

Chapter One

Introduction

In this first chapter, the discussion focuses on five main sections. First, the research background explains the basic information concerning writing, sentence structure variety, and the reason why the researcher conducts this research. The identification of the problem presents several problems found in syntax studying related to sentence structure variety. Third, the delimitation of the problem concludes the problem that the researcher wants to inspect more. In the research question and research objectivities, the researcher mentions the goal of the research in syntax analysis specifically. In research significance, it supports some information about people who gets benefit from this research. In the last part, the organization of the chapter explains several components that the researcher discusses in every chapter.

Research Background

Sentences are always used anywhere through speaking and writing which are skills that require a person to form sentences that are interpretations of the ideas. However, sometimes, a problem that often arises in the process of constructing sentences faced by students is a limitation of ability in producing language structure because students have lack understanding of language structure. Language structure has a connection to syntactical which is still difficult for students to distinguish between the syntactical structures of the word, phrase,

and sentence in speaking and writing (Leba, Butarbutar, & Bawawa, 2021, p. 427).

Mastering syntax is considered to be a crucial skill for enhancing performance, particularly in writing. According to Heryanti, Sucipto, and Makmur (2017), writing is the process where the writer produces something or expresses an opinion in written form (p. 83). In fact, the ability regarding structure must be well mastered by a writer because readers cannot easily seek clarification on what a writer conveys in writing. In developing students' essays, a lack of grammatical skills and mistakes in choosing words or tenses will affect the meaning of the essay to be ambiguous (Heryanti et al., 2017, p. 84). By learning syntax, it allows students to describe the structure more clearly and accurately. In the end, students can find out and analyze the sentence structures scientifically to get the meaning from what has been mentioned in the written text.

An essay is a written text that is always studied in the academic course at higher education level. Writing an essay aims to train students' critical thinking about the debatable issues that arise. According to Sari and Agustina (2022), an academic writing class can help students to increase their interest in writing essays as part of their academic writing (p. 168). In composing an essay, students must express their opinions in writing, and it should be supported by existing facts so that the writer's opinion can be acknowledged and admitted by readers. A piece of relevant evidence, substantiated data, and material from published research or official sources should be included in an academic essay (Sari & Agustina, 2022, p 168).

In composing an essay, not only the organization of the essay is important, but also the language structure becomes one of the required mechanisms in writing an essay. Husna (2017) stated that writers must master and be aware of grammar, spelling, punctuation, and sentence structure (p. 18). Furthermore, grammar and spelling are parts of the writing mechanism (Yuyun & Chandra, 2018, p. 230). In conclusion, grammar or syntax that discusses sentence structure is considered as a crucial thing that can influence students in composing an essay. Hence, students still have to be aware and learn how to compose the correct sentences.

The ability to write with good sentence construction by paying attention to logic, structure, and correctness must be possessed by university students because most of the assignments given require students to create written work. Students should have great writing skills because essays, articles, final projects, and theses are the tasks that students have at the university level. (Setyowati, 2016, p. 80). Furthermore, to deal with that, students should also focus on acquiring English competencies, especially language structures. Mastering language structure is a must for students to support their essay production. (Ariyanti & Fitriana, 2017, p. 113).

Sentence structure variety can be one of the problems that arise affecting students' ability to write essays. Rahmi, Saun, and Adnan (2016) said that sentence variety in sentence types is one of the writing aspects that students should notice in academic writing (p. 99). Further, in writing, variations in sentence length and structure can prevent monotony and have an impact on good

writing pressure (Solikhah, 2017, p. 119). Thus, this problem affects student writing to look boring and monotonous because students always use the same type and structure in their writing which causes writing to be unattractive to readers. To avoid this, it is certain that sentence structure variety can help to solve some of these problems. Sentence structure variety is rarely recognized by students as something that must be prioritized even though sentence structure variety can help the style of language conveyed in an essay to be more understandable, straightforward, and interesting. Nur, Hilmia, Muthi'ah, and Abubakar (2021) declared that using different sentence types and expanding sentences by adding words and phrases can make the writing more attractive (p. 33). Furthermore, how the sentence structure is formed and how the sentence types are used are two things that must be further reviewed to strengthen the information and emotions that can be conveyed in writing (Demirezen, 2019, p. 98). In conclusion, after the researcher found several problems and phenomena, the researcher had carried out further investigations regarding sentence structure variety with the syntax analysis process at the university student level.

As the witness, based on the researcher's observation in attending grammar class, the researcher found that some university students had limited abilities in understanding material regarding sentence types and language structure production. However, this affects students' ability to write, especially in writing essays. In university, writing an essay is one of the materials contained in academic writing course in which students should produce an essay. When students participate in writing an essay, the researcher discovered that there are

students' essays that used same structure for the essay. Therefore, the structure in the essays become monotonous. This can also be seen from the structure of the sentence patterns and sentence types that do not vary or there is too much dominance to one sentence type.

Through this research, the researcher's objective was to see further this phenomenon by exploring the sentence patterns, sentence types, and pre-modifiers and the researcher's goal was to find out whether the structure variety of students' essays is varied or not. The researcher hoped that students can further improve their understanding of syntax analysis to improve their sentence structure variety through this research. However, this research can also be an input for teachers to pay more attention to students' sentence structure variety to make students' writing more varied. In conclusion, syntax analysis is believed to help the world of English language education in achieving good skills, especially in writing by understanding the formation and types of sentences which are always used in the teaching and learning writing. Based on this research background, the researcher proposed a research entitled "A Syntactical Analysis of Sentence Structure on University Students' Essay in Yogyakarta"

Identification of the Problem

This section discusses some of the problems that the researcher encountered based on the researcher's observation during lectures. The results of the researchers' observations focused on structures contained in university students' writing especially writing essay. The problems below are structures that

can influence students' structural variations in writing essay. In observing this common occurrence, the researcher can conclude several problems in the exertion of English structures when students used English in writing.

