CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is an indicator of students' success in learning English and their future profession. Through writing, students are able to convey their ideas in the form of written works such as text or paragraphs. Writing is a written expression skill where students generate ideas, thoughts, or emotions in written forms. According to Brown (2004:336), writing is the very process of putting ideas down on paper to transform thoughts into words, to sharpen the main ideas, and to give the ideas structure and coherent organization. Besides putting the ideas down in a piece of writing, writer also needs to consider significant factors in writing, such as the purpose of writing, the structure and grammar, and the audience.

In addition, writing has a communicative function (Flynn and Stainhorp, 2006:55). Writing is not less crucial since it is also defined as written productive language skill which refers to the skill of communicating through written language. Communication can be done with others in long distance through writing like communicating via e-mail, letters, postcards, and fax. Through writing, transferring important information is also done in functional paragraph such as: recount, description, and narrative. Therefore, productive language skills mainly function as an effective means of communication.

In educational life, students are required to learn and master writing in order to complete their assignment. Harmer (2007:265) defines that writing is productive skills. This productive skill also cannot be limited by the time and

spaces. The product of writing that the writer creates eventually will be read by other people. Therefore, writer needs to be able to organized thoughts and idea into a readable paragraph that will be understandable to the audience.

Teaching writing is very important to do in order to train the students to know and understand writing. In teaching learning process, the teacher does not only teach the material, but also the teacher should know how far the students understand about writing by assessing students' writing achievements. In addition, assessment refers to wide variety of methods or tools that the teacher uses to evaluate, measure the learning process, skill acquisition, and students' achievements for example by test. The fact that English is not their mother tongue causes students have difficulty writing good paragraph in English. Students need to master the language component to achieve their writing ability. Students will not produce a good paragraph if they do not understand about grammar.

Moreover, grammar mastery is important in writing a paragraph. A good writing contains a good grammar. Grammar as one of the aspects which have to be owned to create a good writing has the important role in writing ability. According to Richard and Schmidt (2002:251-252), grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. Therefore, someone who learns a new language formally in general will be given grammar lessons. Without good grammar mastery, students may have difficulties in conveying ideas in writing. Students have to pay attention of choosing words in making written product. It is necessary for students to know more grammar in English which is really useful in writing.

In writing, mastery of grammar enables us to evaluate the choices that are available to use during the composition (Nelson, 2002:1). Without the correct usage of grammar, the reader will not understand the written paragraph because the writer does not have direct interaction with the reader as people normally do in speaking. In addition, related to the writing ability, grammar in writing will help writers to develop their knowledge of linguistic resources and grammatical systems to convey ideas meaningfully appropriately to intended readers (Murcia, 2001:233). As mentioned above that grammar plays an important role in writing skill. From the grammar chosen in written work, it shows how intelligence the writer is.

Past tense is one of the tenses that are important in writing recount paragraph. According to Sargeant (2007), past tense is used to talk about things that happened in the past. In addition, past tense is one of sixteen forms of tenses which indicate the certain time of action in English. According to Azar (2003), there are four kinds of past tense that the students should know; simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. A good writing contains a good grammar. Therefore, good past tense mastery is required to be able writing good recount paragraph.

The term grammatical, which is often used in writing comprehension, suggest that the use of correct or incorrect grammar will definitely affect the messages. Without having knowledge about grammar, students will not able to write the paragraph well. The students who want to write sentences, paragraphs and essays, they have to master grammar as requirement of good writing. Therefore, students' grammar mastery is important to avoid misunderstanding in

order to have a good writing ability and also get a good result in writing achievement.

Grammar especially past tense is one of crucial language features in writing recount paragraph. Recount paragraph is a paragraph that retells an event that has occurred in the past. In recount paragraph the orientation, events, re-orientation being described. In writing recount paragraph, the common tense that is often used is past tense and the verb that is used is the past tense verb (V2) form. The use of past tense in recount paragraph had to retell the events that already happened in the past. As a result, it is important to master past tense in order to help students in writing recount paragraph. Therefore, teacher can assess the students' achievements in writing is by test. In this study, the researcher used writing test to assess writing ability of the eighth-grade students of SMP Negeri Hindu 2 Sukawati.

