

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses several points. They are background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purposes of the research, significance of the research, and definition of key terms.

1.1 Background of the Problem

English is an international language used by many people in the world, which are noted by UNESCO: the others are Russian, Arabic, Chinese or Mandarin, Spain, and Dutch. As the international language, English is used for many fields: trading, economy, diplomacy, and so on. Specifically, English is the third most widespread native language in the world, after Standard Chinese and Spanish.

English is known for along time as one of the compulsory subjects to teach beginning from junior high school, to senior high school, even in higher education of Indonesia. In learning and teaching English, the students are expected to master both language skills and language components. Language skills include listening, speaking, reading, and writing. And language components deal with grammar, vocabulary, pronunciation, and so on. Both language skills and language components are related each other. Based on the four language skills, writing constitutes a difficult skill to be mastered by the learner because it is the last but a primary skill taught to the students.

The importance of writing stems from the fact that writing is the primary basis upon which communication, history, record keeping, and art is begun. Writing is the frame work of our communication. We are encountered with writing every day of our lives; such as:office memo, restaurant menu and etc. Writing is incredibly pliable; it can be used to give information, an opinion, a question, or poetry. Words can take a bounty of forms within writing. The words used can show who are as a person, the things writing has done in our lives and the world is profound. In one of references, it is commonly stated that we write three types of writing: writing sentence, paragraph, and/or essay.

A paragraph is a piece of writing that is made up of three main parts. The first part is the topic sentence that states the main idea of the paragraph. The second part is a set of supporting sentences that develop the topic sentence by giving examples, reasons, facts, or illustration. The third part is a concluding sentence that ends the paragraph by restating or summarizing the ideas in it. To conclude a paragraph consists of three related components: topic sentence, supporting sentences, and a concluding sentence.

The third year students of English Department of Bung Hatta University have studied about writing cause – effect in third semester. Based on the teaching material, they learnt about writing cause – effect. In writing cause – effect, students are required to give information or cause and effect to the readers in order to make readers agree with their thought, idea or statement that are supported by facts.

Besides, the researcher interviewed some of third year students of English Department of Bung Hatta University on March 2018. The researcher found out that many students had problems. The students still have lack of grammar, content, and they did not master vocabulary. Additionally, they were not interested in writing because English was considered as difficult subject for some students.

Based on such condition, this research was aimed at describing the students' ability in writing cause – effect paragraph. This research is entitled “An Analysis the Second Year Students' Ability in Writing Cause – Effect Paragraph at English Department of Bung Hatta University”.

1.2 Identification of the Problem

In learning English, most of students have problems in mastering four language skills: listening, speaking, reading, and writing. According to Agustrianti(2014), writing is a skill to express ideas, thoughts, and memories into written form, either in the form of sentence, paragraph, or essay which needs some practice done step by step. As a language skill, writing requires knowledge on language components such as vocabulary, grammar, and other language skills. Hence, writing can be done effectively through writing sentences, paragraphs, or essay. The students' problems in writing, especially, paragraph are related to the knowledge of the language components.

There are many kinds of paragraphs learned by third year students' in Bung Hatta University, such as argumentative paragraph, descriptive paragraph, narrative paragraph, cause – effect and etc. Based on the researcher informal

interview to some of third year students of English Department Bung Hatta University, the students' still did not understand how to write paragraph. They got difficulties in developing and expressing ideas. Also, they were still confused to write the organization of paragraph, certainly in writing a clear topic sentence, supporting detail and concluding sentence. In writing cause – effect paragraph, stating the topic sentence is important because it will be discussed in the whole paragraph. Besides, they had less vocabulary and still had mistakes and errors in grammar and mechanics. The students still did not understand how to use certain tense in a context of writing although they had learned about simple present and other tenses.

1.3 Limitation of the Problem

Based on the identification above, the researcher limited her research on the students' ability to write cause – effect paragraph. The researcher focused on some elements in writing cause – effect paragraph: parts of paragraph (a topic sentence, supporting sentences, a concluding sentence) and knowledge of writing paragraph (grammar, vocabulary and mechanics). These elements are important in writing a good cause – effect paragraph by the second year students of English department of Bung Hatta University.

1.4 Formulation of the Problem

The formulation of the problems of this research is “How is The Third Year Students' Ability in Writing Cause – Effect Paragraph?”

1.5 Research Questions

Based on the formulation above, the researcher formulates the specific or research questions of this study as follow:

- 1) How is the third year students' ability to write the topic sentence in writing cause – effect paragraph?
- 2) How is the third year students' ability to write the supporting sentences in writing cause – effect paragraph?
- 3) How is the third year students' ability to write the concluding sentence in writing cause – effect paragraph?
- 4) How is the third year students' ability to apply grammar in writing cause – effect paragraph?
- 5) How is the third year students' ability to use the appropriate vocabulary in writing cause – effect paragraph?
- 6) How is the third year students' ability to apply mechanics (spelling, punctuation, and capitalization) in writing cause – effect paragraph?

1.6 Purpose of the Study

The main purpose of this research was to find out the third year students' ability to write cause – effect paragraph at English Department of Bung Hatta University. Specifically, the purposes of research were as follows:

- 1) To find out the ability of the third year students to write the topic sentence in writing cause – effect paragraph.

- 2) To find out the ability of the third year students to write the supporting sentences in writing cause – effect paragraph.
- 3) To find out the ability of the third year students to write the concluding sentence in writing cause – effect paragraph.
- 4) To find out the ability of the third year students to apply grammar in writing cause – effect paragraph.
- 5) To find out the ability of the third year students to use the appropriate vocabulary in writing cause – effect paragraph.
- 6) To find out the ability of the third year students to apply mechanics (spelling, punctuation, and capitalization) in writing cause – effect paragraph.

1.7 Significance of the Research

Based on the purposes of the research above, the researcher hopes this research can give positive impact for English students and English lecturer. For English students, they knew their ability in writing cause – effect paragraph. For lecturer, they can give more exercise to the students about writing cause – effect paragraph.

1.8 Definition of the Key Terms

These are some definition of the key terms in order to avoid miss understanding:

- 1) Ability is skill of third year students of Bung Hatta University at English Department to share an ideas to write cause – effect paragraph.
- 2) Writing is physical and act. It is about discovering ideas thinking about how to communicate.
- 3) Paragraph is a piece of writing that is made up of three main parts.
- 4) Cause – effect paragraph is something happened (cause) or what consequences were of something happening (effects).
- 5) Content is about topic sentence, supporting sentences and concluding.
- 6) Vocabulary is a list or collection of the words or phrases of a language.
- 7) Grammar is a study about language structure and how sentence is formed and acceptable.
- 8) Mechanics is set of punctuation, spelling, and capitalization.