

CHAPTER I
INTRODUCTION

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Among the languages in this world, English is one of those languages that is spoken all over the world. In other words, English is an international language. Most people communicate with others from other countries in English. Many books, such as text books and reference books are written in English. Thus, English is considered to be important in communication, such as in education and technology.

In Indonesia, many people, especially those who want to make progress, learn English as a foreign language. They realize that they will get more information and knowledge by mastering English. Therefore, some of them join English courses and some take private lesson. English is also taught at school and it becomes one of the important subjects. In general, the students begin to learn English at secondary school. They learn to read, to listen to, to speak and to write in English as the four language skills since mastering English involves learning reading, listening, speaking, and writing.

At the English Department, the students as teacher candidates have to master those four language skills as stated in the curriculum. They have to learn Reading for five semesters. It means that each student must take Reading I until Reading V. Listening is learned for three semesters while Speaking is learned for five semesters as Reading. Finally, the students have to take Writing I until

Writing V that is continued with Paper Writing and Seminar on Thesis Writing. In this case, the students may take Paper Writing and Seminar on Thesis Writing if they have taken and graduated from Writing I until Writing V. It means that Writing is quite important to be mastered by the English Department students. Having similar a view, Luo Yiyun (1989:26) states that the ability to write is a necessity for the students since they will be asked to write, such as papers and book reports at university. Besides that, in the last semester, each student has to work on their thesis for their degree. Further, Lorch (1984:4) says “ many jobs today require a college degree; a college degree requires effective writing.” Therefore, each student should develop his writing skill by taking Writing I until Writing V, Paper Writing and Seminar on Thesis Writing. In taking those lectures, the students learn how to write good compositions ; compositions which exhibit the qualities of coherence and unity, as stated by Lorch (1986:136). Both qualities are needed in good composition since the writer can communicate his ideas to the readers when his composition is unified and coherent. Coherence will make the writer’s ideas flow smoothly so that the readers can move from one sentence to the next easily while unity will control the writer’s ideas so that the whole composition has only one focus and it doesn’t make the readers confused to catch his ideas.

Kiefer (1983:23) says that “ coherence ” means “ sticking or holding together. ” So, a composition will be coherent if every part in it sticks or holds together and as a result, it will give the readers a sense of a smooth whole as stated by Lorch (1984:28). To Willis (1964:98), in the whole composition,

coherence is achieved when there is a clear transition or link between its major parts, the paragraphs. Similarly, a paragraph is coherent when its major parts, the sentences, are all closely joined to each other. It means that there must be coherence within and between the paragraphs of the composition.

Another quality of good composition that shouldn't be forgotten is unity. Vivian and Jackson (1961:32) claims that a good composition creates a clear impression of unity or oneness. It presents a single central idea to the reader's intellect and a single dominant effect to their emotion. So, the whole composition develops one idea or one effect and everything in the composition contributes to that development. Lorch (1984:136) says that a composition must be unified on two levels. First, it must have an " overall unity ". It means that each middle paragraph of the composition provides a point of support for the thesis statement that is in the first paragraph. In other words, the topic sentence of each paragraph must support the thesis statement. The second, the individual support paragraphs must also exhibit " internal unity ". It means that every support sentence in the support paragraphs must support the topic sentence of the paragraphs.

Good composition must be unified and coherent, and every English Department student is expected to be able to produce such composition. In fact, it is difficult for many students to write it. Even, the writer herself and those who work on their thesis still find difficulties to make it. Concerning this problem, it is interesting for the writer to analyze the quality of unity and coherence in the compositions. As far as the writer knows, there are some thesis previously written that analyze the quality of coherence in the students' compositions while there is

no thesis that analyze unity in their compositions before. Therefore, the writer specified her study on the unity in the students' compositions. Through this study, she wants to reveal how far the students can apply their knowledge in writing unified compositions. She took the third semester English Department students of Widya Mandala Catholic University as the subjects of this study with the assumption that they have taken and graduated from " IC " (Integrated Course). It means that they have grammatical knowledge and enough vocabulary to write composition. In addition, they are assumed to be able to write unified composition since they have completed Writing I. As the third semester students learn descriptive writing, the writer analyzes the unity as encountered in their descriptive writing. In brief, the writer decided to carry out a study on the unity as encountered in the descriptive writing of the third semester English Department students of Widya Mandala Catholic University.

