

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the introduction that consists of the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, research questions, the purposes of the research, the significance of the research, and the definition of key terms.

1.1 The Background of the Problem

Writing is one of English skill, and it is a productive skill that should be mastered by students in learning English. It is one of the most important skill, because the students can express their ideas in written form. Writing systems were created independently all over the world. The earliest systems we know was developed in the Middle East around 5,000 years ago. But other scripts were invented in India, Egypt, China and Central America. It has been suggested that some of these systems may have influenced others, but this has not been proved. These forms of writing look completely different, follow different rules and are often read in completely different ways. But they all perform the same basic function, that is a visual means of recording language.

According to Oshima and Hogue (1991) there are three kinds of writing; writing sentence, writing paragraph, and writing essay. Sentence is one kind of writing which means a group of words that have at least one subject and one predicate, have a meaning, gramatical correct and end with fullstop or question mark, etc. According to Busmann (1996: 1059) sentence is Unit of speech

constructed according to language-dependent rules, which is relatively complete and independent in respect to content, grammatical structure, and intonation. In fact writing sentence is important to express an idea in daily use. In addition, writing sentence is the basic foundation to write a paragraph and an essay. If someone can make good simple sentence they are probably able to make a good paragraph and essay constantly.

Writing sentence can be classified into four groups; writing simple sentence, writing compound sentence, writing complex sentence, and writing compound-complex sentence. Compound sentence is one of writing sentence groups which means a sentence that has two independent clauses combined by coordinating conjunction, conjunctive adverb or semicolon. There is usually a comma before the conjunction and the comma can be omitted when the clauses are very short. In more detail, Busmann (1996: 223) says that compound sentence is a sentence that contains at least two main clauses. Compound sentences differ from complex sentences in that which are asyndetic (asyndeton), joined without means of a conjunction, or are conjoined by means of either coordinating conjunctions or sentence adverbials (*thus, however*). Complex sentences, on the other hand, are connected by means of subordinating conjunctions (*because, since, although*), relative pronouns, etc. Compound sentences can be either copulative (coordinating) when connected by *and* or disjunctive connected by *but* or (co-ordination).

In writing compound sentence, it is constructed by using the correct grammar, vocabulary, mechanic, and conjunction. Grammar is a whole component system and structure of a language in general, and consisting of syntax

and morphology. Beside that, vocabulary is all about words, while mechanics means the rules of the written language, such as capitalization, punctuation, and spelling. Furthermore, conjunctions is a word used to connect clauses or sentences or two coordinating words in the same clause.

At English Department of Bung Hatta University, writing is one of the subjects that had to learned. These subjects were taught in three series; Writing Sentence, Writing Paragraph, and Writing Essay. In Writing Sentence class, students study about several topics and one of them is writing compound sentences using correlative conjunction. Based on the interview done to some second year students of English Department at Bung Hatta University on March 18th, 2019, however; it was found that many students still got confused about writing the compound sentence with correct correlative conjunction. For example: *They have both a swimming pool or a jacuzzi in their backyard*, and the correct one is *Both they have a swimming pool and they possess a jacuzzi in their backyard*. The example above shows that the students did not use a correct correlative conjunction and a correct grammar in the second clause.

The result of interview inspired the researcher to find more about students' ability in writing compound sentences using correlative conjunctions. That is why the researcher was interested in conducting a research entitled "An analysis of the second year students' ability in writing compound sentences using correlative conjunctions at English Department of Bung Hatta University".

1.2 The Identification of the Problem

In writing compound sentences, the writer uses a correct conjunctions. Conjunction is a word used to connect clauses or sentences. There are three types of conjunction; coordinating conjunctions, correlative conjunctions, and subordinating conjunctions. Coordinating conjunction is a word that connects words, phrases, or sentences. When a coordinating conjunction joins two sentences, the writer can use: for, and, nor, but, or, yet, because, and so. On the other hand, correlative conjunctions is a types of conjunctions that connect one each other. The writer can use: not only-but also, both-and, either-or , and neither-nor. In addition Subordinating conjunction is a conjunctions that introduces a subordinat clause. The writer uses : after, as soon as, as long as, before, once, still, till, until, when, whenever, and while.

There are some problems that appear in writing compound sentences using correlative conjunctions. The first problem deals with the use of incorrect form of correlative conjunctions. The second problem is that the students did not use the correct mechanics. The third problem the students still had in writing the compound sentences deals with the use of incorrect grammar. According to Refnita (2015:79), correlative conjunctions are used in pairs. They are both-and, either-or, neither-nor, and not only-but also.

1.3 The Limitation of the Problem

The researcher realized that the scope of her research is quite large. In order to produce a good research, she limited it to an analysis of the second year students' ability in writing compound sentences using correlative conjunction.

The researcher studied the second year students' ability at English Department of Bung Hatta University because they had studied about correlative conjunctions in Writing Sentence class. Furtherly, the researcher focussed on the use of forms of correlative conjunctions in writing compound sentences at English Department of Bung Hatta University.

1.4 The Formulation of the Problem

In line with the limitation of the problem above, the researcher formulated the problem as "How is the ability of the second year students at English Department of Bung Hatta University in writing compound sentence using correlative conjunctions?".

1.5 The Research Questions

Based on the formulation above, the researcher formulated the research questions as follows:

- 1) How is the ability of the second year students at English Department of Bung Hatta University in writing compound sentence using correlative conjunctions with *both-and* form ?
- 2) How is the ability of the second year students at English Department of Bung Hatta University in writing compound sentence using correlative conjunctions with *not only-butalso* form ?
- 3) How is the ability of the second year students at English Department of Bung Hatta University in writing compound sentence using correlative conjunctions with *either-or* form ?

- 4) How is the ability of the second year students at English Department of Bung Hatta University in writing compound sentence using correlative conjunctions with *neither-nor* form ?

1.6 The Purposes of the Research

The general purpose of this research is to describe the students' ability in writing compound sentences using correlative conjunctions. The spesific purposes are as follows:

- 1) To find out the ability of the second year students at English Department of Bung Hatta University in writing compound sentence using correlative conjunctions with *both-and*.
- 2) To find out the ability of the second year students at English Department of Bung Hatta University in writing compound sentence using correlative conjunctions with *not only/but also*.
- 3) To find out the ability of the second year students at English Department of Bung Hatta University in writing compound sentence using correlative conjunctions with *either-or*.
- 4) To find out the ability of the second year students at English Department of Bung Hatta University in writing compound sentence using correlative conjunctions with *neither/nor*.

1.7 The Significance of the Research

The researcher expects that this study gives advantages for the lecturers and the second year students of Bung Hatta University. Accodingly, the lecturers can get some useful information about the second year students' ability at English

Department of Bung Hatta University using correlative conjunctions in writing compound sentence. By the empiric information they can help the students who have low ability in writing compound sentence. For the students, they are aware of their own ability in writing compound sentence using correlative conjunction. By having known the result, the students will have more motivation to improve their ability to write. Finally, the researcher expects that her research will be usefull for the next researcher as a reference.

1.8 The Definition of the Key Terms

In order to avoid misunderstanding about the key terms mostly used in this reseacr, the researcher provides their definition as the followings

- 1) Ability is a skill of writing compound sentence.
- 2) Sentence is a group of words that has subject and predicate, has a meaning, uses correct grammar and end with mechanics.
- 3) Compound sentence is a sentence that has two independent clauses combined by coordinating conjunction, conjunctive adverb or semicolor.
- 4) Conjunction is a word used to connect clauses or sentences in the same clause.
- 5) Correlative conjunction is a word that joins together two other words, phrases, or clauses.