

CHAPTER I

INTRODUCTION

1.1 Background

English is widely regarded as a global language. It is currently the language most often taught as a second language around the world (Graddol, 2000:2). As a global language, of course, English has certain countries where people speak it as a first language. USA, Canada, Britain, Ireland, Australia, New Zealand, South Africa and several Caribbean countries are among the thirty territories that use English as the first language (Crystal, 1997; Komin, 1998). However, English does not gain its special status as a global language merely by being spoken by people in those countries. English becomes a world language because people in other countries give a special credence to English, even though they do not speak it as a first language.

English grammar is the body of rules that describe the structure of expressions in the English language. This includes the structure of words, phrases, clauses and sentences (Berrian, 2004:10). Grammar is the conventions which governs the relationships between words in any language. The study of grammar includes the study of word order and changes in words; use of inflections, etc. Debada (2013:485) says that studying grammar is important, as it enhances both reading and writing skills; and it also supports effective communication.

A sentence is a group of word that tells a complete thought. The words in the sentence should be in an order that makes sense (Eureka, 2008:1). Every sentence is formed from one or more clauses and expresses a complete thought. Sentences are made up of clauses: groups of words that express a single idea. There are two types of clauses: independent clauses and dependent clauses. Independent clauses can stand alone as complete sentences. A dependent clause needs an independent clause to complete its meaning.

There are basically four kinds of sentences in English: simple sentences, compound sentences, complex sentences, compound-complex sentences. A **simple sentence** contains a subject and a verb, and it expresses a complete thought. For example: *The team flew to Chicago*. A **compound sentence** has two independent clauses joined by a coordinator, a conjunctive adverb, a semicolon. For example: *The art gallery has closed for the day, **but** it will open tomorrow morning*. A **complex sentence** has one independent and one (or more) dependent clauses. For example: *Although the gallery has closed for the day, it will open tomorrow morning*. The last, a **compound-complex sentence** has two independent clauses and one (or more) dependent clauses. For example: *When the gallery closed for the day, the docent turned the lights off, and she placed the sign on the door*.

The students are difficult in constructing sentences in writing. Kathy (2008:103) says that some students experience difficulties with learning often use vague language with basic, simple sentence patterns. Furthermore she says that students who rely only on the patterns of their oral language for their writing tend to write run-on sentences as they are unaware of the clause structures that are marked in written language as sentences.

Based on the problem above, the writer wants to write the final report with the title, “**Types of Sentences Found in the Articles of Globe Asia Magazine on March 2014 Edition**”.

1.2 Problem

What are the types of sentences found in the articles of Globe Asia magazine on March 2014 edition?

1.3 Purpose

To know the types of sentences that are found in the articles of Globe Asia magazine on March 2014 edition.

1.4 Benefit

The benefit for this final report is to give information about the analysis of the types of sentences that are found in the articles of Globe Asia magazine on March 2014 edition to the students of English Department at Polytechnic of Sriwijaya.