

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is communication for humans by using letters of the alphabet, punctuation, and spaces in a paper. Rivers (1981) stated that writing is conveying of information sequentially in a new language. Writing is an ability that must be mastered by students and other people. By writing, students can express and share their feeling or imagination into some pieces of paper to the reader. Writing can make it easier for students to communicate with other people over a long distance because they can share the ideas or information. Furthermore, writing is more complex and difficult than the other skills because it requires conceptual judgment. Having good writing skills enables students to communicate the message clearly. Even though it is a bit complicated, writing English can still be learned.

According to Richard (2002:303) writing is the most difficult skill for foreign language learners to master. The difficulty in writing good texts in English is due to the fact that English is not their mother language. Writing is not easy because students need to think hard to generate the ideas, words, sentences, paragraphs, and compositions (Hyland, 2003). It will take much time to study, practice, and develop the skill. Many aspects of learning English make students face problems while improving their ability, especially in writing. To be able to write in the English language, students do not only have to be able to write but also need understanding in

grammar mastery. In writing there are several aspects that must be considered by students, one of them is grammar mastery.

Moreover, grammar mastery is very important in writing a text. Without the use of correct grammar, the reader will not understand the writing text because the writer does not have direct interaction with the reader as people normally do in speaking (Graham and Perin, 2007). Most students only write what they want regardless of whether the grammar is correct or not. Meanwhile, if the grammar is not correct then it will have different meanings. As a result, they will not be able to convey what they want. Thus, at school, students are taught how to structure the text well. For example, students have to pay attention to the choice of words in making a written product. It is necessary for students to know more grammar in English which is really useful in writing. As mentioned above, grammar plays an important role in writing skill. From the grammar chosen in written work, it shows how intelligent the writer is.

One way to show writing intelligence is through several texts, one of which is recount text. Recount text is a text that retells an event that has happened in the past. In writing recount text, the common tense used is past tense. According to Sargeant (2007) past tense is used to talk about things that occurred in the past. Past tense is also used for activities that happened during a period of time in the past but now are over, or that happened at intervals in the past but are not happening now. As explained above that recount text is a text that recalls an event that has occurred from the past but now is over while past tense is used for expressing that event. Therefore,

good past tense mastery is required to be able to write a good recount text. There are four past tenses that students should know; simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. (Azar, 2003).

Language components and language skill have a correlation to another such as grammar and writing, Rismasari (2019) conducted research on the correlation between students' grammar mastery and students' writing ability of the eighth grade students of SMP UNISMUH Makassar in academic year 2018/2019. The result of the study stated that students' writing ability is influenced by grammar that is mastered. This is proved by the result that the correlation coefficient between grammar and writing is 0,50 and categorized as substantial. Rismasari concluded that the correlation between students' mastery of grammar and writing ability of the eighth grade students SMP UNISMUH Makassar is significant. Moreover, Putri, et al (2016) found that in the eleventh grade students of SMA Negeri 1 Bandar Baru, when the grammar ability improved, it turned out that the writing ability also increased. However, if the ability of grammar and writing are limited, then cognitive abilities decline.

Good writing should have good grammar. Grammatical terms, which are often used in writing comprehension, suggests that the use of correct or incorrect grammar will definitely affect the messages. Without having knowledge about grammar, they will not be able to write the paragraphs well. The students who want to write sentences, paragraphs, and essays, they have to master their grammar. Therefore, students' grammar mastery is

very important to avoid misunderstanding in order to have a good writing ability.

From this statement, it can be concluded that to improve writing skills especially in recount text, students must be able to master grammar well. Based on the statement, the researcher found it is crucial to consider if there is any correlation between grammar mastery and writing ability. It assumes that grammar is one of the component languages that take the role of writing ability. The researcher is eager to conduct a study entitled “The Correlation between Grammar Mastery and Recount Text Writing Ability of the Tenth Grade Students of SMK PGRI 5 Denpasar in Academic Year 2021/2022.

1.2 Research Problem

Scientific research always begins with a problem. The researcher should decide on the specific question to be answered. The research problem in this present study can be formulated in the form of question as follows: is there any significant correlation between students' grammar mastery and their ability in writing recount text of the tenth grade students of SMK PGRI 5 Denpasar in academic year 2021/2022?

1.3 Objective of the Study

The research objectives describe briefly what the research is trying to achieve. In addition, the research objectives should be in a line with the background and research problems that have been proposed for the study. Thus in line with the background and research problem above, the primary objective of the present study is to figure out the significant correlation

between grammar mastery and recount text writing ability of the tenth grade students of SMK PGRI 5 Denpasar in academic year 2021/2022.

