

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Writing is a skill of written expression where the students' generate their ideas, thoughts or emotion into a written form such as text or paragraph. According to Brown (2004:336), writing is process of putting idea down on paper to transform thoughts into word, to sharpen the main ideas and give the ideas structure and coherent organization. Hammer (2007:265) defines that, writing is productive skill. The product of writing that the writer create eventually will be read by other people. Therefore, writer needs to be able to organized thoughts and ideas into a readable text that will be understandable to the audience. On the other hand, the product of writing also need to be interesting in order to attract the interest of the audience to read the product of writing. Richards and Renandya (2002:303) state that writing is the most complex skill to master because the learner should able to organize the ideas and turns it into a readable text.

Teaching writing is very important to do in order to train the students' to know and understand writing on the other hand, writing is the primary basis of communication for everyone and it requires consistent practice to become an effective communicator. 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 achievement. The process of assessing the students' achievement in writing is by test. The test is the simple term that can be done by teacher to the students' in order to know the students'

achievement in writing. In Senior High School, recount text one kind of the text learned by students' together with narrative text, procedure text, report text and descriptive text. The characteristic of recount text is using past tense. Bruce (2008:86) state that a recount text is the unfolding of a sequence of events overtime. Its purpose is to tell what happened in the past. Bruce (2008:86) also mentions that recount genre specifies in a paragraph organization of orientation and events and re-orientation.

Different kinds of text occupies different types of grammar. Grammar as one of the aspects which have to be owned to create a good writing has the important role in writing ability. Without good grammar mastery, students' will have difficulty in writing. Grammar is the study of how words combined to form sentence. One of the grammar that is important in writing is tenses. Past tense in one of sixteen form of tenses which for describing action in past.

In addition, related to the writing achievement Murcia (2001:233) states that grammar in writing will help writers to develop their knowledge of linguistic resources and grammatical systems to convey ideas meaningfully appropriately to intended readers. Grammar especially past tense is one of the crucial language features in writing recount text. In recount text orientation, events, re-orientation being described. Moreover, the verb that is used in writing a recount text is the past tense verb or second form verb. The function of past tense in recount text is to retell the events that already happened in the past. As the result, it is important to master past tense in order to help students' in writing recount text

In this study, for writing the researcher use writing test to assess the writing achievement of the tenth grade students' of SMKN 1 Denpasar. The researcher

assess the students' recount text with scoring rubric. The rubric consist of five aspect such as format, punctuation and mechanics, content, organization, grammar and sentence structure. And for grammar mastery the researcher use completion test to assess grammar mastery of tenth grade students' test of SMKN 1 Denpasar which covered with 20 items number.

Based on interview with one of English teacher in SMKN 1 Denpasar many students' in tenth grade still facing problem in writing because their grammar mastery knowledge is still limited. Without good grammar mastery, students' may have difficulties in conveying their ideas in writing. Some of them also difficult in writing because lack of writing skill. The students' still don't understand about the structure of recount text not only in grammatical patterns but how to write recount text properly. To write English well, students' needs to improve their grammar mastery in order to be able to express their ideas through writing. Grammar mastery will determine writing achievement, by mastering grammar it will give contribution toward writing achievement. Through this interview, the researcher intended to know how well the students' with their grammar mastery influence the achievement of the students' in writing especially in recount text.

To sum up, based on the description above, in this research the researcher aimed to know how well the tenth grade of SMKN 1 Denpasar master the language skill, especially ability grammar mastery and writing achievement. In regards this matter, the researcher was interested to do a research entitled "The Correlation Between Grammar Mastery and Writing Achievement of The Tenth Grade Students of SMKN 1 Denpasar academic year 2021/2022.

## **1.2 Research Problem**

Based on the background of the study above, the researcher is interested in finding out the significant of students' mastery in past tense and their achievement in writing recount text. The research problem of this present study can be identified as follows; is there any significant correlation between grammar mastery and writing achievement in recount text of the tenth grade students' of SMKN 1 Denpasar in academic year 2020/2021?

## **1.3 Objective of the Study**

The objective of study is to solve and answer the research curiously. The main purpose of this study is to find out the significant correlation between grammar mastery and writing achievement of the tenth grade students' of SMKN 1 Denpasar in academic year 2021/2022.

## **1.4 Limitation of the Study**

Limitation of study is needed in order to make the present study more specific and avoid a broad discussion. In the present study for grammar mastery, the researcher focused on past tense which using second form for the verb changes meanwhile for writing achievement the researcher focused on recount text which tell about past experience.

