

CHAPTER I

INTRODUCTION

A. Background of the Study

Every language has its own grammar, including English. According to Hornby (2000: 586), grammar is the rules in a language for changing the form of words and joining them into sentences. Grammar is concerned with how sentences and utterances are formed (Carter and Ronald, 2006: 01). It is important for English students to master English grammar cases in order to be easy in learning English. There are many cases in English grammar, for example: tense, negation, article, conditional sentence, modal, focus and emphasis etc.

Focus and emphasis can be expressed in three different ways: phonologically, lexically or no phonologically, and syntactically (Celce-Murcia and Greenbaum, 1973: 611). Phonologically can be used by using special stress and intonation, lexically can be used by using special word and pattern, and syntactically can be used by using marked word order or special focus constructions. One of special focus constructions is cleft sentence.

Cleft sentence is a special construction which gives both thematic and focal prominence to a particular element of the clause (Quirk and Greenbaum, 1973: 614). Cleft sentence belongs to complex sentence because it consists of a main clause and a dependent clause. There are two types of cleft sentence: It-cleft and Wh-cleft or Pseudo-cleft (Celce-Murcia and Larsen-Freeman, 1999: 165). Because its function is to give a focus, it is not rarely used in our daily life.

Cleft sentence has high frequency of use both in informal and formal communication. The use of Cleft Sentence is to draw listener's (it can be reader) attention to a subject that we want to be focused on. As listener or reader, we have to know cleft sentence in order to be aware of speaker's or writer's intent.

A previous study entitled "A difficulty analysis of cleft sentence" that was conducted by Pelin İrgin revealed that cleft sentences as a type of complex sentences is difficult to be understood by Turkish EFL students without learning it explicitly. In pre-test, the results were mostly between 10 and 30; the scores of post-test show how the test scores of 61 students increased ranging between 30 and 49, which shows quite high success.

From the explanation above, the writer wants to investigate to what extent the fourth semester students in Muhammadiyah University of Purwokerto's mastery in cleft sentence. Therefore, further study is needed entitled 'ANALYSIS OF STUDENTS' MASTERY IN CLEFT SENTENCE (A Descriptive Study on the Fourth Semester of English Education Department students in Muhammadiyah University of Purwokerto in Academic Year 2016/2017.

B. Reason for Choosing the Topic

The reason for choosing the topic is because cleft sentence has high frequency of use both in formal and informal situation. Moreover, it is also needed in productive skill, speaking and writing, to give a focus on a subject

that we want to be focused on. In receptive skill, if we are as listener or reader, we have to understand cleft sentence in order to be aware of what the speaker or writer mean.

C. Statement of Problem

The problems of this study are:

1. To what extent is the fourth semester students in Muhammadiyah University of Purwokerto's mastery in cleft sentence?
2. Which type of Cleft Sentence is better mastered by the fourth semester students of English Education Department in Muhammadiyah University of Purwokerto ?

D. Aim of the Study

The aims of this study are to investigate to what extent the fourth semester students in Muhammadiyah University of Purwokerto master cleft sentence and to find out which type of cleft sentence that is better mastered by the fourth semester students of English Education Department in Muhammadiyah University of Purwokerto.

E. Clarification of the Term

In the hope of avoiding misunderstanding, the writer needs to clarify the key terms as follows;

1. Analysis

Analysis is the study of something by examining its part and their relationship (Hornby, 2000: 38).

2. Mastery

Mastery means great knowledge about or understanding of a particular thing (Hornby, 2000: 822).

3. Cleft sentence

Cleft sentence is a sentence that is cleft (split) so as to put the focus on one part of it (Greenbaum, 1996).

F. Contribution of the Study

By doing this study, the writer hopes this study can give contribution to:

1. English Lecturer

After knowing the result, it can be a consideration for lecturer whether the use of cleft sentence during teaching learning process is suitable or not. If students' mastery is good, lecturer has not to be afraid in explaining a material using several sentences of Cleft Sentence.

2. Grammar Lecturer

The result of this research will give information to grammar lecturer to determine which type of Cleft Sentence that should be taught firstly. This also can give a picture that this material has been mastered well or not

because it is difficult for him/her to test students' mastery in every chapter because of limited time.

3. Readers

This research can give information and picture of to what extent students of English Education Department in Muhammadiyah University of Purwokerto master cleft sentence. So that this can be a reference for further study.