Problem**

Based on the background of the study above, there are identification of the problems can be written as follows:

1. Students often difficult to express their ideas and built the sentences into written form, especially when writing an essay.
2. In essay writing, students tend to focus more on the contents of their writing than the accuracy of sentence structure.
3. Most of students are less familiar with the types of sentence when writing an essay.
4. Most of students lack in practice to develop their creativity in writing using the sentence types.

### **1.3 Limitation of the Problem**

In order to avoid the misunderstanding, the researcher limits the study as follow: this study was focused on the sentence types that appeared on students' essay at English Language Education Study Program of Universitas Maritim Raja Ali Haji. The sentence types divided in four categories based on clauses are: simple sentence, compound sentence, complex sentence and compound-complex sentence. The

researcher does it because the researcher wants to find out the sentence types and count the frequency occurrence of it. Besides, the researcher explains how far the students use the sentence types in their writing.

#### **1.4 Research Question**

Based on limitation of the problem above, the following research question is obtained: What types of sentence are found on students' essay at English Language Education Study Program of Universitas Maritim Raja Ali Haji Tanjungpinang?

#### **1.5 Objective of the Study**

Based on the research questions above, the study embarks on the following objective: To analyze the sentence types that found on students' essay at English Language Education Study Program in Universitas Maritim Raja Ali Haji Tanjungpinang.

#### **1.6 Significant of the Study**

The significance of the study can be theoretically and practically:

##### **1. Theoretically**

The final result of this research is anticipated to enhance the principle of sentence types in students writing, especially in writing an essay. Furthermore, this studies can be used as a source of information for prospective researchers according to the field of knowledge being studied.

## 2. Practically

The researcher hopes this study will be worthwhile to give some contributions for English teaching and learning in English Language Education Study Program.

### a. For the researcher

The research will help the researcher to convey thoughts precisely, to identifying of sentence types on students' essay and to enhance writing varieties when students build the sentences.

### b. For the lecturer

As an object of consideration for teachers in the field of English study to increase students' varieties in writing the sentences. It also can be used as source of teaching academic writing in learning process.

### c. For the students of English Language Education Study Program

This study will assist the students in constructing effective sentences in their writing that conform to standard English grammatical and structure. With a variety of sentence structures in their writing, students are able to enhance their sentence-writing skills and they are required in order to do so.

### d. For the institution

From this study, the institution can grow and increase the quality of the learning process, particularly when it comes to sentence composition.

- e. For further researchers

In performing additional research on sentence types, the findings of this study may be compared as a point of reference.

### **1.7 Definition of Key Terms**

The terminologies used in this research are numerous. The following words are specified in order to prevent misunderstandings over their use in this research such as follows:

#### **1. Analysis**

In order to know something or to understand something, analysis is the process of carefully considering something or applying statistical approaches.

#### **2. Sentence types**

Sentence types is a set of words used to communicate the writers' idea in writing. Based on number of clauses, sentence is divided into four categories: Simple sentence, Compound sentence, Complex sentence, and Compound-complex sentence.

#### **3. Essay Writing**

Essay writing is a writing course that taken by fourth semester students at English Language Education Study Program of Universitas Maritim Raja Ali Haji.