

CHAPTER I

INTRODUCTION

This chapter discusses the research background, the research questions, the research purposes, the research significances, the conceptual framework, and the previous studies.

A. Research Background

EFL students must master the ability to write essays. Essay writing is an important aspect of schooling and the development of literacy in primary, secondary, and higher education (Hunter-Carsch, 1990). However, EFL students find it difficult to learn. An essay has to be written with a thesis statement, structured framework, and straightforward language. On the other hand, a phrase is a quite tricky word structure in an essay for EFL students because most of them focus more on making sentences. With this belief, the present study argued that EFL students may have had challenges, when writing endocentric and exocentric phrases. Hence, this study investigates the use of EFL students' phrases in their writing, especially endocentric and exocentric phrases.

Referring to Dewi (2022), endocentric and exocentric is one branch of the phrase part of the distribution equation with its elements. Endocentric is a phrase that has a parallel position, and in certain functions can be replaced by its elements. It is divided into three parts, such as coordinative, attributive and appositive. As the definition suggests, an endocentric phrase can be used as a complement or description of the main element. According to Rumilah (2021), exocentric is a phrase that has no distribution similarities with their elements. Exocentric phrase is divided into two parts, such as directive and non-directive. Using endocentric and exocentric in essays can make students' essays clearer, livelier, and less monotonous. By placing, and writing good endocentric and exocentric phrases, it is hoped for students improve their English language skills, especially in writing skills.

Based on the preliminary research, January 23 '2024 the researcher presenting this research proposal, it was found that EFL students did not know much about the endocentric and exocentric phrases. Most of them only use familiar

phrases in their essays, such as noun phrases, verb phrases, adjective phrases, and adverb phrases. Some of their essays also show the use of endocentric and exocentric phrases, but they also did not know in theory. This investigation assumed that used endocentric and exocentric phrases would make their essays better. Therefore, this study was interested in found out endocentric and exocentric phrases in EFL students' essay writing

This present study found out the kinds of endocentric and exocentric phrases the students use in their essays. This study also investigated about their challenges, when they tried to use endocentric and exocentric phrases in their essay writing. In addition, these two phrases are rarely discussed in class, but sometimes exist in some essays.

This study was also based on several previous studies which discuss phrases, and essay writing. Parkinson and Musgrave (2014) show that less proficient students more often use adjective attributes, while proficient students more often use noun-altering academic prose in their essay. In another study, Siregar and Syafi'ie (2017) show the use of both phrases in a newspaper, specifically in the Jakarta Post Newspaper. These two studies really give an insight to combine the variables. The endocentric and exocentric variables from the first previous study and the essay writing variables from the second previous study. Then, the aim of this research was to investigate EFL students' endocentric and exocentric phrases in their essays.

Furthermore, this research focuses on EFL students' phrases especially endocentric and exocentric phrases through essay writing. This research was using qualitative approach with a case study design. A case study is an empirical inquiry investigating a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are unclear (Woodside, 2010). The participants of this research are ten EFL students from eight semester in Islamic state university Sunan Gunung Djati Bandung. Due to their acquisition of syntax and academic writing course during the fifth semester, they were chosen as participants. Furthermore, since the researcher is enrolled in the class, they were qualified to participate in this investigation.

B. Research Question

This study analyses EFL students' endocentric and exocentric phrases mastery through essay writing. Therefore, this study formulates two questions, as follows:

1. What kinds of endocentric and exocentric phrases do the students use in their essays?
2. What are the challenges for students to use endocentric and exocentric phrases in essay writing?

The first research question requires document analysis in collecting data to determine the kinds of endocentric and exocentric phrases the students use in their essays. Creswell (2009) states there are four advantages of using this procedure, one of which enables the researcher to obtain the language or word of participants. This study is related to the theory discussed since it collects data from students' words or language in their essays.

For the second question, this research uses interview to see and understand what are students' challenges, when they use endocentric and exocentric phrases in their essay writing. Interviewing students directly could provide historical information. Then, it would be an appropriate procedure for the second research question.

C. Research Purpose

Based on the research question above, this study analyses EFL students' endocentric and exocentric phrases mastery through essay writing. Therefore, it formulates two purposes, such as:

1. To identify kinds of endocentric and exocentric phrases do the students use in their essays.
2. To discover the challenges for students to use endocentric and exocentric phrases in essay writing.

This study aimed to determine kinds of endocentric and exocentric phrases the students use in their essays in eight semesters at state Islamic University Sunan

Gunung Djati Bandung. The focus of the first research question is obtained from essays written by students. The essay will contain kinds of endocentric and exocentric phrases. With this belief, this research discovered endocentric and exocentric phrases that students use in their essays.

The second research question aimed to determine challenges for students in use endocentric and exocentric phrases in essay writing. The focus of the second question was to explore their challenges in writing endocentric and exocentric phrases. After knowing the challenges faced by students, this research will interpret them more deeply.

