CHAPTER I
INTRODUCTION

This chapter discusses six items namely background of the study, problem of the study, objective of the study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

English language is different from Indonesian language, especially in using the sentence correctly; namely grammatical patterns. This difference often makes us difficult to understand the meaning of English or the message, which is conveyed. Therefore, learning English structure is very important to get the meaning or message of spoken and written information to add our knowledge and to communicate with others well.

Formally, the beginners learn English in the school. English course books become the media to help students in learning English. By using this book, students can learn and read the book to get information and add their knowledge. Therefore, to be able to comprehend the English formation, we cannot only concentrate on the vocabulary, but also the use of sentences. “The people should understand and should handle on the structure of sentences to get and send the basic idea of the sentence” (Houp and Pearsall, as quoted by Fadilah, 2008:1). Thus, study about types of English sentences is very important to bring out the message.
In addition, understanding English sentences also can achieve a very high degree of correctness and prevents misperception and miscommunication, especially on getting knowledge. We know that many people in the world use their own style in producing English orally or written one.

Sentence is a set of words expressing a statement, a question or command. Usually sentence contains a subject and a verb. In written English a sentence begins with a capital letter and end with a full stop or an equivalent mark (Hornby, 1995: 1071). Sentence has two elements (subject and predicate). Sentence has four types (simple, complex, compound, and compound-complex sentence) and four function (declarative, interrogative, exclamatory, and imperative sentence).

All of the types of English sentence have big influence for English learners. Therefore, learning type of sentence will help them to solve their problem in learning English, especially who are in basic continuation. By reading text in the course book which they get from school will help them in learning English sentence while they are reading the text.

This study focuses on the type of English sentence of reading text of English course book for Elementary School Grade V. This study has relation to the previous research on the same field. Faidah (2002) focused her research on types of sentences and structure of advertisement used in Time Magazine Advertisement. The finding showed that there were variation of types of sentences and structure of advertisements. Most of the advertisements used simple sentence, complex sentence, declarative sentence, and imperative sentence. Compound sentence and complex sentence and communicative sentence balanced and inverted sentence were rarely used in advertisement.
Fuadah (2003) focused her research on a study on types of sentences based on the classification of numbers and kinds of clauses within sentence and the most frequently used of sentences. The finding showed that from all edition of Hello magazine at reader’s problem section, there were forty-seven simple sentences, fifty-three complex sentences. Six compound sentences, nine compound-complex sentences. On the other word, types of sentences which was the most frequently used was complex sentence followed by simple sentence, compound-complex sentence and the last was compound sentence.

Other research was also done by Atho’illah (2004), he investigated on study on English sentence used in segment of “Different Ponds Different Fish” in KangGuru Magazine. And SitiAlfiati (2007) investigated in types of sentence and inter-relationship of advertisement found in “Newsweek” magazine.

In this study, the researcher uses reading text on course book for Elementary School Grade V as the data sources.”

English sentence plays very important rule in the reading text on course book for Elementary school. A reading text employs illustration word’s power to attract the attention. Sentence in reading text is presented to make clear the message bear on the illustration. Therefore, people especially student in Elementary School will be easily recognized that the reading text has sentence construction.

Based on the reason described previously, it is interesting to analyze the English structure on reading text on “Active English 5” course book for Elementary School of the Fifth Grade using type of English sentence since knowing that people will be able to understand on the message conveyed and also know on the idea of
sentence that is sent especially in reading text. The researcher takes one reading text of each reading text skill, except Unit I, because in this unit is transactional that shows the explanation of introduction.

1.2 Statement of the Problem

Based on the background of the study above, the researcher intends to answer two questions as follows:

1. What are the types of the English sentences in reading text book on “Active English 5” course book for Elementary School of the Fifth Grade?
2. What types of English sentence are mostly used in reading text book on “Active English 5” course book for Elementary School of the Fifth Grade?

1.3 Purpose of the Study

Concerning the problems mentioned above, this study is intended to identify the types of English sentences of reading text book on “Active English 5” course book for Elementary School of the Fifth Grade and also to identify the types of English sentence are mostly used in reading text book on “Active English 5” course book for Elementary School of the Fifth Grade.

1.4 Significance of the Study

The finding of this study is supposed to give both theoretical and practical contribution on the linguistic area. Theoretically, the finding of the study, the researcher hopes that this study would be useful on the syntax area, especially descriptive linguistics.
Practically, this finding also hoped that it is able to enrich knowledge and give contribution for teacher in learning and teaching English in Indonesia. For the readers, it is able to enrich knowledge about sentences, so they can learn English sentence when they are reading sentence. Then, researcher also hopes that this study can be as a reference for further researchers who are interested in conducting the similar field.

1.5 Scope and Limitation of the Study

To avoid the general explanation of her study being very broad the researcher sets a scope as follows namely the study focuses on analyzing the type of English sentences of Reading Texts on “Active English 5” course book for Elementary School of the Fifth Grade. One reading text of each reading text skills, except unit 1 is sufficient enough to be taken as data. The course book which is analyzed is the reading texts. The researcher does not analyze other thing except what have been stated on the problems of study.

1.6 Definition of the Key Terms

To avoid the ambiguity and misunderstanding or misinterpretation about the terms which are used in this study and also make this study be clear for the reader, the researcher would define the key terms used in this study.

The terms will be explained below:

Sentence : A set of words expressing a statement, a question or command, usually contains a subject and a verb and begins with a capital letter and end with a full stop or an equivalent mark (Hornby, 1995: 1071).
Text : The main written or printed part of a book or page and the written form of a speech, an article and any form of written material (www.thefreedictionary.com/text)

Coursebook : A book which is used by student as the reference of study.

Reading Text : A text which is handled by student or teacher to help their learning process.