## **1.5 Significance of the Study**

The present study is expected to have significance in both theoretical and practical on the correlation between grammar mastery and writing achievement in writing recount text of tenth grade students of SMKN 1 Denpasar in academic year 2021/2022. The significance of the study can be explained in following below:

Theoretically, the results of the study is expected to give more empirical evidences that can be used in future studies related to the correlation between students' grammar mastery and their writing achievement of tenth grade students' of SMKN 1 Denpasar in academic year 2021/2022. Furthermore, the findings of the present 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 writing ability in recount text

Practically, the study has benefits for the students, teacher and other researcher. For the students, this is used to make them aware about the importance of students' mastery of past tense and their writing achievement in recount text. For the teacher, this can give information that can be used as a consideration to get better result of the students' being taught in the class. For other researcher, the results of the study is used as the reference for the researcher who want to carry a researcher which related to the correlation between students' mastery of the past tense and their achievement in writing recount text.

### **1.6 Definition of the Key Terms**

To make the reader understand clearly about the content in the present study, the researcher provide two definition of key term, which are defined operationally to. The key terms used are grammar mastery and writing achievement.

#### **1. Grammar Mastery**

Grammar mastery is defined as the ability of the tenth grade students' of SMKN 1 Denpasar to use grammar correctly and properly. In present study, researcher highlighted the grammar mastery on simple past tense which assessed from the verb changes by using second form of verb.

## 2. Writing Achievement

Writing achievement in this present study is defined operationally as the achievement or process of achieving in writing of the tenth grade students' of SMKN 1 Denpasar especially in writing recount text about past experience correctly and properly which assessed five aspect from scoring rubric such as format, punctuation and mechanics, content, organization, grammar and sentence structure





## CHAPTER II

### THEORETICAL AND EMPIRICAL REVIEW

#### 2.1 Theoretical Review

Scientific research is supposed to be contributed on the appropriate theories. Furthermore, a research also required to be conducted on the basis of relevant theoretical construct and empirical evidences. The theoretical review is needed as the basic ideas that built this study. In the present study, there are some theoretical review that the researcher use, as the guideline in conducting the research. The theoretical review which are; Grammar, Writing Achievement, and Recount text.

##### 2.1.1 Grammar

Grammar is the study of how words combined to form sentence. It provides us with the terminology we need to talk about language in an informed way. It also enables us to describe our own use of language, as well as that of other people. In writing, a mastery of grammar enables us to evaluate the choices that are available to use during the composition (Nelson, 2002:1). One of the grammar that is important in writing is tenses. Past tenses in one of sixteen forms of tenses which indicate the certain time of action in English.

The past tense verbs expresses events or action that already happen in the past. In grammar, past tense refers to a verb-tense purpose is to state an action to have happened in the time that has passed. Cowan (2008) states that, past tense is used for activities or situations that began and ended in the past. For the example yesterday, they hiked down the mountain. In mastering simple past tense, we must know the definition. In addition, Downing and Locke (2006:35) define the form of

past tense are (locked) in regular verbs and irregular verbs as in eat became ate, go become went and buy become bought.

According to DeCapua (2008:147), 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 tenses form, including some of the most common verbs used in English, such as went, had, was and were, wrote, ate, drank, etc. there are also spelling changes for some verb, such as carry and carried or rob and robbed. The simple past tense in regular verb is formed by adding *-ed* to the infinitive: infinitive: to work Simple past: worked a) verbs ending in 'e' add 'd' only: infinitive : to loved Simple past : loved b) the same form is used for all person: Example: I worked you worked he worked Etc. c) the negative of regular verbs 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. d) the interrogative of regular and irregular verbs is formed with did + subject + infinitive: example: Did I work? Did you work? Etc. e) Negative interrogative Example: Did you not work?.

In addition, Sargeant (2007:65) defines that simple past tense is used 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 word was and were are the simple past forms of the verb be. Was is the simple past form of am and is. Use was with singular nouns like 'my dad' and 'the teacher' and the pronouns he, she and it. Were is the simple past form of are. Use were with plural nouns like 'my parents' with the pronouns we, you and they.



According to Walker and Elsworth (2000:37), past tense uses are; 1) completed actions, to talk about events and action in the past that are now finished. The simple past refers to the complete events. 2) Past habit or regular events, to talk about regular, repeated or habitual events. 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.

The theory that used in the present study is from 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 shorts verbs that end in a consonant, must double the consonant before adding –ed. The words was and were are the simple past tense form of the verb be. Past tense also related with recount text, in recount text past tense are used for the tense for verb usually using second form for the verb changes. Both of them are related because they both describe about action or events that already happened in past.

### 2.1.2 Writing Achievement

Achievement is the results of the success in doing something that can be seen from their score. The students’ get score if they have done accomplish a task or assignment. Thus, writing achievement signed a score which students’ get from their process writing until product present.

Brunswick (2008:2) recommends writing achievement make 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:

contents/ideas, organization, word choice, voice, sentence structure and convention. So, writing achievement will describe how well students' complete the writing task. The students' have to consider their quality. It can be looked by way of using the six traits that already explained above.

Lombardino (2012:59) describe that 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. On the other hand, writing achievement is defining the criteria of quality of writing. It consists of sentence level, spelling, the variation punctuation that use and hand writing.

Furthermore, Hatti and Eric (2013:338) state that writing achievement is marked by the ability to product text that extends across a number paragraph that coheres sentence and paragraph are tied into meaningful whole, and that accommodates the need of potential reader. It can be interpreted that writing achievement shows how able to make a sentence become a good paragraph.

