

CHAPTER I

INTRODUCTION

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1.1 Background of the Study

Writing which is one of the four language skills (speaking, writing, reading, and listening) is the encoding process whereby we communicate our ideas, thoughts or feelings through one or the other forms of language. Unlike speaking, writing is more difficult.

According to Irmischer (1969:29-30), there are at least three differences between writing and speaking. First, speaking involves a lively sense of communication while writing does not. It means there are two participants in speaking, they are the speaker and the hearer. The speaker can easily restate what he has uttered if he thinks he is not being understood because the hearer is close to him. A writer, on the other hand, has to overcome the barrier of an absent audience. A writer does not face his readers, therefore, cannot directly ask what they do not understand. Second, speaking is animated while writing is inanimated. It means the speaker can easily influence his hearer by his appearance or his voice. However, the writer has to write as clearly as possible to convince his reader. Third, speaking is orally verbalized, it is more flexible than writing in its strategies and language. In informal talking, for instance, a fragment may be as common as a sentence. In writing, the writer sometimes finds himself easily influenced by the habit of speech; he sometimes connects sentences or paragraph incoherently.

Writing is a means of communication one must consciously learn. No one learns to write automatically. One fact that makes it hard to communicate through writing is that written words usually have to “speak” by themselves without the presence of the writer. Learning writing is like learning driving. When a person begins to learn how to drive an automobile, a driving instructor does not place the person on a busy street. Fortunately not many driving instructors turn their students loose on the highway with a minimal advice. Sometimes, it seems as if many students have been turned loose on paper with little more preparation than the poor-driving student has. If, as writers, students view only the perfection of the final written product and then set out to try their hands at writing, never understanding the process that led to the product, they may become discouraged and fail (Duke, 1993:v).

Everyone can write well but he has to organize his thinking in written work. Knowing how to express ideas in writing in an organized way is very important for everybody. There are six questions which help a writer organize his ideas as the basic steps of the writing process:

1. What is a composition ?

A composition is a piece of writing about one central topic. It may consist of one or more paragraphs. If the central topic is broad and needs to be divided into several subtopics, each of these subtopics should be developed in at least one paragraph. A composition of more than one paragraph usually has an introduction and a conclusion that are separate paragraphs.

2. What is a paragraph ?

A paragraph is a group of related sentences that communicates one central idea.

A paragraph may be short or long according to the simplicity or complexity of the subject.

3. What does a paragraph look like ?

The first line of a paragraph is indented in most kinds of writing. This means that a writer must leave an empty space to show the beginning of the paragraph. A composition that has two paragraphs will have only one indentation. A composition that has two paragraphs will have two indentations, and so on. The capitalization at the first word in each sentence, period (.) at the end of each sentence, question mark (?), or exclamation point (!) are very important in the paragraphs.

4. How does a paragraph begin?

It usually begins with general statement (general statement the main idea sentence/ a topic sentence). The main idea sentence tells the reader what the paragraph is about and limits the kind of information that should be included in the paragraph.

The main idea sentence is usually the first sentence of the paragraph, but experienced writers sometimes place it in the middle or at the end of the paragraph.

5. How does a paragraph progress ?

Major points follow the main idea sentence. The major points are the sentences

that explain the main idea sentence. They give information about it.

6. What holds a paragraph together ?

Ideas in a paragraph are often connected with the connectors. Connectors show the relationship between these ideas. Connectors include words and phrases such as first, finally, in addition, and after that. Without connectors, the paragraph will not read smoothly.

Those points can help a writer to organize his thinking as basic steps of writing process. Knowing to express ideas in an organized way is important for everybody to make a good composition. (Huizenga, Snellings and Francis, 1990:xv-xvii)

In writing a composition, the writer should know what kind of writing that he has to write. Writing has several genre that include narrative, descriptive, expository, persuasive and argumentative. Each genre has different methods of development. In this study, the writer focuses on the narrative writing. The reason is that during her study in the English Department of Widya Mandala University, she observes that there are still many students who face some difficulties to retell an event which happened in their life or even write a narrative composition in a good chronological order, eventhough people say that narrative writing is the easiest and simplest type of writing. Sometimes the things or the people they narrate is difficult to follow. For example, some students often write a story about other events or people (such as event B, C and so on or people B, C and so on) before they finish explaining the event A or the person A clearly and chronologically. In the writing lesson this is known as 'jumping' to another irrelevant paragraphs.

In narrative writing, the students should use the connectors appropriately. If not, their writing will not be clear. For example, in the sentence "Even I studied the material for five hours, I still would not be ready for the test", has a connector error. The word even cannot connect the two clauses. The sentence should read "Even if I studied the material for five hours, I still would not be ready for the test". It is clear that in narrative writing, the students should consider the connectors too, especially in expressing the chronological order.

Based on the reasons above, the writer would like to know how the connectors are used to express chronological order in students' narrative composition.

1.2. Statement of the Problem

In accordance with the background of the study, this study is designed to answer these questions :

1. What connectors are most frequently and least frequently used by the students in making chronological order in the narrative composition ?
2. What are the reasons for choosing the connectors in their narrative composition ?

