GRAMMATICALLY MEANINGFUL ENGLISH SENTENCE BUILDING AS A STARTING POINT IN TEACHING COMPOSITION TO SMA STUDENTS

A THESIS

In Partial Fulfillment of the Requirements for the Sarjana Pendidikan Degree in English Language Teaching

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August 1992
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ACKNOWLEDGEMENTS

The writer would like to thank Drs. Stefanus Laga Tukan, M.Pd., her first advisor whose valuable guidance, encouragement, and suggestions have been of great help to her in accomplishing this thesis. To all lecturers of the English Department who have "brought her up" for finishing her study, the writer would like to express her deepest gratitude. Many thanks also go to her beloved parents and husband for their patience, deep understanding, and encouragement during her study and the process of writing this thesis.

Above all, the writer would like to thank the Almighty God for His grace and blessings for the writer so that she may finish her study at Widya Mandala Catholic University, Surabaya. The writer realizes that without the help of those persons mentioned above, this thesis would not have been finished the way it should be.
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ABSTRACT

In learning the English Language, students should learn the four language skills: listening, speaking, reading and writing. Among the four language skills, writing skill is considered the most annoying subject; in teaching writing, most teachers find troubles which may arise from the way of giving guidance to the students and/or the way of scoring the students' works. Whereas, many SMA students have difficulties in putting their sentences down on paper, whenever they begin to write because teachers never train them how to write grammatically meaningful English sentences in compositions. Almost all exercises found in all SMA students' reference books do not present how to write English compositions.

Trying to overcome those problems, the writer of this thesis presents one idea about how to teach grammatically meaningful English sentences as a starting point in teaching composition to SMA students so that they will be able to write meaningful English composition later on. The idea is inspired from the objectives of teaching writing at SMA as stated in the GBPP of 1984, that is "students should be trained how to write good and correct English sentences and arrange them into various simple forms of paragraphs or composition".

In sentence building, students are given various kinds of exercises. They are meant to give students practice in discovering additional information about the events put into grammatically meaningful sentences which are then developed into paragraphs or compositions.

This thesis is the result of a library research. Most of the informations presented here were taken from books and articles from the school library. It is aimed at giving some help for SMA English teachers in teaching writing to their students.

Finally, the writer realizes that this thesis is far from perfect. Therefore, she hopes other researchers will make experiments to see whether this technique is useful or not for SMA students.