

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents 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 study, the significance of the study, and the definition of key terms.

1.1 The Background of the Problem

Writing as one of the four basic skills is very important in learning English. According to Lyons and Heasley (2006: 9), writing is a very complex process involving the ability to communicate in a foreign language (English) and the ability to construct a text that expresses the writer's ideas effectively. When writing, the learner will express his ideas and his knowledge to the readers, so it is very important for the learner to be able to write well. Komariyah (2016) states that writing is an effort to express the writer's thinking, feeling, or ideas in written form by considering writing aspects and writing stages to be understood by the readers.

According to Andersen (2014: 2), there are four kinds of sentences that students learn: simple sentence, compound sentence, complex sentence, and compound-complex sentence. Simple sentence is a sentence containing only one clause with a subject and a predicate which is called an independent clause. Compound sentence is a sentence that has at least two independent clauses joined by a comma, semicolon or conjunction. Complex sentence is a sentence that contains an independent clause and one dependent clause. Compound-complex

sentence is comprised at least two independent clauses and one or more dependent clauses.

There are several previous studies that examined the students' ability to write complex sentences. Ernis (2019) found that the students' ability in writing complex sentence using adjective clause was very good. Another study was done by Hamidah (2016), she found that students' understanding about complex sentence using adjective clause is enough. Although several previous studies concluded that the students' ability in writing complex sentences was quite good, there must be problems faced by students in writing complex sentences. Based on previous study by Asral (2020), she found that there were some students who could not express correct meaning when writing complex sentence. Astri (2018) found that several students had problems in using grammatical structure in writing complex sentence. Another study is from Rayawati (2013) who found that the students' problems in writing complex sentences lay on the use of punctuation and subordinator. All of these studies were done before Covid-19 when the learning process which was usually done face-to-face but is now done online.

Some studies discuss about the difficulties faced by students in learning with online system. Eviliana (2020) found that online learning gets positive perception because it is flexible and effective. Meanwhile, its flexibility makes some students motivated but some are being lazy in doing it and choose to procrastinate the assignments. Another study was from Efriana (2021), she found that the problems faced by teachers include weak mastery of IT and limited access to supervision towards students. The problems of students were in the form of inactivity in following learning, limited supporting facilities, and internet network

access. The problem of parents was in the form of limited time in accompanying their children during online learning. A research carried out by Nashruddin, Alam, and Tanasy (2020) found that some students live in remote rural areas that were not covered by the internet. Furthermore, their cellular network was sometimes unstable, due to the geographical location which was quite far from the signal coverage. This was also a problem that occurs in many students who take online learning, so the implementation was less effective.

In fact, after the researcher interviewed several students on April 17th, 2021, they said that it was difficult for them to understand complex sentence material with online learning system. The fact that online system lead to weak students motivation, lack of communication between lecturer and students, bad internet networks for students who live in remote villages, certainly had impacts on student learning outcomes. This statement was supported by the fact that there were mistakes made by students in writing complex sentences when the researcher asked them to write examples of complex sentence having an adjective clause modifying subject and object of the main clause. From the answers they gave, the researcher found that some students could not differentiate between the adjective clause modifying a subject and an object of the main clause. Besides that, they also could not differentiate between the function of an adjective clause, a noun clause, and an adverb clause in a complex sentence. There were also several sentences that did not express correct meanings. Another problem the researcher found was there were several sentences that students wrote using the wrong tenses.

Based on the explanation above, the researcher was interested in conducting a research on complex sentence having adjective clause entitled "An Analysis of the Second Year Students' Ability in Writing Complex Sentence Having Adjective Clause after Online Learning at the English Department of Bung Hatta University". In addition, the researcher was interested in knowing which of the face to face systems or online learning systems is better in studying complex sentences having adjective clauses.