Moreover, the researcher assessed the students' recount paragraph writing with paragraph scoring rubric. This rubric consists of five aspects such as format, punctuation and mechanics, content, organization, grammar, and sentence structure. Besides that, students are also given a filling in the blank test for grammar mastery of past tense.

Considering those notions, the researcher was interested in finding and doing research entitled "The Correlation between Grammar Mastery and Writing Achievement of the Eighth Grade Students of SMP Negeri Hindu 2 Sukawati in academic year 2021/2022".

1.2 Research Problem

Scientific research begins with problem which needs to be solved by using scientific method. A scientific method consists of systematic observation, measurement, experiment, formulation, testing, and modification of hypotheses. The process of the scientific method involves making conjectures (hypotheses) based on knowledge obtained while seeking answers to the question, deriving productions as logical consequences, and then carrying out experiments or empirical observations based on those predictions. The researcher held research on the correlation between grammar mastery and writing achievement in recount paragraph of the eighth-grade students of SMP Negeri Hindu 2 Sukawati in academic year 2021/2022. Based on the background of the study above, the researcher formulated the research problem, as follows: Is there any significant correlation between grammar mastery and writing achievement of the eighth-grade students of SMP Negeri Hindu 2 Sukawati in academic year 2021/2022?

1.3 Objective of the Study

Research objectives describe concisely what the research is trying to achieve and summarize the accomplishments a researcher wishes to achieve through the project and provides direction to the study. The objective of the study aims to solve and answer the research problem that is formulated for the study. Moreover, the objective of the study should be in line with the background and the research problem that had already been formulated for the study. Thus, in line with the background and the research problem above, the primary objective of the present study was to figure out whether there is any significant of the correlation

between grammar mastery and writing achievement of the eighth-grade students of SMP Negeri Hindu 2 Sukawati in academic year 2021/2022.

1.4 Limitation of the Study

The limitation of the study is very important to make a discussion about the research problem more specific and avoid a broad discussion. Considering the complexity and broadness of the problem that has been mentioned above, the limitation of the study is formulated. In the present study, the researcher focused on investigating the significant correlation between student's grammar mastery of past tense and writing achievement in recount paragraph of the eighth-grade students of SMP Negeri Hindu 2 Sukawati in academic year 2021/2022. Accordingly, the researcher focused on analysing the correlation between grammar mastery with focuses on past tense and recount paragraph which tells about three topics such as unforgettable experience, happiest experience, and saddest experience. Students only choose one topic from the three topics that mentioned above. Furthermore, the result of students' paragraph is scored by using scoring rubric and it is based on five criteria such as format, punctuation and mechanics, content, organization, and grammar and sentence structure.

1.5 Significance of the Study

The results of this study are essentially expected to be advantageous in both theoretical as well as practical issues in the teaching and learning process especially in learning English. Theoretically, the findings of the study are expected to give information to the teacher about the importance of mastering

grammatical components, especially past tense that needs to be emphasized to help students have good their writing achievement in recount paragraph. Practically, the finding of this present study is expected as feedback to English language teachers or as alternative way of teaching writing recount paragraph using past tense of the eighth-grade students of SMP Negeri Hindu 2 Sukawati.

Furthermore, the result of this research study is expected to be useful for teachers, students, and the next researchers. For the teachers, it would be useful for them as it gives them information about the correlation between grammar mastery with focuses on past tense and writing achievement in recount paragraph. In addition, this can give information that can be used as a consideration to get better result of the students being taught in the class. Meanwhile, the result of the present study is expected to be used as a reference for the other researchers who do the same investigation which related to the correlation between students' mastery of past tense and their achievement in recount paragraph.