Based on the theory above, the writer concludes that writing achievement is the results of their writing process which can be seen from their mark of score. They got 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 writer style in deliver their ideas, using sentence structure variety sentence, using correct spelling and punctuation.

### 2.1.3 Recount Text

Recount text is text becomes one topic that is taught in most Senior High School. A recount text is a text which tells about something or action that happened

in the past. The characteristic of recount text are using simple past tense, focusing on specific participants and focusing on temporal sequence. It is also supported by Knapp and Watkins (2005:228) recount most closely resemble the grammar of speech and basically has sequence events temporally and also use a predominance of action verbs, and temporal connective.

Bruce (2008:86) states that a recount text is the unfolding of a sequence of events overtime. Its purpose is to tell what happened. Bruce also mentions that recount genre specifies in a paragraph organization of orientation and events. Orientation is explained as providing background information in relation to who, what and where for the subsequent events of a recount. The events explains what actually happens; this is usually organized chronologically. Moreover, the setting of the story of recount paragraph which includes who involved, what happened, where the events took place and when it happened in chronological order then it is ended by personal comments. In addition, recount text consist of series of paragraph which give background information about who, what, where and when; series of paragraph that retell the events in the order which they happened; and conclusion paragraph which states personal comment of writer.

Hyland (2004:135) states that there are three generic structures of recount text. They are orientation, event and reorientation; thus 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 that the story is happened. Sequence of events where the writer give 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 of the paragraph, which states the conclusion about that story and the personal comment of the writer.

In conclusion, recount text is a text which tells about something or experience that happened in the past. The purpose of recount text is to inform or entertain. 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 example of personal recount are daily incidents and diary or personal story that happened in past. Due to it retell past events, it is written in the past tense. Generic structure of recount text consists of orientation, events and reorientation.

## **2.2 Empirical Review**

The empirical review was purposed to review the previous study which is relevant with this study. It also used as a reference since they examined the same study. In this section, the researcher reviewed two studies which related to correlation between mastery of past tense and achievement in writing recount text.

The first, empirical review was from Ni Wayan Juniari (2019) entitled “The Correlation Between Grammar Mastery and Writing Achievement Of The Eleventh Grade Students Of SMK Saraswati 2 Denpasar in Academic Year 2019/2020”. The objective of this study was to get empirical evidence to reveal whether there is correlation between grammar mastery and writing achievement. The subjects of the study were the eleventh grade of SMK Saraswati 2 Denpasar there were 68 students’ were taken as the sample. Based on the discussion of the study, there is correlation between grammar mastery and writing achievement.

The second, empirical review was from Sri Ekawati (2017) entitled “The Mastery of Simple Past Tense and It’s Correlation With The Achievement in Writing Recount Text By Eight Graders Of SMPN 2 Mlati’’. The objective of the study is to find out the correlation between students’ mastery of past tense and students’ achievement in writing recount text.

Population of this research is the eight grade students’ of SMPN 2 Mlati and the researcher used random sampling technique, with the total of sample are 43 students. The results showed that the correlation between mastery of past tense and achievement in writing recount text is significant.

Considering the results data, those two studies showed good in presenting the data and finding the correlation between grammar mastery and writing achievement in recount text. However, both of the studies were using completion test in grammar mastery of past tense test to collect the data about past experience but the level of difficulty is less for tenth grade students’ to finish the task. In writing test, both of studies did not give clear instruction about how long students’ should finish the task. In the present study, researcher used a completion test which the level of difficulty is more equivalent for the tenth grade students’. The test are covered 20 numbers that students’ had to complete each blank with the correct past tense pattern. In order to make the instruction clear in writing test, in the present study, researcher gave limitation to the sentence and time allotment while the students’ were making the paragraph. The researcher asked the students’ to write 8-12 sentences in a paragraph about personal experience recount text by using simple past tense and the time allotment is 30 minutes to finish the task.

### 2.3 Hypothesis

Hypothesis give approval for reporting conclusion in this research. In this present study, the researcher use directional hypothesis. Directional hypothesis is a prediction made by the researcher regarding a positive or a negative changes, relationship, or the difference between two variable of a population. This prediction is typically based on past research, accepted by theory, extensive experience or literature on the topic. Keywords that distinguish a directional hypothesis are: higher, lower, more, less, increase, decrease, positive and negative. A researcher typically develops a directional hypothesis from research question and uses statistical methods to check validity of the hypothesis (Salkind, 2010). The hypothesis can be stated as follows:

1. Alternative Hypothesis ( $H_a$ ): there is positive and significant correlation between grammar mastery and writing achievement of the tenth grade students' in SMKN 1 Denpasar in academic year 2021/2022.
2. Null Hypothesis ( $H_o$ ): there is no positive correlation between grammar mastery and writing achievement of tenth grade students' in SMKN 1 Denpasar in academic year 2021/2022.