

## **CHAPTER I**

### **INTRODUCTION**

This research studies the organization in the English composition produced by Writing 1 students of The English Education Department Faculty of Tarbiyah at IAIN Sunan Ampel Surabaya. This chapter consists of background of the study that describes the foundation thoughts and reasons for choosing the title and statement of the problems that mentions the problems presented in this study. The objective of this study is to find answer of the research questions. This chapter also presents the significance of the study, the scope and limitation of the study, the definition of key terms, and the organization of the chapter.

#### **A. Background of the Study**

The ability to write in English is important for English learners, particularly students in a college, for some reasons. First of all, generally, students in a college for all major have an English compulsory subject that often requires them to write an English paper. So, when their writing ability is good, they will not get difficulty in finishing their paper. For the students in English Education Department, particularly, after they have graduated, they will teach the students in high schools. If they have good writing skill, they can develop their students' writing skill. Second, if the students are used to write an academic writing correctly, they can get some benefits. Students are required to write a thesis. If they have good writing

skill, it will be easy for them to finish their thesis. Third, a good writing will ease the readers to comprehend the students' writing, in this case the reader is their lecturer. If their writing is confusing their lecturer will be demotivated to check their work.

In addition, Kaswan stated, "by writing we have learnt to express our idea and demonstrated to the lecturer that we have mastered the given material".<sup>1</sup> According to Hairston, there are some reasons writing is important: "...writing is a tool for discovery, it generates new ideas, ... help us to organize our ideas... help us to absorb and process information...makes us active learners rather than passive receivers of information."<sup>2</sup>

Writing is very important. But in fact, the students get difficulties in writing. It is natural because writing is one of the most difficult skills in English. Even, some linguists claimed that writing is difficult. Dixon and Nessel (cited in Bambang Yudi Cahyono) stated, "Writing is considered the most difficult and complicated to other language skills: listening, speaking, and reading. It requires more effort to produce meaning through writing than organized meaning through listening and reading".<sup>3</sup> Murcia also stated, "Writing skill is also perceived as the most difficult language skill since it requires a higher level of productive language control than

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<sup>1</sup> Kaswan Darmadi, *Meningkatkan Kemampuan Menulis*(Yogyakarta: Andi, 1996)p.2

<sup>2</sup> Maxine Hairston, *Contemporary Composition*(Boston: Houghton Mifflin Company, 1983)p.2

<sup>3</sup> Bambang yudi Cahyono, *Tehniques in Teaching EFL Writing*(Malang: State university of Malang Press,2009)p.60

the other skills".<sup>4</sup> In agreement with Dixon, Nessel and Murcia, Kaswan also stated that from all communication skill, the most difficult skill is writing skill.<sup>5</sup>

The students feel that writing is difficult because it is scored from a lot of aspects. According to Heaton there are five aspects in scoring the students' composition. They are language use, mechanical skill, treatment of content, stylistic skills and judgment skills.<sup>6</sup> Meanwhile, according to Brown there are six general categories in evaluating the students' writing. They are content, organization, discourse, syntax, vocabulary and mechanics.<sup>7</sup> This study analyzes the students' composition only from its organization aspect.

The focus on organization is based on the following consideration. Organization has very important role in a composition. In writing, if the readers do not understand the meaning, they cannot ask to the writer directly. Therefore, the writer has an obligation to make a good organization. A better organization will ease the reader to understand the meaning.

From my pre-eliminary study of this topic, it was found that there are a lot of organization problems faced by Writing 1 students at IAIN Sunan Ampel Surabaya. It shows that they face difficulties in organizing ideas, thus the

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<sup>4</sup> Murcia et al, *Discourse and Context in Language Teaching*(New York: Cambridge University Press,2000)p.161

<sup>5</sup> Kaswan Darmadi, *Meningkatkan Kemampuan Menulis*(Yogyakarta: Andi, 1996)p.4

<sup>6</sup> J.B.Heaton, *Writing English Language Tests*(New York: Longman Group,1989)p.146

<sup>7</sup> H.Douglas Brown, *Teaching of Principles Second Edition*(New York: Longman,2001)p.357

researcher perceives the need to research their difficulties in organization in order that the lecturer can help them to solve those problems.

Generally, a paragraph has three major structural parts: a topic sentence, supporting sentence, and a concluding sentence. A topic sentence introduces the topic. A supporting sentence supports the idea in the topic sentence with explanations, reasons, and other details. A concluding sentence brings the paragraph to an end.<sup>8</sup> A good paragraph also has the elements of unity and coherence.<sup>9</sup> Every good paragraph has unity, which means that only one main idea is discussed. The second part of unity is that every supporting sentence must directly explain or prove the main idea that is stated in the topic sentence. There are four ways to achieve coherence. They are repeating key nouns, using pronouns, using transition signals and arranging the sentences in logical order.<sup>10</sup>

One way to achieve coherence is arranging the sentences in logical order. There are three kinds of logical order. They are chronological order, logical division of ideas, and comparison/contrast. The common used of logical order is chronological order. Chronological order has transition signal to hold between one sentence to another and it is called chronological transition signal. After having quick analysis in the students' composition, it shows that from thirty six compositions, only eleven students used chronological transition signal. It is an

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<sup>8</sup> Alice Savage and Patricia Mayer, *Effective Academic Writing 2*(New York: Oxford University Press,2005)p.2

<sup>9</sup> Alice Oshima and Ann Hogue, *Writing Academic English*(New York: Longman Group, 1999)p.17-18

<sup>10</sup> Alice Oshima and Ann Hogue, *Writing Academic English...*41- 42

amazing number because the lecturer has taught them about chronological transition signals. But, in fact only, few students use chronological transition signals in their writing. It is true that chronological transition signals only have little point in the writing scoring, but it has important role to enhance the readers' comprehension.