1.6 Definition of Key Term

Before discussing the research deeply, the researcher should give clear definitions that are related to the term on this research. Furthermore, in order to avoid confusion and make better understanding concerning this study, there are three key terms that is defined to make this research clearer. They are grammar mastery, writing achievement, and recount paragraph. Moreover, the researcher operationally defined the important key of terms used in this study as follows:

1. Grammar Mastery

   In this study, grammar mastery is defined as the students' mastery of SMP Negeri Hindu 2 Sukawati in understanding use of past tense to tell the activities happened in the past. Students' mastery in grammar is measured by assigning them to master the construction of sentences which express activities happened in the past.

2. Writing Achievement

   Writing achievement is the result of the success in writing that can be seen from their score. If the eighth-grade students of SMP Negeri Hindu 2 Sukawati had done accomplish a task or assignment especially in writing recount paragraph in this study, they will get the score.

3. Recount paragraph

   Recount paragraph is a paragraph that retells an event that has occurred in the past. The paragraph which tells about the unforgettable or saddest and happiest experience that consists of 1 paragraph with the generic structure such as orientation, events and re-orientation and consists at least 5-10 sentences.
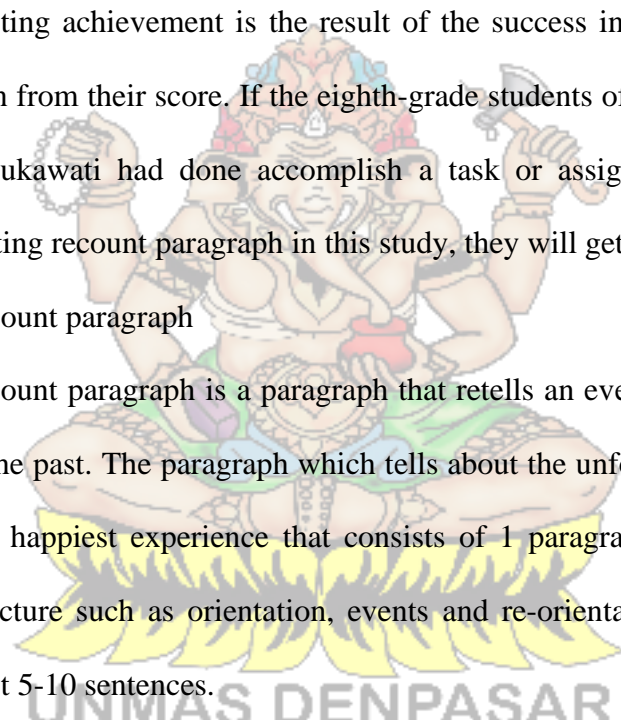
CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review theory for the research study. Its function to give the meaning of a word in terms of specific theories that must be discussed clearly. Therefore, scientific research should be conducted on the basis of some relevant theoretical constructs and hope to give practical significance and empirical evidence. There are three areas which are clearly and briefly discussed in this chapter as follows: grammar mastery, writing achievements and recount paragraph.

2.1.1 Grammar Mastery

Grammar is playing an important role in English sentences. It is one of the difficult aspects to learn. Grammar is essential patterns that people use to select and combine words. If there is any wrong letter or word that they put, it will produce a different meaning. In writing, mastery of grammar enables us to evaluate the choices that are available to use during the composition (Nelson, 2002:1). Talking about grammar, people cannot avoid to learning tenses. There is no English without tenses because it is a time indication when they write a sentence. Tenses are the first step to make sentences in which combined to become a paragraph when they write and a conversation when they speak. Past tense is one of sixteen forms of tenses which indicate the certain time of action in English.

The past tense is a tense expressing an action or events that has happened or a state that previously existed. According to Azar (2003), past tense is used to talk about activities or situations that begins and ended in the past. It should be clear from the definition that past tense is used to indicate something that happened in the past and this is showed by the past form of the verb. For the example yesterday, they climbed the mountain. On the basis of the definitions above, there are four tenses indicating past form, they are simple past, past continuous, past perfect, and past perfect continuous tenses. In addition, Downing and Locke (2006:35) define the form of past tense are locked in regular verbs and irregular verbs as in eat become ate, and go become went.

