

# CHAPTER I

## INTRODUCTION

This chapter discusses the background of the study, research questions, and scope of the study and significance of the study.

### **1.1 Background of The Study**

In Indonesia, there are four compulsory English skills that should be mastered by students that are taught since junior high school to senior high school. It consists of speaking skills, listening skills, reading skills and writing skills. Writing skills is one of the skills which are complex and difficult to be learned. Most of students think writing as uninteresting and difficult subject. However, Pei (1949) has explained that writing is important because it remains as a permanent record and worthy than spoken. Writing is defined as a system of more or less permanent marks is used to represent an utterance in such a way that can be recovered exactly without intervention of the utterer (Daniels and Bright, 1996). It is regarded as skills about how to express ideas or information into a meaningful written form. A written form is permanent that does not depend on time and space. That is why it is very important.

Writing skills is related to grammar which deals as a set of rules in writing. Hancock (2005:6) has explained that grammar is a system that is rich and complex that requires a great deal of concentration, diligence and patience. Furthermore, he has explained that it is used to govern the way words come together to form meaning. That is why, grammar is important in the process of

learning writing. It is used as a tool to make the ideas and information in the writing have a clear meaning. So, the ideas or information can be understood by the readers. Writing can be meaningless without grammar (Pei, 1949:117). This is because without grammar, writing can be incomplete structurally which can make the meaning is not clear. That is why, it is important to include grammar in writing. It is still safer for inexperienced writers to follow the rules of grammar in writing (Hancock, 2005). It is used to avoid readers' misunderstanding and confusion. In addition, grammar influences the quality of writing.

Based on the Law No. 20 Year 2003 about National Education System and the Indonesian Government Regulation No. 19 Year 2005 on National Education Standards, the curriculum that is used is known as KTSP. Next, that law also set *Standar Isi*. Based on *Standar isi*, there are many types of writing text that is learned by students in senior high school. It consists of procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. Hortatory exposition is one of the writing texts that are learned by students in senior high school. This type of writing requires students to express their thought and information in complete sentences by using formal language.

In learning writing skills, there are some errors that commonly appear. James (1998) stated that students can commit errors because of mother tongue interferences in which there are differences between items or structures in students first language with the target language. One of errors in writing is known as sentence fragments. It is a group of words that is punctuated as a sentence but it is

not a real sentence. It consists of an incomplete thought which can make it confusing to be read. It can cause a misperception to readers and make writer looks like an inexperienced writer. Sentence fragments can be classified into four; (1) no subject, (2) no verb, (3) No subject and No verb, (4) dependent clause (Hogue and Oshima, 1999).

The previous studies conducted by Sawalmeh in 2013 and Hussain et al. in 2013 explained many types of writing errors. The results of the studies showed sentence fragments were one of the common errors in writing. However, those studies did not include the types of sentence fragments and the specific type of writing that being analyzed. This study is focused on analyzing the appearance of sentence fragments in hortatory expositions. Hortatory expositions is a type of writing that is used to explain or inform something to the readers in which the purpose is to convince them to take the side of what the writer said. White (1986) has explained that any kind of writing that is for readership should have using an appropriate style in which consists of complete sentences that structuraly correct by following the rules of grammar. The appearance of sentence fragments in hortatory expositions can be an interesting object to study. Thus, the writer attempts to identify and analyze the types of sentence fragments in hortatory exposition by eleventh graders of SMA N 54 Jakarta and the reason sentence fragments occur in the writing. This research benefits to find out more about the frequency of sentence fragments types that appears in students writing and the reason of its appearance.

## **1.2 Research Question**

According to the background of the study above, the research question is “To what extent do sentence fragments occur in students’ hortatory exposition? of this study are as follows:

1. What are the types of sentence fragments found in students’ hortatory exposition?
2. What are the reason of students committing sentence fragments in their hortatory exposition?

## **1.3 Scope of The Study**

This study is limited to analyze students’ hortatory expositions of eleventh grader of SMA N 54 Jakarta which focuses only in the types of sentence fragments that appear in the writing.

## **1.4 Purpose of The Study**

According to the research questions, this study is used to find out:

1. The most frequent type of sentence fragments found in students’ hortatory exposition.
2. The reason of its appearance in students’ hortatory expositions.

## **1.5 Significance of The Study**

This study benefits for teachers, students, and for the development of the study about sentence fragments. This study can give information to the teachers

related to their students' ability in writing. Moreover, It will help the teachers to give any sub skills of writing skills that is needed by the students. Next, this study may be used as an input for students to measure their ability in writing. Moreover, this study can be used as a reference to the later studies of sentence fragments in other types of writing.