D. Research significances

Students frequently overlook the importance of using phrases in their writings. As a result, the goal of this study was to investigate students' phrases, particularly endocentric and exocentric phrases, through essay writing. This is significant since knowing that the use of endocentric and exocentric phrases was always exist in EFL students' essay. Furthermore, the findings of this study are expected to have both theoretical and practical implications for the field of education.

Theoretically, this research could lead to more research into endocentric and exocentric phrases used by EFL students when writing essays. Practically, this research was offering its significances for students and teachers. For teachers, this research provided input in giving essay assignments by including several phrases and making students recognize various phrases other than word classes phrases. Besides, for students, this research was expected to increase knowledge in mastering various types of phrases, especially endocentric and exocentric phrases in writing essays.

E. Conceptual Framework

This study looked at students' phrase composition in essays, specifically endocentric and exocentric phrases. Their writing can be divided into several parts of the phrases. It also provided the conceptual framework for this investigation.

This conceptual framework connects students' endocentric and exocentric phrases to their entire essays. Figure 1.1 represents these variables.

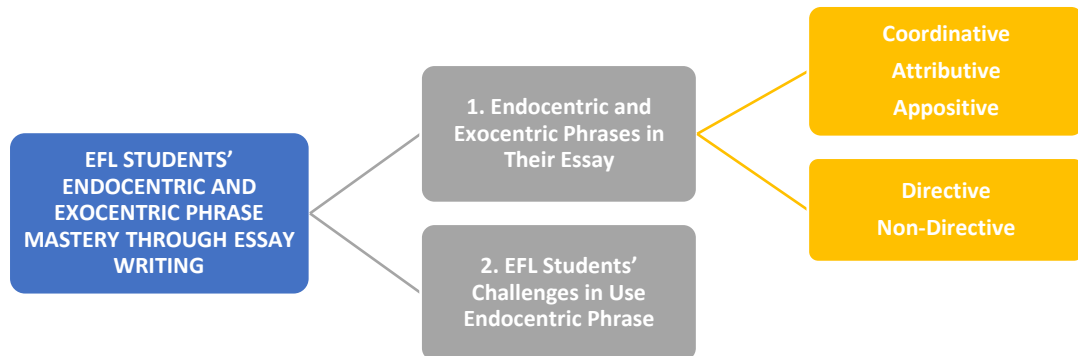


Figure 1.1 Conceptual Framework

This concept illustrates how essay writing might promote EFL students' endocentric and exocentric mastery. Box one will identify kinds of endocentric and exocentric phrases the students use in their essays. Then box two discovered their challenges to use endocentric and exocentric phrases in their essay writing. In addition, there were previous research that was talking about an analysis of endocentric and exocentric phrases in newspaper. Meanwhile, this current study was talking about endocentric and exocentric phrases in EFL students' essay writing.

An essay is a textual composition in which a single topic is divided into multiple paragraphs (Oshima & Hogue, 2006). Writing skills are really needed for academic purposes and it shows that university students are expected to be able to produce an essay writing. Therefore, learning essay writing is required and students have to practice in order to achieve appropriate structure writing.

Furthermore, a phrase is a unit in the form of a combination of two or more words that is non-predicative or does not have a predicate and has one grammatical meaning (Thomas, 1993). In essay writing, there must be phrases used by the writer. One of these phrases is an endocentric and exocentric phrase (Tarmini, 2019). Endocentric is the phrase that has a parallel position and in certain functions can be replaced by its elements. It is divided into three parts such as coordinative, attributive and appositive.

Coordinative endocentric phrases have equivalent elements. This equality can be determined by the possibility of the elements being connected by the conjunction “and” / “or” (Tarmini and Sulistyawati, 2019). For instance, “Father and mother are on holiday”. The example above is included in the coordinative endocentric phrases because the elements are equal.

In contrast to coordinative, attributive endocentric phrases consist of unequal elements. One of the elements is a central element and the other elements are only attributes. For example, “House, the minimalist one, is on the suburbs”. The word “House” is the central element of “minimalist”. However, the word “minimalist” functions as an attribute or descriptor for a house on that suburbs. Then, the words above are included in the attributive endocentric phrases because the elements are unequal.

Appositive endocentric phrases consist of elements, one of which is the central element and the other element is the apposition. This means that all the elements are central elements, and lead to the same thing. For example, “Jokowi, President of the Republic of Indonesia, inaugurated the dormitory in Darussalam Ciamis”. The word “Jokowi” is the central element of the apposition “President of the Republic of Indonesia” which has the same meaning. Jokowi is President of the Republic of Indonesia, vice versa. Therefore, the words above are included in the appositive endocentric phrases because the elements lead to the same meaning.

In addition, exocentric phrases have no distributional similarity to their constituent pieces. Exocentric phrases do not contain a primary element (Supriyadi, 2014). Exocentric phrases are divided into two parts such as directive and non-directive. Exocentric directive phrases are preceded by prepositions, such as “at, to, and from”. For example, “The chameleon fell from the mahogany tree.” The words “from the mahogany tree” is directive exocentric phrases, because it is preceded by prepositions. However, non-directive exocentric phrases are preceded by an article which is followed by a second component in the form of a noun, adjective, or verb category. For example, “The lecturers were having a meeting”. The words “The lecturers” is non-directive exocentric phrases, because it is preceded by an article “the”.

