

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English has been the international language which is used by people around the world to communicate with each other. The people can exchange ideas and information about everything without worrying about what kind of language they should use to communicate. In expressing their ideas, people can speak or write their ideas as they wish. They can choose whether they want to speak about their ideas or just write them. They may have certain reasons that affect their decision about how they express their ideas.

There are some differences between speaking and writing: the objectives, the way of communication, the

level of formality (Tribble, 1996). The first one is the objectives. In speaking, the main purpose is to maintain a relationship between the speakers while in writing the objectives are for completing tasks, recording things, or developing ideas and arguments. In speaking the speakers decide what kind of relationship, good or bad relationship, they want to build through the content of their speaking. The next one is the way of communication. Tribble (1996) clearly says that in speaking, there is two-way communication. In speaking, the speakers directly participate in certain interaction and manage their relationships by the choice of different types of language behavior used. On the other hand, writing is a one-way communication. In writing, the writer has never met and will probably never meet with the readers. That is why the writer has to convey the idea

she/he wants to express clearly and in detail since she/he cannot directly explain to the readers if the readers have problem in understanding the essay. The last difference between speaking and writing is the level of formality. As it is stated by Reid (2000), all languages have different level of formality and informality. The level of formality depends on the audience, the purpose, and, the situations. In general, academic written English is more formal than spoken English. The first reason is because the writer does not know the readers personally thus the writer should write her/his idea clearly. Then, the writer does not know how the readers will think about her/his essay and what kind of misunderstanding can arise about the information conveyed by the writer. In speaking the speaker can directly solve the misunderstanding and can easily convey what the speaker's means and see the

reaction of the listeners by using gestures, facial expressions, and body language because we can face the listeners directly. Unfortunately, the writers cannot do the same thing in writing. They cannot easily deliver the idea of their compositions to the readers and directly react to the readers' reaction in writing since they do not face the readers directly. The way to avoid misunderstanding in writing is by practicing writing clearly (Reid, 1985). Yarber said that in writing people learn to develop their idea logically and convincingly in order to engage the readers (1989). It is important for the writers to develop the idea well in order to convey clear ideas to the readers.

Realizing the importance of practicing more in writing in order to produce good composition for the students, the English Department of Widya Mandala

Catholic University provides the students with the writing subjects. The writing subjects are Writing I, Writing II, Writing III, and Writing IV. Moreover, in each writing course, the students are taught different genres. For example, the students who take Writing III course are taught about process essay. In these courses, the students are helped to compose good essays in order to deliver their ideas.

In this modern era, the ability to express what the ideas that the students have in their mind clearly is important to help them pursue their future career. Moreover, they are also demanded to be able to explain how to do something in detail. In writing, the explaining skills can be developed while someone writes a process essay. In the English department of Widya Mandala Catholic University, the process essay is taught in

Writing III. In that course, besides being taught how to write a good process essay, the students are taught about the purpose and also the organization of the process essay. The organization of the essay is important because it can help the student to be on the right track in writing the process essay and attain the goal of their writing.

The writer had paid attention that the organization of the students who had been taking the Writing II subject was not good. Thus, the writer wanted to analyze the organization of the students who were taking Writing III. Besides, there was no research that had been conducted to analyze the organization of the process essays of Writing III so that the writer did the research about this topic.

1.2 Statement of the Problems

In line with the topic and the background of the study, five research questions are formulated as follows:

- 1) Is the organization of the English Department student's process essay in accordance with the expected structure?
- 2) Does the introductory paragraph in the student's process essay contain a thesis statement?
- 3) Does each explanation paragraph in the student's process essay contain a main idea?
- 4) Do the main ideas in the body paragraphs in the student's process essay support the thesis statement?

1.3 Objective of the Study

In line with the problems above, this study aims at describing:

- 1) whether or not the organization of the English Department student's process essay is in accordance with the expected structure;
- 2) whether or not the introductory paragraph in the English Department student's process essay contains a main idea;
- 3) whether or not each body paragraph in the English Department student's process essay contains a main idea;
- 4) whether or not the main ideas in the body paragraphs in the English Department student's process essay support the thesis statement;

1.4 Theoretical Framework

In writing, an essay is a group of related paragraphs which is developed by a thesis. The organization of an essay in general can be divided into three parts that are

introduction, body and conclusion and those parts are organized based on a thesis (Lester&Resnick, 2003). The thesis is the main point of the entire main ideas in the essay. The different generic structure of each type of texts which can differentiate one text from others is called the organization. By following the proper organization of certain type of texts, the writer can compose an essay easily. In line with that idea, Peha (2002) says that one of the characteristics of a good writing is a logical and effective organization of the essay which can make the readers easy to follow the ideas presented. The organization of process essay itself contains three parts: introductory paragraph, body paragraphs, and concluding paragraph.

1.5 Assumption

In doing this research, the writer assumes that the students' process essays contain organization. The writer also assumed that the students of Writing III learn about process essay and they have learnt about the organization. They have already understood that a process essay has a thesis statement which is developed and explained in details in the following paragraphs. And, they have already known that a paragraph should have a main idea which supports the thesis statement of the essay before they write the compositions.

1.6 Scope and Limitation of the Study

This study is limited on analyzing the match of the organization between the English Department students' process essays with the recommended organization. The writer analyzed the organization of the students'

compositions only. The writer did not analyze the grammatical and mechanical errors. The writer also analyzed whether or not the main ideas presented in the body paragraphs supported the thesis statement that was states in the introductory paragraph. The writer did not analyze the concluding paragraph since it just restating the ideas presented in the introductory and the body paragraphs.

1.7 Significance of the Study

The writer conducted this study in order to analyze the quality of English Department students' process essays. This study analyzed the use of organization in Writing III class in the academic year 2011/2012 in students' writing development by looking at their process compositions whether the compositions have already had good quality organization or not since there

is no study which investigates this topic. Besides, this study was conducted in order to give positive feedback for the future teaching and learning of Writing III.

1.8 Definition of Key Terms

In order to avoid misunderstanding, some keywords used in this study are defined as follows

- 1) Process essay is a type of essay which gives directions or describes how something happen to the reader (Reid, 2000).
- 2) Organization of an essay is the arrangement of the paragraphs in an essay which consists of an introduction paragraph, body paragraph, and a conclusion paragraph (Lester&Resnick, 2003).

1.9 Organization of the Thesis

This thesis consists of five chapters as follow:

- 1) Chapter I explains the background of the study, statements of the problems, objectives of the study, theoretical framework, assumption, scope and limitation of the study, significance of the study, definition of key terms, and organization of the study.
- 2) Chapter II includes the review of related literatures and previous studies.
- 3) Chapter III tells about the methodology, the research design, instruments, data, triangulation, data collecting procedures, and data analysis procedures.
- 4) Chapter IV deals with the findings, analysis, and discussions about the process essays of Writing III students.
- 5) Chapter V includes the conclusions and suggestions of the study.