1.2 Statement of the Problem

Based on the background of the study, the problems of this study are as follows :

1. How is the unity in each paragraph of the students' compositions under study ?
2. How is the unity in the whole composition of the students under study ?

1.3 Objectives of the Study

Derived from the statement of the problems above, this study is intended

to describe :

1. the unity in each paragraph of the students' compositions under study.
2. the unity in the whole composition of the students under study.

1.4 Significance of the Study

Through this study, the writer intended to reveal how far the third semester English Department students of Widya Mandala Catholic University can apply their knowledge in writing unified compositions.

The writer expected this study will give a contribution to the teaching of writing at the English Department of Widya Mandala Catholic University. Based on the result of this study, the teachers who teach Writing might make efforts to make their students able to produce unified compositions when the result is not so good. On the other hand, the teachers might keep teaching their students using the technique that is being used when this study shows good result.

1.5 Theoretical Framework

The underlying theories supporting this study are the theory of writing, the theory of descriptive writing, and the theory of unity. Briefly, these theories will be presented below.

Writing is the skill of arranging words to form sentences and paragraphs in a larger unit so that those ideas, facts, and impression may be communicated to others or readers (Crimson, 1983:3). It means that the purpose of writing is

communication. Therefore a writer should make good composition so that his ideas can be communicated clearly to his readers.

According to Vivian (1961:4), writing is classified into five categories. They are narration, description, exposition, argumentation, and persuasion. As stated previously, this study deals with descriptive writing that is a writing which describes the aspect of person, place, scene, thing, etc. (Knodt, 1991:27). In addition, Fawcett and Sandberg (1984:60) says that to describe something – a person, a place, or an object – is to capture it in words so others can imagine it or see it in their minds' eye.

However, a writer should make good composition to communicate his ideas. In their book, Vivian and Jackson (1961:32) claim that a good composition creates a clear impression of unity. Moreover, a good composition must be unified on two levels. First, it must have an overall unity that means each paragraph of the composition must be related to the thesis statement as the central idea which is in the first paragraph. Second , the individual support paragraphs (paragraph 2, paragraph 3, and so on) must also exhibit internal unity. It means that the supporting sentences of each paragraph must be related to its topic sentence.

1.6 Scope and Limitation

The scope of this study is the unity in the descriptive writing, The students' work included in this study covers the description of place and process.

The subjects of this study is limited to the third semester English Department students of Widya Mandala Catholic University with the assumption that they have grammatical knowledge and enough vocabulary to write composition as they have completed “ IC “ (Integrated Course). Moreover, they are assumed to be able to write unified composition since they have graduated from Writing I.

1.7 Definition of Key Terms.

To avoid any misinterpretation and to help the readers understand the study under report, it is necessary for the writer to define the important key terms used in this study.

- a. Writing is the skill of arranging words to form sentences and paragraphs in a larger unit so that those ideas, facts and impression may be communicated to others (Crimson, 1983:3).
- b. Descriptive composition is a writing which describes the aspect of person, place, scene, thing, etc. (Knodt, 1991:27).
- c. Paragraph is a series of sentences that develop one idea (Reid, 1988:8).
- d. Paragraph Unity is evident when each of its sentence pertains to its one central idea (Willis, 1966:94).
- e. Composition is unified if the whole composition develops one idea or one effect, then everything in the composition contributes to that development (Vivian, 1961:32).

- f. Thesis Statement is the statement that gives the purpose of the essay. This statement is usually one sentence (Reid, 1988:48).
- g. Topic Sentence is the controlling idea of a paragraph (Tibbetts, 1969:148).
- h. Supporting sentences are the sentences which support the topic sentence (Levin, Gerald, 1972:8).

1.8 Organization of the Thesis

This thesis consists of five chapters. Chapter I covers the Introduction of this thesis which deals with the background of the study, statement of the problem, the objective of the study, significance of the study, theoretical framework, scope and limitation of the study definition of key terms, and organization of the thesis. Chapter II concerns with Review of Related Literature. In this chapter, the writer deals with the theoretical background which support this study. Research Methodology which includes research design , the subjects of the study, research instrument, source of data, technique of data analysis, and triangulation is spelt out in Chapter III while Data Analysis and Findings will be discussed in Chapter IV. Finally, Chapter V will conclude the whole discussion in terms of summary, conclusion, and suggestion.