1.3. The Objective of the Study

This study is intended to find out :

1. The most frequently and least frequently connectors that are used by the students in

making chronological order in the narrative composition.

2. The reasons for choosing the connectors in their narrative composition.

1.4. The Significance of the Study

This study is expected to give the teachers of the English Department, particularly those who are teaching narrative composition, some help in order to improve and develop the students' skill in using the connectors in expressing the chronological order in the narrative composition.

For the students, this study is expected to add their knowledge about connectors in composition, especially those which express chronological order. Besides that, it will help them know how to make their composition chronologically developed.

Moreover, for the development of language learning theory, the result of this study has supported the theory of frequency of input. The frequency of input influences the students' second language acquisition.

1.5. Scope of the Study

The subjects of this study were limited to the second semester students of the English Department of Widya Mandala University, especially those who have got the narrative writing. In this case, there is only one class that has got the narrative writing, that is H class. This class is a non-IC class. It means they can take the course faster one semester than other classes.

Due to the limited time in doing this research, each subject was asked to write one composition. That is why, the writer only took the paper from the subjects and their compositions were representative of their entire composition profile. In this study, the writer focuses on the most frequently used and the least frequently used connectors that expressed the chronological order. That is why the writer does not determine whether the connectors are correctly used or not.

In getting the students' reason for using the connectors, the writer used questionnaires, which were given a week after they finished their compositions. It was because the writer should identify the students' work first in order to list the connectors that express chronological order.

1.6. Theoretical Framework

This study is based on the writing in second language acquisition, theory of writing, types of writing, narrative writing and the previous study.

In studying the second language learning, adult cannot acquire it 100 % the same as the native speaker. Brown (1987:168) stated that environment is very important in learning the second language. Krashen (1987:63) also states that the children's acquisition depends on the input of their environment. The frequency of input can influence students' thought in learning the second language. In writing skill, for example, students tend to use the words that they often hear or read.

There are several opinions from various books which state different ideas about what actually writing is. Dagher (1976:8) states that writing is thinking on paper. Lado (1975:28) states that "to write is put down the graphic representation." Writing needs logical thinking because to write for communication, one must have something in mind; and to produce what one has in mind on paper, one should do so in such a way that the reader(s) can understand what he means to say (Teopilus, 1986).

Writing is divided into exposition, description, narration, persuasion, and argumentation (Vivian, 1961:4). Each of these writing types has different characteristics according to its function.

Narrative writing tells a story. It is concerned, therefore, with time and with action. In narrative writing, the writer should consider the chronological order and the connectors that are used. If not, the writing will be confusing.

There are four previous studies that are related to the topic. Firstly, Erlianawati (1993) studied the coherence devices on the argumentative writing. She found that students frequently make shift, faulty subordination, lack of parallelism and faulty pronoun reference. Secondly, Indrayani(1995) studied about the coherence on the expository compositions. She found that the students found difficulties in writing the composition coherently. Third, Anggraini (1996) studied the descriptive composition cohesive of the third semester students. She found that most of the students under study found difficulties in their descriptive composition coherently. Fourth, Yolanda (1998) studied the transition signals that showing additional information in the expository composition. She found out

that the fourth semester students of the English Department of Widya Mandala University were familiar with the use of ten transition signals showing additional information.

1.7. Definition of The Key Terms

In order to avoid misunderstanding or misinterpretation, it is necessary to define the following terms :

1. Writing is defined as the skill of arranging words to form sentences, sentences to form paragraphs and paragraphs to form large units so that thought may be communicated to others (Brown, 1968).
2. Narrative composition is one type of composition that tells a story or a series of events based on the order in which they occur (Percy 1981:56).
3. Chronological order is the order in which the narrated events actually occurred (Hefferman 1980:110).
4. A connector is a word, or sometimes a phrase, used to link paragraphs, sentences, clauses, or words (Lane and Lange, 1993).

1.8. Organisation of the Thesis

This thesis consists of five chapter. The first chapter is the introduction which deals with the background of the study (1.1.), statement of the problem (1.2.), objectives of the study (1.3.), significance of the study (1.4), limitation of the study (1.5.), definition

of the key terms (1.6.), theoretical framework (1.7.), and the organisation of the thesis (1.8.).

Chapter II, Review of Related Literature, discusses the second language writing (2.1.), theory of writing (2.2.), types of writing (2.3.), narrative writing (2.4.) consists of chronological order in the narrative writing and connectors in narrative writing that consists of types and function of the connectors and the connectors of time, and review of related studies (2.5).

Chapter III, research methodology, is divided into four parts : research design (3.1.), the subject of the study (3.2), the research instrument (3.3.), procedure of collecting data (3.4.), technique of data analysis (3.4.).

Chapter IV, findings and the discussion of the findings, is devoted to discussed findings (4.1.) and the discussion of the findings (4.2.).

The conclusion of this study is given in chapter V, the last chapter of this thesis. This chapter consists of two parts : conclusion (5.1.) and suggestions (5.2.).