1.2 The Identification of the Problem

Hamidah (2016: 17) defines that the complex sentence is a combination of an independent clause and a dependent clause. The dependent clause of complex sentence can be in the form of adjective clause, noun clause, and adverb clause. According to Refnita (2015: 119), "A complex sentence using an adjective clause consists of an independent clause and a dependent clause that is used as an adjective; it modifies a noun". Subekti (2017: 3) states that a noun clause functions as a noun in a sentence. It means that noun clause in complex sentence treats the dependent clause as a noun. Adverb clause in complex sentence is used as an adverb. Refnita (2016: 45) defines adverb clause "is a dependent clause used as an adverb; therefore, it can modify a verb, an adjective, a verbal, another verb, or a sentence".

As stated in the previous section, students usually faced problems in writing complex sentence using adjective clause. For examples, they could not express correct meaning when writing complex sentences. Furthermore, they had problems in using grammatical structure when writing complex sentence using

adjective clause. Other than that, students had problems in using punctuation and subordinator.

In addition, the spread of the Covid-19 virus and the implementation of online learning in various schools and universities in the world absolutely have both positive and negative sides. In this case, the researcher found out that there were several problems faced by students in understanding the material of complex sentence after getting online learning. The problems faced by the students were they had low motivation and their attitudes cannot be monitored causes many students who joined online classes did not listen to the delivery of material from the lecturer properly even some of them did not follow the class until the end. Poor interaction between the lecturer and students when they needed help in understanding the material, besides that this problem causes lack of practice which is important for students to improve their skill. Another problem was bad internet connection for students who live in remote villages. These problems ultimately made students less understanding of the material, for example, they had difficulty to differentiate an adjective clause modifying a noun as a subject and an object of the main clause. Another problem was that students often made mistakes in using relative pronouns and subordinating conjunctions when writing complex sentences. Some of them could not differentiate between complex sentence having an adjective clause, a noun clause, and an adverb clause as well. Besides that, there were students' errors in using tenses and there were several sentences that did not express the correct meaning.

1.3 The Limitation of the Problem

Based on the identification of the problem above, the researcher limited her study in analyzing the second year students' ability in writing complex sentence having adjective clause after online learning at the English Department of Bung Hatta University. The researcher focused on adjective clause that modifies a noun that functions as a subject or an object using relative pronouns (who, whom, which, whose, and that).

1.4 The Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem as follow "how is the second year students' ability in writing complex sentence having adjective clause after online learning at the English Department of Bung Hatta University?"

1.5 Research Questions

Relating to the formulation of the problem above, the research questions of this research were formulated as follow:

1. How is the second year students' ability in writing complex sentence having adjective clause that modifies a noun as a subject using relative pronouns (who, whom, which, whose, and that)?
2. How is the second year students' ability in writing complex sentence having adjective clause that modifies a noun as an object using relative pronouns (who, whom, which, whose, and that)?

1.6 Purposes of Research

This research aims at finding out the second year students' ability in writing complex sentence having adjective clause after online learning at the English Department of Bung Hatta University. The specific purposes of this research are as follow:

1. To find out the second year students' ability in writing complex sentence having adjective clause that modifies a noun as a subject using relative pronouns (who, whom, which, whose and that).
2. To find out the second year students' ability in writing complex sentence having adjective clause that modifies a noun as an object using relative pronouns (who, whom, which, whose, and that).

1.7 Significance of the Research

This research is expected to be useful theoretically and practically. Theoretically, the findings of this study will be an additional theory about students' ability in writing complex sentence having adjective clause after online learning. Practically, the result of this study can provide an overview for lecturer so that they can choose good teaching strategies to help students in understanding how to write complex sentence having adjective clause well.

1.8 Definition of Key Terms

There are some key terms used in this research. To avoid misunderstanding, the researcher provides their definitions as follows:

1. Writing is students' written words containing complex sentence.

2. Ability is the student's competence to write complex sentences having adjective clause, which is indicated by the score on a test.
3. Complex sentence is a sentence consisting of independent clause (main clause) and dependent clause (subordinate clause).
4. Adjective clause is a dependent clause which modifies a noun that works as a subject or an object of the main clause.
5. Online learning is long distance learning activity experienced by students in learning complex sentence.