The first problem was regarding the understanding of variations in sentence types. Students had limited ability to understand sentence types, and it made them experience problems in applying sentence types in their writing. Secondly, students were unable to analyze errors in their own writing such as the subject agreement or the other grammatical structure. This happened when the students' understanding of the language structure of the language was inadequate. Third, students always applied the same sentence pattern in their use. Actually, the pattern is more complicated than the subject and verb even though the pattern has variations. In fact, the use of varied patterns avoids monotonous and boring language in its use, and it helps students to produce sentences effectively. Fourth, students did not know the word order concept in a noun phrase because students were not familiar with the use of pre-modifiers. It caused that students are cannot produce sentences properly including the logical meaning and clarity of the sentence. The fifth, students have difficulty in using and identifying the post-modifier. It happened because students did not understand the general structure, position, and the function of post-modifier in a sentence. The last, students did not understand the variation of conjunctions even though conjunctions affect sentence types and sentence structure. Because of that, this problem can hinder students' ability to articulate.

Delimitation of the Problem

This research is conducted based on the problems found when the researcher did observation to the students in general on the use of sentence structure. From the issues discovered, the researcher chose three problems to be examined in this research, including sentence patterns, sentence types, and pre-modifiers. These problems are believed to be basic things in understanding the sentence structure and function in detail by using the syntax analysis method. The three predetermined problems are believed to have a major influence on the variety of sentences. These problems can also be solved by increasing knowledge, awareness, and syntax analysis ability to expand variety in structuring.

Research Question

The researcher examines the syntax structure in university students' essay based on three central issues in the essay, and they are discussed as follows:

1. What are the sentence patterns used in university students' essay?
2. What are the sentence types used in university students' essay?
3. What are the pre-modifiers of the noun phrase applied in university students' essay?

Research Objective

Based on the discussion and research question above, this research's goals are as follows:

1. To explore sentence patterns used in university students' essay.
2. To explore sentence types applied in university students' essay.

3. To explore pre-modifiers of the noun phrase found in university students' essay.

Research Significance

In the end, the researcher expected that this study can give a good impact or benefit that can help the development of understanding for students, teachers and future researchers.

Students. Through this research, the researcher also believed that students can improve their sentence structure varieties in their writing, and the results found can be used as a reference to measure students' writing. The researcher also hoped that students can increase variety by avoiding the use of same sentence structure so that the structure is not too dominant. Also, this research can further improve the abilities and knowledge of students regarding grammatical structures in texts, particularly in an essay. In this research, the researcher's goal is to improve student's knowledge about syntax analysis by using this research as additional reading. Students are also expected to be more familiar with linguistics, especially in the sentence, syntax, or micro-linguistics. Last, the researcher also believed that students can improve their sentence structure varieties in their writing through syntax analysis process.

Teachers. The results of the research can be used as new information for teachers to be able to encourage students to vary students' sentence structures in their writing. This research can help the quality of student writing to be better by paying attention to the structure, and it is based on structure variety or quantity of the structure so that in students' writing, no structure is more often used than the

others. However, this research also can be used by English grammar teachers as additional teaching materials by adjusting the required materials such as syntax, types of sentences, sentence patterns, and pre-modifiers. This research is also expected to be the basis of the methodology used by teachers in the teaching and learning process, especially in using the available theory for tree diagrams, sentence patterns, and pre-modifiers.

Future researchers. It is hoped that this investigation can be applied by other future researchers who are fascinated with a similar topic. This study may use to be a sample for future researchers who discuss syntactic analysis on sentence patterns, sentence types, and pre-modifier. This research can also be used as reading material by future researchers to increase their ideas in conducting research in the field of linguistics. Furthermore, this research is expected to be a reference for peaches of information that are needed by future researchers in their research. The last, the future researchers can find other aspects that can improve students' writing skill in structure variety by doing research regarding the syntactical analysis.

Organization of the Chapter

In this research, the researcher divides the discussion into five different sections which consist of the introduction, literature review, methodology, results and discussion, and conclusion and recommendation.

Chapter one is an introduction that discusses the research background, identification of the problem, delimitation of the problem, research question, research objective, research significance, and organization of the chapter.

Chapter two is a literature review that examines definitions and theories of language, linguistics, syntax, sentence, sentence pattern, sentence type, phrase, tree diagram, essay, previous study. However, this chapter also discusses information about the conceptual framework.

Chapter three is research methodology which aims to discuss how the researcher carries out the research using scientific procedures. This chapter discusses research design, data source, research setting, data collection instrument, data collection procedure, data analysis, and trustworthiness.

Chapter four is findings and discussion which discusses the results of the research based on the data analysis, and it describes the results which is summary of the findings from data analysis in the research.

Chapter five is conclusions and recommendations which is the last step with the aim of drawing conclusions from the whole. Further, the recommendation section in this chapter is the researcher's conclusion to the beneficiaries, namely students, teachers, and future researchers.