

CHAPTER I

INTRODUCTION



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1.1. Background of the Problem

Language is very important for people in the world. People use a language to communicate with others whether it is spoken or written. People may express their ideas through words. However, in writing, words by themselves do not make any good piece of writing because words alone do not make much sense. The important thing is how words are put together.

Writing is considered as one of the most difficult language skills because it involves many factors, such as a mastery of English grammar, a wide range of diction, mechanics, and of course, clear and straight thinking. According to Dagher (1976:3), writing is thinking on paper. Thinking is mind at work, finding facts, seeing relationships, testing the truth of them, reaching conclusions, and forming opinions. In these ways our minds produce a huge variety of ideas expressed in sentences which are usually in the form of paragraph.

A paragraph, as we know, is not only a distinct section of a piece of writing, as most dictionaries

define it, but also a logical unit of statements presented by a writer which are communicable. That is why, clarity in a paragraph, in this case continuity of thoughts within and between paragraphs, is essential.

How can clarity in a paragraph be achieved? One thing, for sure, is that the relationship among sentences should be well established. This can be achieved by making use of what we call cohesive devices. They consist of verb form, parallelism, referring expressions, repetition and lexical chains, substitution, ellipsis, and conjunctions (Cook,1989:14).

According to Joseph P. Dagher, the process of achieving a writer's thought such as tightly knit, orderly arrangement in written communication is called "coherence". Orderly development - coherence - is the process by which the details of a composition are connected and organized to show their relationships to each other and to predetermined elements (Dagher,1976:1).

He also states that to achieve coherence, one must effectively link the details within sentences. Within paragraphs. One must also link the sentences to each other and to the main idea expressed in his controlling sentence. And, he must relate the paragraphs to each other and to the predetermined elements established in his sentence purpose. The sentences of a paragraph need

to be composed in such a way that they remain united. This means that the writer has to lead the reader from one statement to the next (Dagher,1976:2).

It is obvious that in writing one needs to make connections between sentences. The connectors between sentences are called conjunctors. As people know , there are many kinds of conjunction words that can be applied in the composition. According to Guffey (1986:189), Conjunctions are separated into two major groups : those that join grammatically equal words or word groups and those that join grammatically unequal words or word groups. The first group consists of coordinating conjunctions (such as and, or, but, nor), conjunctive adverbs (such as accordingly, nevertheless, on the other hand, moreover, however, therefore, etc), correlative conjunctions (such as both ... and, not only ... but(also), neither ... nor, either...or). The second group consists of subordinating conjunctions (such as after, although, because,etc),and relative pronouns like who, whose, which,and that.

Since conjunctions are very important in constructing unified and meaningful paragraphs, the writer is interested in making a research about it. In this case the writer analyzed and tried to find out what types of English conjunctions are often used in the students' compositions.

1.2 Statement of the Problem

The question that is raised in this study is:
What types of conjunctions that join grammatically equal words or word groups are most frequently used in the students' compositions under study ?
This major question is formulated into the following sub-questions :

- a. What types of coordinating conjunctions are most frequently used in the students' compositions?
- b. What types of conjunctive adverbs are most frequently used in the students' compositions?
- c. What types of correlative conjunctions are most frequently used in the students' compositions?

1.3 Objectives of the Study

Derived from the statement of the problem above the objective of the study is intended to find out:
What types of conjunctions that join grammatically equal words or word groups are most frequently used in the students' compositions under study.
This study is also intended to find out :

- a. What types of coordinating conjunctions are most frequently used in the students' compositions.
- b. What types of conjunctive adverbs are most frequently used in the students' compositions.

c. What types of correlative conjunctions are most frequently used in the students' compositions.

1.4 Significance of the Study

The results of the study are expected to give a contribution to the teaching of conjunctions, especially to the teaching of English conjunctions for writing composition. This descriptive study of the English conjunctions is also expected to reveal what types of English conjunctions are often used by the students in their writing composition. It is hoped to be able to help the students understand the English conjunctions better and know the relations between words, phrases and clauses, so that the students do not use only certain word of English conjunction all the time in their writing composition.

1.5 Scope and Limitation of the Study

Realizing that English conjunctions are broad enough, the writer limits the topic into conjunctions that join grammatically equal words or word groups which consist of coordinating conjunctions, conjunctive adverbs, and correlative conjunctions found in the students' composition. The subject used in this study will be limited to the S1 students who have taken "Writing V" in the sixth semester belonging to the

school year of 1994-1995 of Widya Mandala University Surabaya.

The reason for choosing S1 students who have taken "Writing V" is that the students have already had mastered the grammar and they have already had writing skill through four levels .

1.6 Assumption

This study is based on the following assumptions:

a. The sixth semester students of Widya Mandala University have already studied writing for five semesters. It is, therefore, assumed that they have learned English conjunctions.

b. During semester one through five, the students have been taught English conjunctions both in structure lesson and writing lesson in Widya Mandala University.

1.7 Underlying theory

In this section the writer intends to show two theories which underlie this study. The two theories are the theory of writing and the theory of conjunctions.

The theory of writing is intended to explain the definition of writing and writing materials. Meanwhile, the theory of conjunction is needed to describe the

definition of conjunction and the kinds of conjunction used in this study.

1.8 Definition of key terms

To avoid misunderstanding, it is better to define the terms which are used in this study.

a. Study

According to the dictionary, study is the investigation of a subject. In this thesis what the writer means by study is the investigation about the English conjunctions used by the sixth semester students in their compositions.

b. Conjunctions

According to the dictionary, conjunctions are words that join words, phrases, clauses, etc.

c. Grammatically equal units

According to the dictionary, grammatically equal units are written or spoken words or word groups of language which are the same in size, value, rank, etc conforming to grammar. For example, father is reading newspaper in the diningroom and mother is cooking in the kitchen.

d. Writing

Writing is expressing one's ideas, feeling, and experiences freely, coherently, logically, and

grammatically (Patricia A. Moody,1981:315). According to Oxford Dictionary, writing is an action of composing and committing to manuscript expression of thoughts or ideas in written words.

e. Composition

Composition can be defined as " the putting of words into grammatically correct sentences, and the linking of these sentences into a logically appropriate order " (Owens in Tongue,1986:4).

f. Sixth semester students

Sixth semester students are those students who are studying in the sixth semester in English Department of Widya Mandala University.

g. The English Department of Widya Mandala University

The English Department here is the department where the writer takes sample for her study.

1.9 Organization of the thesis

This thesis consists of five chapters.

Chapter I, Introduction is divided into nine sub topics, Background of the problem, Statement of the problem, Objective of the study, Significance of the study, Scope and Limitation of the study, Assumption, Underlying theory , Definition of key terms, and Organization of the thesis.

Chapter II, Review of the Related Literature, is

divided into three sub topics, Previous Study, The theory of writing, and The theory of conjunctions.

Chapter III, Research Methodology, is divided into five sub topics, Research Design, The subject of the study , Instrument, Procedure of Collecting the Data, and Procedures of Data Analysis .

Chapter IV consists of Data Analysis and The interpretation of the findings, and the last chapter is Conclusion and Suggestions.