1.4 Limitation of the Study

A limitation of the study is very important to avoid misunderstanding and going too far in this study, we must limit the problem. As the topic suggests, this study is conducted to prove whether or not there is a significant correlation between students' grammar mastery and their ability in writing recount text of the tenth grade students of SMK PGRI 5 Denpasar in academic year 2021/2022. Therefore, this study is limited to analyzing the correlation between students' grammar mastery which focuses on past tense and recount text which tells about memorable moment. Furthermore, the result of students' paragraphs is scored by using scoring rubric and it is based on five criteria such as format, punctuation and mechanics, content, organization, and grammar sentence structure.

1.5 Significance of the Study

The results of this study are highly expected and recommended to provide significant research findings related to grammar mastery and its correlation with writing ability. With the results obtained, it is useful for all subjects, especially grammar and writing. Furthermore, the findings of the present study are expected to give information to the teacher about the importance of mastering grammatical components, especially in past tense that needs to be emphasized to help students have good ability in writing recount text.

Practically, the findings of the present study are useful for the students, teachers, and other researchers. For the students, they know that mastering grammar, especially past tense can help them to have a good skill in writing recount text. For the teacher, the findings of this study give information about the correlation between mastering grammar and students' writing ability. Therefore, In learning process, the teachers are expected to be able to relate the way of teaching English tenses and writing. For other researchers, the findings of the present study are expected to be useful as a reference in conducting future research about the correlation between students' grammar mastery and their writing ability in writing recount text.

1.6 Definition of the Key Term

In line with the title of the present study, there are three key terms that need to be operationally defined in order to avoid misunderstanding and misinterpretation on the parts of the readers. In addition, the key terms are several typical words used in the research and the reader should be given a clear operational definition to the topic that is further discussed. In this present study, the key terms are such as grammar mastery, writing ability and recount text which can be defined as follows:

1. Grammar Mastery

Grammar mastery is operationally defined as the ability in mastering grammar, especially past tense which tells about memorable moment of the tenth grade students of SMK PGRI 5 Denpasar in the academic year 2021/2022.

2. Writing Ability

Writing ability is operationally defined as the skill of the student in writing performance by writing a paragraph based on the student's experience which is produced by the students.

3. Recount Text

Recount text is operationally defined as the specific topic which tells about the students' memorable moment in their writing performance that consists of 15 sentences which are divided into 3 paragraphs.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The present study was conducted based on the following theoretical frameworks that were taken from the experts. There were some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. There are three areas which are clearly and briefly discussed in this chapter as follows: grammar mastery, recount text, and writing ability.

2.1.1 Grammar Mastery

Grammar can be said to be a complicated component of English because grammar plays an important role in English sentences. Grammar is an essential pattern that people use to select and combine words. If there is a letter or word error they enter, it will produce a different meaning. The grammar of a language is an analysis of the various functions performed by the words of the languages. Grammar is a set of rules derived from language that allows them to understand what they read or be creative in constructing sentences or expressions when they communicate.

Talking about grammar, people cannot avoid learning tense. 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 which combine to become a paragraph when they write and a conversation when they speak.

states that past tense indicates definite time terminating in the past, whether a time word is given or not. Murphy (1985:22) says that the use of simple past is to talk about action or situation in the past. Other definitions are given by Cook and Sutter (1980:5) as cited in Evlina (2009:11) that the past tense is an action or state that usually occurs or completed in the past. It could be said that past tense is an activity or situation that begins, happens, and ends in the past, whether the time signals are mentioned or not and the result is not related with action in the present. There are four tenses indicating past form, they are simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. They are discussed in details as follows:

Murphy (1985:22) states that very often the past simple ends in –ed, but many important verbs are irregular. This means that the past simple does not end in –ed. (Jack, 2002) argues that the simple past tense is used to state an event or activity that has been done in a certain time in the past or that the certain time is not exposed if the event or activity really has happened in the past.

The auxiliary verb “did” is not conjugated. It is the same for all persons (I did, they did, she did, etc). The base form and past form do not change. The verb “to be” is different. We conjugate the verb to be (I was, she/he/it was, they/we/you were), and we do “not” use an auxiliary for negative and question sentences. To make a question we change the subject and verb.