Therefore, DeCapua (2008:147) states that the past tense is used to describe completed past actions or events. There is only one past inflection for all regular past tense verbs, the -ed added to the verb. Irregular past tense forms, including some of the most common verbs used in English, such as stole, took, had, was and were, went, slept, ate, drank, etc. There are also spelling changes for some verbs, such as study and studied or climb and climbed. The simple past tense in regular verbs is formed by adding -ed to the infinitive: Infinitive : to play Simple past : played b) Verbs ending in 'e' add 'd' only: Infinitive : to love Simple past : loved c) The same form is used for all persons: Example: I worked You worked He worked Etc. d) The negative of regular and irregular verbs is formed with did not (didn't) and the infinitive: I did not/didn't work You did not/didn't work Etc. e) The interrogative of regular and irregular verbs is formed with did + subject + infinitive: Example: Did I work? Did you work? Etc. f) Negative interrogative Example: Did you not/didn't you work?

In addition, Sargeant (2007:65) defines that simple past tense use to talk about things that happened in the past. The simple past tense is usually made by adding -ed to the verb. (1) If a verb ends in 'e', just add 'd' to make the simple past tense. (2) If a verb ends in 'y', change the 'y' to 'i' before adding -ed. (3) with some short verbs that end in a consonant, must double the consonant before adding -ed. The words 'was' and 'were' are the simple past forms of the verb be. The word 'was' is the simple past form of am and is. We use 'was' with singular nouns like 'my dad' and 'the teacher', and with the pronouns he, she and it. The word 'were' is the simple past form of are. We use 'were'with plural nouns like 'my parents' and 'Jenny and Mary', and with the pronouns we, you and they.

Moreover, Walker and Elsworth (2000:37) mention those past tense uses are; 1) Completed actions, to talk about events and actions in the past that are now finished; The past simple refers to the complete event; 2) Past habit or regular event, to talk about a regular, repeated or habitual event or a past habit and situation of some duration. 3) Past situation at a point in time with state verbs, to talk about a situation that existed at a certain time in the past.

2.1.2 Writing Achievement

Achievement is the result of the success in doing something that can be seen their score. If the students have done accomplish a task or assignment, they will get score. Thus, writing achievement signed a score which students get from their process writing until product present. According to Brunswick (2008:2), writing achievement makes use of common traits of quality writing and describe what students should be able to demonstrate independently when completing a piece of

writing. The six traits are identified as: content/ideas, organization, word choice, voice, sentence structure, and convention. Therefore, writing achievement will describe how well students complete the writing task. The students have to consider their quality by using the six traits such as showing content/ideas, organization, word choice, voice, sentence structure, and convention.

Moreover, creating a good writing that consists of correct grammar, punctuation, organization, rich vocabulary, integrated and coherent is difficult for most of students. Good writing achievement can understand by the readers easily, it is because a good writing ability will produce a better writing. According to Lombardino (2012:59), writing achievement is typically determine by performance on a range task that may include essay composition for quality and fluency, sentence level construction, editing, spelling, punctuation, and hand writing. Therefore, writing achievement is defining the criteria of quality of writing.

In addition, writing achievement is marked by the ability to produce paragraph that coheres sentences are tied into meaningful whole, and that accommodates the need of potential reader. It can be interpreted that writing achievement shows the position how able to make a sentence become good paragraph.

Based on the theory above, the researcher concluded that writing achievement is the result of their writing process which can be seen from their mark of score. They get score based on their effort. In writing the writer should evaluate the component in writing. It contained how well develop their idea, organize the structure, choose appropriate word, the researcher style in deliver

their ideas, using sentence structure-variety sentence, using correct spelling, and punctuation.

2.1.3 Recount Paragraph

A recount is a sequential text that retells past event. In writing recount paragraph, the students are expected to produce a product in written form that can express their feeling and ideas without interruption from others. Moreover, Savage and Mayer (2005:2) state that paragraph is a group of sentences about a topic. There is normally only one main idea in each paragraph and this is expressed in a topic sentence, the other sentences support and expand on the idea in topic sentence in different way (Svobodova et al., 2000:7).