Finally, EFL students exposed to high-quality essay writing content to help them succeed academically because essay writing is an English ability that all EFL students must acquire. By investigating the used of endocentric and exocentric phrases, students expected to improve their writing. In addition, they master a wide range of phrases, particularly endocentric and exocentric phrases.

F. Previous studies

This research conducted to determine the use of endocentric and exocentric phrases in students' essays to explore their use's in kind of the phrases and found the challenges when writing these phrases in essays. Several previous studies related to this research in endocentric and exocentric phrases in newspaper and conversations have been carried out. Therefore, this research related to these five previous studies below.

The first previous study was entitled endocentric and exocentric languages in translation by Korzen (2005). This study was conducted in Copenhagen Business School, Denmark. It was discussed a number of distinctions between Danish and Italian in terms of their relevance to translation and translation procedures. The method of data collection was qualitative methods with documents analysis and observations approach. An object of this study was based on the findings of the project 'Linguistic Translation', which took place at Copenhagen Business School in the period 1997-2003. In addition, this study involved seven scholars of French, Italian, Spanish and Russian to compared these languages with their mother tongue, Danish, and English. The result in this article have important significance for translation studies. They should keep the source text's syntax and verb structure if translators want target texts to demonstrate the contrasts. On the other hand, they should do their utmost to adhere to the cognitive schema of the target language if translators do not want their translations to be clear.

The second previous study was entitled the syntactic and semantic typological study of endocentric and exocentric compound nouns in Iranian children and adolescent stories by Yazdani (2019). The purpose of this study was to analyze the endocentric and exocentric compound nouns in different age groups of children and teen stories. The method of data collection was grouping with a

quantitative approach. A sample are two groups, group A (pre-school & primary school children), and group B (middle school and high school adolescents). The result shows that group A demonstrated endocentric compound nouns are more employed than exocentric compound nouns. In contrast, group B demonstrated a higher use of exocentric compound nouns. Therefore, it appears that social and cognitive development play an important role in the usage of exocentric chemicals.

The third previous study was entitled understanding vagueness: a prosodic analysis of endocentric and exocentric general extenders in English conversation by Trillo (2015). This study was conducted in Spain, especially in Universidad Autónoma de Madrid. This paper investigated the prosodic patterns of common extenders in spoken English and will show how they determine their function and distribution, thus showing that vagueness does not mean randomness in the case. The method of data collection was qualitative approach with people perceptions. A sample of this study was based on the use of general extenders discovered in the London-Lund Corpus. The result of this analysis was found that general extenders can serve an endocentric or exocentric purpose in English conversation.

The fourth previous study was entitled *Analisis frasa endosentris dan eksosentris pada koran digital detik.com entitled "Kaporli larang polisi tilang manual"* by Risma and Aisyah (2022). This study was conducted in Indonesia. It was centered on one digital newspaper entitle "*Kaporli larang polisi tilang manual*". The method of data collection was qualitative approach with document analysis. An object of this study is only the digital newspaper on October 2022 edition. The result show that there were three types of endocentric phrases: coordinating endocentric phrases, attributive endocentric phrases, and appositive endocentric phrases. Meanwhile, exocentric phrases have two types: directive exocentric phrases and nondirective exocentric phrases.

The fifth previous study was entitled the error analysis of learning Mandarin endocentric phrases among the Malay students in Malaysia by Sim, Khin, and Sankaran (2022). According to the title, this study was conducted in Malaysia, Teknologi MARA Shah Alam University. This study investigated students' errors in learning mandarin endocentric phrases in Malaysia. The method of data

collection was mixed method approach. Question papers and interviews were the instruments used in this study. A sample of this research were 40 Malay students who taking the Introduction to Mandarin level II course at the UiTM Shah Alam campus. The result shows there are four types of errors that Malay students commonly make in learning Mandarin endocentric phrases such as omission of measure words, reversing the sequence, errors in using demonstrative pronouns and excessive particles “de”.

Nevertheless, in this present study, the researcher aims to investigate EFL students' endocentric and exocentric phrases mastery through essay writing. This research will be conducted in Indonesia, State Islamic University Sunan Gunung Djati Bandung. Different from previous research, this study focuses on students' essay where the previous is focus to the newspaper, conversation, and etcetera. Not only focuses on kinds of endocentric and exocentric phrases, this research also discovers their challenges to use endocentric and exocentric phrases in their essay. The method of the research is quite similar with the three previous study using qualitative approach with document analysis but this research is also conducted interview. It is hoped that the results of the research will enable EFL students who write essays in State Islamic University Sunan Gunung Djati Bandung, to master many variations of phrases, especially endocentric and exocentric phrases.