

CHAPTER I INTRODUCTION

A. Background of Study

Language is a tool used by people for communication and a formal symbolic system. The art of conceptualizing and describing a language involves analyzing its formal systematic properties and interpreting the language as a communicative character.

Writing is a language skill that has attracted the attention of many language schools and institutes. Language skills have traditionally been classified as receptive and productive. Receptive skills are those in which the individual receives language produced by others. They include reading and listening. On the contrary, productive skills include speaking and writing Nodoushan (2014).

Writing is a personal activity in shaping the idea about many things Purwatiningsih (2016). Writing involves the encoding of a message of some kind that is translated our thoughts into a shape of a sequence of sentences and putting together in a systematic way. Furthermore, Harmer (2004) states that writing is away to produce language and express idea, feeling and opinion. It means that writing is a process in generating the ideas, feeling and opinion from our thoughts and put it in systematic way.

Writing is the presentation of clear coherent well- organized work on paper that suits one's intended audience and purpose. This means that people write because of different reasons and audiences. In terms of the intended audience, the reader determines the style, the organization, the topic and the choice of words that the writer feels will best convey their message Nabiryo and Sekiziyivu (2019). Writing serves a variety of purposes. It helps one articulate their thoughts feelings and plans, is good for clarifying, organizing thought and plans and conveying one's ideas in a logical and credible way among others.

In addition, Writing is one of the four language skills. Writing plays a big role in helping individuals clarify their thoughts, to the nation for storing information and in the academic world for taking notes and expressing logical arguments Nabiryo and Sekiziyivu (2019).

In language skills category, writing still as been looked on skill is the most hard between speaking and reading by some students. In other word, writing skill is the most hard because it is measurement against a list criterion which includes

content, organization, vocabulary use, grammatical use, and mechanical consideration such as spelling and punctuation.

There are types of writing. There are essay, paragraph, and text. Each essay or paragraph needs some sentences. In sentences, there are positive, negative, and interrogative.

Based on the preliminary research, there are some students of Muhammadiyah University Metro in English Education faced difficulty in writing of interrogative sentences. It can be seen from the data below.

No	Name of students	Errors	Correct/ Incorrect	Code of errors
1	Student A	In what year did the country begin to recover economically?	Incorrect	What → when Correct: When did the country begin to recover economically?
2	Student B	Morse electrically transmitted his famous message from Washington to Baltimore on date?	Incorrect	Correct: When did Morse electrically transmitted his famous message from Washington to Baltimore on date?
3	Student C	Although there's so many obstacles and opportunities whats their reason to realize that huge invention?	Incorrect	Correct: What are the obstacles and opportunities to realize that huge invention?

Source: The documentation of Students' Writing in Interrogative Sentences at Fourth Semester

Based on the data above, it showed that the students of university at fourth semester still faced difficulty in using interrogative sentences in writing. Based on the explanation above, the researcher are interested to conduct a research about The Description of Students' Writing Ability in Constructing

Interrogative Sentence of Semester IV of English Departement of Universitas Muhammadiyah Metro in Academic Year of 2019/ 2020.

B. Identification of Problem

Based on the background of the study that has been explained above, the researcher identifies the problem as follows:

1. The interrogative sentence which is written by the students of fourh semester at Universitas Muhammadiyah Metro have not corrected in grammar.
2. The interrogative sentence which is written by the students of fourh semester at Universitas Muhammadiyah Metro have not corrected in structure.
3. The interrogative sentence which is written by the students of fourh semester at Universitas Muhammadiyah Metro have not corrected in tenses.

C. Research Focus

Based on the research problem indentification above , the writer would like to focus the research on tenses and vocabulary.

D. Research Problem

Based on the problem limitation above, the writer focuses on the problems as follows:

- a. What are the students' writing ability of interrogative sentence used by the students?
- b. What are the students' problems in constructing of interrogative sentence?

E. Research Objectives

The purposes this research is:

- a. To describe kinds of interrogative sentence used by the students.
- b. To describe students' problems in using interrogative sentence.

F. Research Benefit

This result of the research might be useful:

- a. To inform the English lectuter about the students' ability in applying tenses of interrogative sentence.

- b. To inform the students about their ability in applying tenses of interrogative sentence.
- c. To inform readers .students' ability in applying tenses of interrogative sentence.

G. Research Scope

The scope of this research is as follows:

- a. Subject of the Research

The subject of the research were the students at the fourth semester of English Department of Universitas Muhammadiyah Metro.

- b. Object of the Research

The objects of research were the students' writing ability in interrogative sentence.

- c. Place of Research

The research was conducted at Universitas Muhammadiyah Metro.

- d. Time of Research

The research was conducted at the fourth semester in the academic year of 2019/2020.