In addition, a paragraph is a group of five to ten sentences that give information about a topic (Zemach and Rumisek, 2005:5). Furthermore, according to Wijayanti et al. (2015:106), the length of the paragraph is uncertain depending on the way of development and completeness of the description related to the main idea in the paragraph. Paragraphs that are too short (e.g., two to three sentences) are usually underdeveloped; on the other hand, too long can be boring, and there may even be sentences detached from the main idea. The appropriate way the grammar is arranged and the structure of which is affected by the purpose it has.

Recount as one of the factual paragraphs can be said as the simple paragraph type because it even can be about familiar and everyday things or events. Moreover, recount is very similar to narrative. Recount explores the series of events that happened in the past to participants. These events are the main element

in composing recount paragraph. Furthermore, Hyland (2003:135) states that there are three generic structure of recount text. They are orientation, event, and reorientation; hence the writer needs to know how to write recount text with features of the generic structure such as: orientation where the writer introduces the main characters, location and time. Sequence of events where the writer gives the audience description what it occurred and why it occurred which is followed by the second event to the last event. Reorientation at the end which states the conclusion about the personal comment of the writer.

In conclusion, recount paragraph is a paragraph which tells about experience or something that happened in the past. The purpose of recount paragraph is to informing or entertaining. This can include personal events, factual incidents or imaginary incidents. Personal recount is a recount which tells us about a series of events that happened in the past that writer or the author got involved or acted in the event himself. The examples of personal recount are daily incidents and entries of diary. Due to it retells past events, it is written in past tense. Generic structure of recount paragraph consists of orientation, events and reorientation.

2.2 Empirical Review

The empirical review is the review of relevant researches that conducted in which it reviews the previous researches that are relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous findings of the studies, and to clarify as well as define the concepts of the study. In conducting this study, the researcher investigated a correlation between grammar mastery and writing achievement. Several researches have been done

related to this present study which discussed about correlation between grammar mastery and writing achievement

Furthermore, the researcher provided similar studies which have been conducted by other researchers in the past. Their view is explained as follows: The first study was conducted by Wianda (2017) entitled "The Correlation between Students Grammar Mastery and Writing Achievement of Eleventh Grade Students at MAN 2 Palembang". The purpose in this study was to find out whether there was significant correlation between grammar mastery and writing achievement.

The second study was conducted by Dewi (2020) entitled "The Correlation between Students' Grammar Mastery and Their Ability in Writing Recount Text of the Eleventh Grade Students of SMKN 5 Denpasar". The purpose in this study was to find out whether there was significant correlation between students' grammar mastery and their ability in writing recount text.

Moreover, both of those studies showed that there was a positive correlation between students' grammar mastery and writing recount text. Additionally, it can be considered that the ability to write good sentences certainly requires good mastery grammatical structures because grammatical structures were essential components of sentences writing skill. If the students had high grammar mastery, it would impact their ability in writing recount text and they have a good score in writing achievement of writing recount text.

Considering the result data, those two studies were already great in presenting data. The sources of the material and the theories that researchers used were good. In grammar mastery test and writing recount text of the research that

conducted by Dewi (2020) was already given clear instructions of time and scoring, that makes students be able to answer the test and we know how to get a good score. On the other hand, in research that was conducted by Wianda (2017) that was no clear instruction about time for doing test by students. In this present study, the researcher will give the clear instructions of time for doing the test.

2.3 Hypothesis

Hypothesis is presumptions or assumptions that must be tested through data or facts obtained through research. According to Singh (2006:54), hypothesis is defined as a tentative solution of problem. The hypothesis brings together information to enable the researcher to make a tentative statement about how the variables in the study may be related. The hypothesis is like a guiding material for the researcher in exploring the desired data. Furthermore, to answer the research problem in this study, the researcher assumed that there is correlation research namely the directional hypothesis. It defines as a hypothesis that there is a relationship between the two variables being studied. It stated that the results were not due to chance and that they were significant in terms of supporting the theory being investigated.

In this present study, the hypothesis can be stated as follows: There is a significant correlation between grammar mastery and writing achievement of the eighth-grade students of SMP Negeri Hindu 2 Sukawati in academic year 2021/2022.