There are some studies which have same scope that analyze the students' composition, each of which has different focus. The first study is conducted by Novi Sriwulandari entitled "*An Analysis of Descriptive Composition Made By Seventh Grade Students of SMPN 3 Gresik*". This study by Novi Sriwulandari analyzes the students' composition from five aspects: the content, the organization, the vocabulary, the language use, and the mechanics. The second study was conducted by Sri Yuni Romadhaniati entitled "*An Analysis on Generic Structure and Language Features of Procedure Texts Written by The Seventh Grade Students in SMPN 1 Sumenep*". This study by Sri Yuni Romadhaniati analyzes the students' composition from its generic structure and language features. Meanwhile, the current study analyzes the students' composition from its organization. The subject of this study is college students and the subject of previous studies is high school students. So, it is obvious that this study is different with the previous studies.

In this study, the researcher chooses Writing 1 students' composition because they have just studied the subject about writing, so the beginner usually faces a lot

of problems particularly in organization. It is hoped that the result of this study can bring possible solution to their organization problem in order that they can produce a better English composition.

IAIN Sunan Ampel Surabaya was chosen as place in conducting this research because English Education Department major at IAIN Sunan Ampel Surabaya has been established for about 6 years but there was not any study about this topic in this institute. As an institute which offers English Education major, IAIN Sunan Ampel has a demand to keep the quality of graduate, in order that the graduate of English Education Department at IAIN Sunan Ampel Surabaya is in quality with the graduate from other institutes. By knowing the students' problem, the institute through the lecturers can help them to solve their problem. When the lecturers have found the solution to solve their problem, it is hoped that the graduate of English Education Department at IAIN Sunan Ampel Surabaya is qualified to be an English teacher.

## **B. Statement of the Problems**

Two research problems are set as follows.

1. What are the problems faced by Writing 1 students of English Education Department at IAIN Sunan Ampel Surabaya in organizing ideas when they are writing a paragraph?
2. What are the causes of those organization problems?

### **C. Objectives of the Study**

Derived from formulated problems above, the purpose of this study are:

1. To identify the problems faced by Writing 1 students in organizing ideas when they are writing a paragraph
2. To identify the causes of those organization problems

### **D. Significance of the Study**

The result of this study is significant for the following parties.

1. The result of this study might be used as a references for others researcher who conduct the similar problem
2. The result of this study will help the lecturer in solving their problem in organizing ideas or the difficulties in paragraph writing.

### **E. Scope and Limitation of the Study**

This study focuses on the following scope and limitation.

1. The subject of this study is the second semester of English Education Department at IAIN SUNAN AMPEL Surabaya in academic year 2011/2012 particularly Writing 1 students A and B class
2. This study emphasizes on the students' problems in organizing ideas and the causes of those problems.

## F. Definition of Key Terms

In order to avoid misunderstanding, some key terms used in this study are defined as follows.

### 1. The organization:

Steve Reid states that organization is the arrangement of the larger units of meaning in a paper.<sup>11</sup>

In this research organization is defined as the arrangement of topic sentence, supporting sentence, concluding sentence, unity and coherence in a paragraph.

### 2. Composition:

Alice Oshima and Ann Hogue state that composition is a piece of writing that has more than one paragraph.<sup>12</sup>

In this study composition is defined as the composition produced by Writing 1 students that are opinion paragraphs.

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<sup>11</sup> Colorado State University. “*Writing Guide: Organization*”

(<http://www.colostate.edu/guides/processes/pop2a.cfm> accessed on January 12, 2012 at 12.30 p.m.)

<sup>12</sup> Alice Oshima and Ann Hogue, *Introduction Academic Writing Second Edition*(New York: Addison Wesley Longman, 1997)p.6



### 3. The Problem :

Brooklyn Law School LL.M states that problem is a perceived gap between the existing state and a desired state, or a deviation from a norm, standard, or status quo.<sup>13</sup>

In this study the problem is defined as the problem in organizing ideas, includes topic sentence problem, supporting sentence problem, concluding sentence problem, unity problem, and coherence problem.

## **G. Thesis Organization**

This thesis is organized in five chapters. The first chapter is about introduction including the background of the study that describes the foundation thoughts and reasons for choosing the title and statement of the problems that mentions the problems presented in this study. The objective of this study is to find answer of the research questions. This chapter also presents the significance of the study, the scope and limitation of the study, the definition of key terms, and the organization of the chapter.

The second chapter is review of related literature. It discusses organization in writing, which contains the definition of organization and the function of organization. It is continued with the definition of paragraph and the elements of paragraph.

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<sup>13</sup> MBA Course. “*Problem*” (<http://www.businessdictionary.com/definition/problem.html>, accessed on january 12, 2012 at 13.00 p.m.)

Chapter three discusses the research method used in this study. The discussion covers the research design, subject of the study, data of the study, research instruments, research procedures, data collection technique, and data analysis technique.

Chapter four discusses the analysis of research process and the result of research.

The last chapter presents the conclusions of the research based on the findings and suggestions for further research.

This chapter has discussed about the background of the study, the statement of the problems, the objective of the study, the significance of the study, the scope and limitation of the study, the definition of key terms and thesis organization. Now, we are going to discuss the chapter two. This chapter will discuss about the previous studies which are related to this study and also some theoretical background which are used as foundation in conducting this study.