

## CHAPTER 1

### INTRODUCTION

In this chapter, the writer presents the background of the research, the statement of the problem, the objective of the study, the theoretical framework, the significance of the study, the scope and limitation of the study, the definition of key terms, and the organization of this study.

#### 1.1 Background of the Research

In English language learning, people learn the four skills of English. The four skills of English are writing, listening, speaking, and reading. One of the important skills is writing. People need writing for many purposes. Carino (1990:35) states that “The purposes of writing are to inform, to teach, to persuade, to criticize, to point out a problem, to entertain, to scare, and to encourage.”

The English Education Study Program, Faculty of Teacher Training and Education, Widya Mandala Catholic University Surabaya offers a series of writing classes, hoping that students can practice more and learn the theory of writing more. In writing classes, the students are given a lot of writing assignments, and they learn about different types of essay and the rules of writing.

Writing is, however, not easy. The written products have to be interesting for other people to read. Having the same sentence pattern of writing will make the essay monotonous and boring. To overcome the monotonous essay, there are many methods that can make writing interesting. One of the methods is using sentence variety. According to Teopilus and Tukan (2010:1), “Experienced writers use a variety of sentences to make their writing interesting and lively.”

Instead of using sentence subject as the beginning of the sentence, students can vary the beginning of sentences using infinitives, present participles, past participles, prepositional phrases, adverbs, dependent clauses, transitional words, and inversion. The beginnings of the sentences can be varied, and this will make the writing more interesting to read. Rather than using simple sentences the students can also use compound sentences, complex sentences or even compound complex sentences as sentence variety in the kinds of sentence. In addition, the students can also vary the lengths of the sentences.

Since there are four writing classes, where the students learn about the theory of writing and the rules of writing, at the end of the series of writing classes, the lecturers hope the students are able to use sentence variety in their writing to make their writing interesting and have mature sentence styles in their writing. The writer is therefore interested to find how Writing IV students begin their sentences. Whether the students use sentence variety to begin their sentence or they use subject first in their essay.

## **1.2 Statement of the Problem**

Based on the background above, the writer wants to find the answer to the following problem: How do Writing IV students begin their sentences?

## **1.3 Objective of the Study**

The objective of this study is to find out how Writing IV students begin their sentences; to be specific, the study tries to find out how the students vary the beginning of their sentences in their essay.

#### **1.4 Theoretical Framework**

The theories underlying in this study are sentence variety, and the writing process.

Sentence variety defined by Williams and Blake (1992) makes writing more interesting and pleasurable to read as it imitates the wide range of rhythms of speech. According to Vivian and Jackson (1991) there are three methods in sentence variety. These methods include using different kinds of sentences, using different length of sentences, and using different orders in the parts of sentences.

Carino (1990:33) states that “Unlike the finished product, which can be read and evaluated, writing process is the activity, from start to finish, that results in the product. Without the process, there could not be a product, but students who say their writing is good or bad rarely are referring to their writing process. They do not realize that the quality of the product – the completed piece of writing – depends a great deal on the quality of the process.

#### **1.5 Significance of this study**

This study helps the teacher to know how the students begin their sentences whether the students vary their sentences using sentence variety in the beginning or they use subject first. To be specific this study is to find which beginnings of the sentence are mostly used by the Writing IV students. The findings of the study are expected to give insight to writing teachers to help their students write better.

## **1.6 Limitation and scope**

This study is limited to Writing IV students in Widya Mandala University. The students taking the Writing IV are in the fifth semester of 2014-2015 academic year. This study focuses on the beginnings of sentences (sentence variety and subject first) found in final-term essay of Writing IV students.

## **1.7 Definition of Key Terms**

In the study, the writer uses some terms. The key terms to be defined are:

### 1. Essay

A short piece of writing in which the writer purposely fully presents ideas and information to influence an audience on a single topic (Jupp & Milne, 1980)

### 2. Sentence Variety

Sentence variety characterizes writing in which a number of different sentence types are used (Williams & Blake, 1992)

### 3. Sentence

Sentence starts with a capital letter and ends with punctuation mark such as full stop (.), question mark (?) or exclamation mark (!).

### 4. Writing IV

Writing IV is the last writing class in the English Department of Widya Mandala Catholic University Surabaya. The students learn about problem solution essay and review essay.

## **1.8 Organization of this Study**

There are five chapters in this Thesis. Chapter 1 is the introduction that includes the background of the research problem, the statement of the problem, the objective of the study, the theoretical framework, the significance of the study, the limitation and scope of the study, the definition of key terms, and the organization of the study. The second chapter deals with the review of related literature. The research method is explained in the Chapter III. While Chapter IV presents the data analysis, the findings and the discussion. In the last chapter, the writer gives conclusion and some suggestions.