Past continuous tense is a tense that explains or states an event and action is in progress in the past when the other events or actions are done. The past continuous tense is usually made by using was/were and a verb adding in “ing”. Azar (2003) states that formula of past continuous tense as follows:

Statement	: S + to be (was/were + Verb ing +
	She was wearing a necklace
Negative	: S + to be (was/were) not + Verb ing +
	She was not wearing a necklace
Interrogative	: To be (was/were) + S + Verb ing +
	Was she wearing a necklace?

Past perfect tense is a tense explaining an event or action that happens in the past and it is prevailing in the past. The past perfect tense is usually made by using had for all subjects. In indirect speech, past perfect tense is used to replace simple past tense. Azar (2003) states that formula of past perfect tense as follows:

Statement	: S + had + Verb 3 +
	We had eaten the brownies
Negative	: S + had + not + Verb 3 +
	We had not eaten the brownies
Interrogative	: Had + S + Verb 3 +
	Had we eaten the brownies?

Past perfect continuous tense is a tense that states an event or action that has begun and it is still in progress in the past. The past perfect

continuous tense is usually made by using “had been” for all subjects. In addition, past perfect continuous tense is also used to indicate an action or habit taking place over a period of time in the past prior to some other past events. Azar (2003) states that formula of past perfect continuous tense as follows:

Statement	: S + had been + Verb ing +
	I had been living in Bali
Negative	: S + had been + not + Verb ing +
	I had been not living in Bali
Interrogative	: Had + S + been + Verb ing +
	Had you been living in Bali?

Grammar mastery can be done actively and passively. Active grammar mastery is the ability to express thoughts and ideas using good language through oral and written language. Someone who speaks actively is someone who is able to express ideas and thoughts to others and understand the language of others both verbally and in writing. Kilfoil and Walt (1997:13) as cited in Syahara (2012:12) define the grammatical competence as correct application of rules of grammar but not explicit knowledge of grammatical rules.

In order to create good writing, students need to master grammar well. That is why teaching grammar should be targeted as much as possible to enhance the mastery of language skill. Some students who have poor writing skill often write sentences incorrectly (Graham and Perin, 2007). This occurred because the students have minimal understanding about

grammar, so they cannot express their ideas well. Therefore, the correlation between grammar mastery and writing ability are very close.

2.1.2 Recount Text

According to Knapp and Watkins (2005:224), recounts are the simplest text types in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. In writing recount text, the students are expected to produce a product in written form that can express their feelings and ideas without interruption from others. In literary theory, a text is any object that can be read. In addition, Hartono (2005) states that text is a unit of meaning which is coherent and appropriate for its context.

As the texts are constructed to accomplish different purposes, they are also constructed in different ways. Accordingly, there are many types of text in English. One of them is recount text. Recount as one of the factual texts that can be said as the simple text type because it even can be about familiar, everybody things or events. According to Hartono (2005:6-9), recount text tells everyone about past events or activities for the purpose of informing or entertaining. Moreover, recount text is similar to narrative text. Recount just explores the series of events that happened to participants. These events are the main element in composing recount text.

Hartono (2005:6-9) gives a clear description about the schematic structure and language feature of a recount text. In writing recount text, there are three schematic structures that the writers should know in order to make it coherent in every paragraph. The first is orientation. In this step,

it provides the setting and introduces participants. In addition, it needs to explain the details of what happened, who or what was involved and when, where, and why the events occurred. The second are events. In this step, it describes a series of events that happened. In addition, events are usually sequenced chronologically. The third is re-orientation. In this step, it states personal comments about the story. This final step concludes the recount summarizing result or conclusion. However, re-orientation is optional.

According to Hartono (2005: 8), besides the schematic structure, language features are also used in recount text. There are four language features in recount text. The first one, it uses past tense to indicate the events in the past time. The writers can use simple past tense, past continuous tense, past perfect tense, or past perfect continuous tense. The second, it must be focused on individual participants. In this step, personal participants such as I, we, my friend, my family, etc are introduced. The third, it focuses on the temporal sequence of events. The text uses chronological connection such as: first, then, after that, etc. The last one, it must use action verbs such as: run, go, eat, etc.

From the explanation above, it can be concluded that recount text deals with a series of events that retell about something that happened in the past. Recount text is used to inform or entertain about past activity or factual information like an embarrassing moment or experience. At this level, students are expected to be able to write the text in the form of recount text.

2.1.3 Writing Ability

Most people consider that writing is one of the skills in English that is too difficult to learn. In the process of studying and acquiring new languages, the writing process is more complex than other skills. Writing has been a central topic in applied linguistics for many years and remains an area of lively intellectual research or debate. Writing is not only a symbol on a piece of paper but it should be arranged into good sentences or paragraphs by using some grammatical rules. Writing is also a tool for communication as well. Fellowers (2007) explains that writing is an expressive mode of communication which involves the construction of text that has a function to ensure that specific purposes are realized and clear messages are effectively conveyed to the readers.

