

CHAPTER I

INTRODUCTION

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

1.1 The Background of the Problem

Writing is the process of expressing an idea in written form that starts with capital letter and ends with fullstop, question mark, or exclamation mark. According to Virdyna (2016:69), writing is a method of representing language in visual or tactile form. Even, it also needs a lot of attention and effort when we learn it as academic writing. Writing is important to be mastered by the students. If someone can write something, she/he can also express her/his ideas through the written form. According to Walsh in Klimova (2013: 9), writing is important because it is used extensively in higher education and in the work place. If students do not know how to express themselves in writing, they will not be able to communicate well with professors, employers, peers, or just about anyone else.

Writing sentence is a process of writing to express the ideas and it contains a set of words that has a subject and predicate, delivering a statemant, question, exclamation or command, and consisting of a main clause or subordinate clauses.

Simple sentence is one independent clause that has a subject and a verb that expresses a complete thought in writing sentence. The correct grammar, vocabulary, and mechanics should be paid attention in writing simple sentence.

Grammar is description of certain organizing aspects of a particular language. Vocabulary is a list or collection of the words or phrases of a language, technical field, and usually arranged in alphabetical order. Mechanic is a sign in a sentence for signing a type of sentence is in written form, and for stressing a sentence in speaking form.

In English Department of Bung Hatta University the students learn writing simple sentence in writing subject. The subject of writing is divided into three part; Writing Sentence, Writing Paragraph, and Writing Essay. Based on the semester program plan of writing sentence class, students study about writing expression of modal obligation. So that, writing expression of modal obligation is one kind of ability that students got in writing sentence class. Students should be able to write sentence using modal obligation. Since the writing sentence expressing obligation is important, it is expected that students master it well.

To know whether the students master modal obligation well, the researcher interviewed five of the first year students of English Department at Bung Hatta University on March, 4th 2019. Then researcher asked them to write some of modal obligation sentences. In fact, they were still confused about writing expression of modal obligation. For example: *I can handle this Job*. From this sentence, the sentence is not correct because there is not the meaning of modal obligation. In fact, *can* is not the modal that expresses obligation. The correct sentence is *I must handle this job*. Based on the fact, the students still did not understand well how to write about the modal obligation. They still put the wrong modal.

From the explanation above, the researcher is very interested in doing research about writing expression of modal obligation entitled “ The First Year Students’ Ability to Write Sentence Using Modal Obligation at English Department of Bung Hatta University.

1.2 The Identification of the Problem

There are problems appearing in writing simple sentences expressing modal. The first problem is about choosing appropriate modal. According to Refnita (2015:58) each modal can appear in various sentence, and its meaning depends on the contexts of the sentence. There are many modals in English. Modals can be used in any type of sentences and it has a certain position in each type. So, when you write a sentence using modal, you need to put the modal at the correct position. It means that modals have a function as a predicate in a sentence and is to help verb to express ability (can/could), expectations (should/ought to), preferences (would like/would rather), need or obligation (must/must not), possibility (may/might/may not/might not), impossibility or disbelief (can’t/could), probability (must/must not), to make requests (would/could/will/can), to ask for give permission (may, could, can) and to give advice (should/ought to/had better). The second problem is using modal obligation in affirmative sentence. The third problem is how to difference between modal obligation *must* and *have to*.

1.3 The Limitation of the Problem

Based on the identification of the problem above, she limits the research to analyze the first year students’ ability to write sentence using modal obligation in affirmative and negative sentence at Bung Hatta University. The interrogative form

was not included since it is rarely used in modal obligation. It focuss on *must* and *have to*.

The reason is that they have studied about modals in writing sentence class. And there is not a research about modal obligation yet.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the problem was formulated as follow: “ How is the ability of the first year students to write sentence using modal obligation at English Department of Bung Hatta University?”.

1.5 Research Questions

The research questions were formulated as follow:

1. How is the first year students’ ability in writing sentence using “must” in affirmative sentence at English Department of Bung Hatta University.
2. How is the first year students’ ability in writing sentence using “have to” in affirmative sentence at English Department of Bung Hatta University.
3. How is the first year students’ ability in writing sentence using “must not” in negative sentence at English Department of Bung Hatta University.
4. How is the first year students’ ability in writing sentence using “ do not/ does not have to” in negative sentence at English Department of Bung Hatta university.

1.6 Purposes of the Research

The main purpose of the research is to describe the first year students’ ability to write sentence using modal obligation at English Department of Bung Hatta Univerity:

1. To describe the first year students' ability to write sentence using modal obligation using "must " in affirmative sentence at English Department of Bung Hatta University.
2. To describe the first year students' ability to write sentence using modal obligation using "have to " in affirmative sentence at English Department of Bung Hatta University.
3. To describe the first year students' ability to write sencece using modal obligation using "must not" in negative sentence at English Department of Bung Hatta University.
4. To describe the first year students' ability to write sencece using modal obligation using "don't/doesn't have to" in negative sentence at English Department of Bung Hatta University.

1.7 Significance of The Research

The researcher hopes this research give advantages for the students and lecturers. For students, they know their ability in writing modal obligation. They can remember and master how to write the expression of modal obligation. For the lecturer, they will know the students' ability in writing the expression of obligation modal. If the students have low ability in writing the expression of obligation modal, the lecturers will pay attention to the students. If the students' ability is high in writing the expression of obligation modal, the lecturers will increase the difficulty of the exercises.

1.8 Definition of the Key Terms

To avoid misunderstanding and misinterpretation in this study, it is necessary to define the terms as follows:

1. Sentence is a group of words that has a complete meaning.
2. Simple sentences is a sentence that consists of one independent clause using modal obligation.
3. Modal obligation is modal that expresses obligation using must and have to.