

CHAPTER I

INTRODUCTION

This chapter includes the study's background information, problem statement, objective, significance, scope, limitations, and operational definition.

A. Background of The Study

Sentence construction is very fundamental. Even though making sentences is basic, learners must know and have the ability to make sentences, so that they can be easily understood in communication. Gee (2014) emphasize that sentences are basic elements that not only convey meaning but also help form the macro structure of language, which then shapes social dynamics and interactions. It means that sentences are very important in the context of human communication, highlighting various aspects from referential functions to the role in shaping social relationships.

The study about the sentence of language is known as syntax in linguistics. Syntax is a branch of linguistics that studies the structure of sentences and phrases, focusing on the arrangement of words and their interactions (Carnie, 2013). It is essential to comprehending the meaning that language conveys. Beyond the meanings of individual words, syntax investigates the rules that guide the construction of sentences, it can be said that syntax is the way words, phrases, and clauses are arranged and related to one another to make sentences or longer constructs using grammatical rules.

In a sentence, every word has a distinct function like subject, verb, object, etc. Understanding these responsibilities is essential to understanding the grammatical structure of the phrase (Huddleston & Pullum, 2002). It means that as a group of words that often include subject and verb are used to express a statement, an inquiry, or an order.

Sentences must be used both when speaking and writing in a language. This indicates that language is a tool that people can use to increase their knowledge and learn new things, such as create an academic writing. The use of sentences can be demonstrated through an academic writing.

Sentence structure is very important in academic writing because it helps organize complex ideas and relationships between concepts, making it easier for readers to follow and understand the writer's argument. Academic writing itself is a formal writing style primarily used in academic and scholarly publications to convey information, present arguments, and advance knowledge in certain scientific disciplines. Moreover, according to Flowerdew (2019), academic writing involves synthesizing existing literature, conducting empirical research, and presenting original insights in a structured format such as an essay, research paper, literature review, or dissertation. It means that the sentences in academic writing can be analyzed and studied by linguists, students or anyone who interested in doing it.

Individuals who lack understanding of syntax may have difficulty in comprehending complex texts or readings because mostly people only master the

parts of speech like verbs, nouns, and adjectives. In line with Christianto (2018), he states that particularly in Indonesia, English learners are not sufficiently exposed to English sentence structures, they only have point-to-point mastery of the language. This shows that they are familiar with the word classes in English, which include articles or determiners, verbs, adjectives, adverbs, prepositions, as well as pronouns and nouns. However, even though the words were arranged correctly, the students could not understand the content of the sentences accurately. In short, they are unable to understand what they should understand. In that, sentence patterns in academic writing becomes increasingly important to study because sentence patterns in academic writing might lead to word misinterpretations when they are merged into sentences in the forms of sentence patterns construction.

Syntactic analysis can be done through many aspects, and each aspect has its own function to attract the reader. The researcher chooses to analyze types of phrases and sentence patterns in academic writing, especially in one of the students theses with a minimum of plagiarism at the University of PGRI Delta. The researcher chose the students' academic writing because there are many sentences that can be analyzed syntactically.

B. Statements of The Problem

The problem statement of this research are:

1. What types of phrases are used by the students' in academic writing at the University of PGRI Delta?

2. What are the sentence patterns used by the students' in academic writing at the University of PGRI Delta?

C. Objectives of The Study

The objectives of the study are:

1. To identify the types of phrases used by the students in academic writing at University of PGRI Delta.
2. To describe the sentence patterns used by the students' in academic writing at University of PGRI Delta.

D. Significances of The Study

1. Students

This research expects to help English students in learning English sentence patterns by analyzing academic writing in Grammar class. Additionally, students are expected to be helped by this research in identifying sentence structure.

2. Teachers

This research expects to have significance for teachers by providing them with the necessary tools and knowledge to improve their instructional practices, support student learning, and contribute to the broader field of language education.

3. Future Researchers

The researcher hopes this research will be a valuable resource for future researchers who wish to conduct syntactic analysis. The researcher also considers

that similar research can be conducted quantitatively in the future with different subjects.

E. Scope and Limitation

This research focuses on analyzing types of phrases and sentence patterns in students' academic writing syntactically. In this research, the researcher chooses the students' thesis as the object of research because there are many sentences that contain a few patterns that can be analyzed syntactically. The researcher limits this research to analyzing types of phrases and sentence patterns only in the background of the study of the thesis. Moreover, the researcher also limited the research by only analyzing several sentences from the text due to the limitations of the research process, which took a long time.

F. Operational Definition

The researcher provides an operational definition of the significant term in order to avoid misunderstandings as below.

1. Syntactic Analysis

Syntactic analysis in this research is described as research that reveals the logical meaning of a particular phrase or part of a sentence. Grammar rules must also be considered to determine the logical meaning and accuracy of the sentence. (Goyal, 2021).

2. Syntax

Syntax in this research refers to a branch of linguistics that regulates the formation of sentence structures, clauses, and phrases to convey clear and correct meaning.

3. Phrase

Phrase in this research refers to a syntactic unit consisting of one or more words functioning as a single entity within a sentence, based on the theory provided by Quirk et al. (2010). According to this theory, phrases are categorized into noun phrases (NP), verb phrases (VP), adjective phrases (AdjP), adverb phrases (AdvP), and prepositional phrases (PP). A noun phrase has a noun as the head of the phrase, which can be surrounded by determiners, adjectives, or prepositional phrases. A verb phrase consists of a main verb and elements like objects and complements. An adjective phrase contains an adjective and its modifiers. An adverb phrase modifies verbs or adjectives. A prepositional phrase consists of a preposition and its object. This definition provides a basis for identifying and analyzing phrases in students' academic writing.

4. Sentence Pattern

Sentence pattern in this research refers to sentence pattern based on the theory of Quirk and Greenbaum (2010). Some elements that are often noticed in sentence patterns involve the role and position of the subject, predicate, object, and other elements. Quirk and Greenbaum (2010), provide seven basic sentence patterns such

as SV, SVC, SVA, SVO, SVOC, SVOA, and SVOO which are used to analyze the sentences (main and subordinate sentences) in students' academic writing.

5. Academic Writing

Academic writing in this research refers to thesis writing, especially the background of the study.