Byren (1993:1) as cited in Rimasari (2019) states that writing is the act of arranging graphic symbols such as combination of letters and making signs on a flat surface. The symbols should be arranged according to certain convention form words, and words have to be arranged to form a good sentence.

Writing is more than a medium of communication. Writing is a way to remember and think as well. Meyers (2005) states that writing is a way to communicate with others through paper or computer screen. Writing is also an action which has a process such as discovering and organizing ideas, putting them on paper, and reshaping and revising them. Therefore, as mentioned before, people who want to increase their skill especially in writing should do an exercise regularly.

People realize that writing cannot stand alone without any other supported skills, for instance, writing has relation with reading. All writers rely on their skills as readers, because all writers must be readers. You cannot write without acknowledging your experience through reading. Through reading you can understand how the language works to communicate ideas, through reading you can evaluate how vocabulary is constructed together as a certain rule of grammar or how the use of spelling, grammar, punctuation, word choices, and other elements are constructed as a good written text. Reading helps you to be a good writer. Good writing skills are essential for effective communication.

Based on the definition above, it can be concluded that writing is an important element in the teaching and learning process. Writing is a way to share unspoken ideas or feelings through paper. In writing there are some language components such as grammar, vocabulary, spelling, and punctuation that relate to each other to make writing meaningful and the purpose of writing is achieved.

2.2 Empirical Review

Empirical review is a way to get information about the previous researcher. It aims at providing the review of theories that related to the present study and as the references for this study. The focus of the present study is to know if there is any significant correlation between students' grammar mastery and their ability in writing. Furthermore, the researcher provides similar studies which have been conducted by other researchers in the past. The reviews is explained as follows:

The first study was conducted by Rimasari (2019) entitled “The Correlation between Students’ Grammar Mastery and Students’ Writing Ability at SMP UNISMUH Makassar”. In addition, the objective of this study was to analyze how significant the correlation between the students’ mastery of past tense of the eighth grade students of SMP UNISMUH Makassar affected their writing ability in writing past recount text. Furthermore, in general, the researcher found the result of the study is that there was significant correlation between students’ mastery of past tense and students’ achievements in writing past recount text.

The research has conducted the research well. To collect the data, it used grammar and writing tests. The research also provides many clear theories from experts. In making a grammar test the researcher used multiple choices and a writing test the researcher used a writing test by producing recount text. However, the researcher did not give clear detailed criteria about the recount text writing test. The researcher only gave instructions to students to write a text based on their own words. As a result, the students would ignore the rule of writing a good recount paragraph and only focus on their own words.

The second study was conducted by Ekawati (2017) entitled “The Mastery of Simple Past Tense and Its Correlation with the Achievement in Writing Recount Text at SMP N 2 Mlati”. In addition, the object of this study was to find out the correlation between students' mastery of simple past tense achievement in writing recount text of eighth grade students at SMP N 2 Mlati. Furthermore, in general, the researcher found the result of

the study is that there was significant correlation between students mastery of simple past tense achievement in writing recount text of eighth grade students at SMP N 2 Mlati.

The research has conducted the research well. To collect the data, it used students' mastery of simple past tense and writing tests. However the instrument used to collect data was only a test which used multiple choices and a writing test. The researcher has made the simple past tense test by using multiple choices. That would not give an accurate data because the students may choose randomly without thinking about simple past tense.

In this present study, the researcher uses the appropriate instruments to get accurate data. There are two kinds of tests: a grammatical transformation test and essay writing test. In addition, complete instructions are given to the students to write a good recount text which fulfills the criteria such as format, content, organization, punctuation and mechanics, grammar and sentence structure. Therefore the student understands what they have to do and the result of the study shows whether there is a significant correlation between students' grammar mastery and their writing ability.

2.3 Hypothesis

The purpose of the hypothesis is to provide a tentative proposition suggested to any research problem of a study. The hypothesis brings together information to enable the researcher to make a tentative statement about how the variable in the study may be related. The hypothesis is like a guiding material to arrive at a certain conclusion. Furthermore, the

hypothesis provides directions to the research (Ary et al, 2010). In this present study, the hypothesis can be stated as follows:

- a. Alternative Hypothesis (H_a): There is a significant correlation between students' grammar mastery and their writing ability.
- b. Null Hypothesis (H_0): There is no significant correlation between students' grammar mastery and their writing ability.

