

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Writing is a written expression skill where students generate ideas, thoughts or emotions in written form such as text or paragraphs. Brown (2004: 336), state that writing is the very process of putting ideas down on paper to transform thoughts into word, to sharpen the main ideas and to give the ideas structure and coherent organization. Apart from putting ideas into a work, writers also need to consider important factors in writing, such as the purpose of writing, structure and grammar, and the audience. In educational life, students are required to learn and master writing in order to complete their assignments. Flynn and Stainthorp (2006:55) state that writing has a communicative function. Writing can also be interpreted as written productive language skills which refers to communication skills through written language. This productive skill also cannot be limited by time and space. Communication can be made with other people over long distances through writing such as communicating by email, fax, letters and postcards. Transferring important information is also often done through writing, for example in functional text such as announcements, invitations, recounts, or written advertisements.

This preparation can allow words that have been used receptively to become productive uses. This means that writing can be improved through learning other aspects of language. Nation (2009: 112) state that writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading skills. Therefore, the writer must be able to organize

thoughts and ideas into a text that was easy to read and understand by the audience. On the other hand, written products also need to be attractive so that readers are interested in reading written products. So, of the four basic skills in English, writing is considered the most complex skill to master. Richards and Renandya (2002: 303) state that writing is the most complex skill to master because the learners should be able to organize the ideas and turns it into a readable text.

Writing is never a one-step act but an ongoing creative act of Oshima and Hogue (2007: 15). The writing process has four stages, namely: pre-writing, organizing, writing and polishing. The first step is pre-writing. That's when the writer determines the topics and ideas that will be outlined in the writing. The second stage is organizing, which is compiling the idea into a draft outline. The third step is writing, when the writer puts his ideas on paper into a concept using the framework as a guide. The fourth step is polishing, when the author revises and edits the written form.

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 achievement. In addition, assessment refers to the wide variety of methods or tools that the teacher used to evaluate, measure the learning process, skill acquisition, and students' achievement. The process of assessing the students' achievement in writing is by test. The test is the simple term to know the students' achievement. In this present study, the researcher used writing test to assess the writing ability of the ninth-

grade students of SMP Sila Dharma Denpasar. Moreover, the researcher would assess the students' recount text writing with paragraph scoring rubric. This rubric consists of five aspects such as format, punctuation and mechanics, content, organization, grammar, and sentence structure.

Moreover, Grammar mastery is important in writing a text Graham and Perin (2007). Without the correct usage of grammar, the reader will not understand the written text because the writer does not have direct interaction with the reader as people normally do in speaking. Thus, in school, the students were taught how to construct a text well. For example, students have to pay attention in choosing 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 that grammar plays an important role in writing skill. From the grammar chosen in written work, it shows how intelligence the writer is.

One of the ways to show writing intelligence is through some text, one of them is recount text. Recount text is a text that retells an event that has occurred in the past. In writing recount text, the common tense that is often used is past tense. Sargeant (2007) state that past tense is use to talk about things that happened in the past. Past tense was also used for activities that occurred over a period of time in the past but now finished, or that occurred an interval in the past but do not occur now. As explained above that recount text is a text that retells an event that has occurred in the past while past tense is used to express events that happened in the past. Therefore, good past tense mastery is required to be able writing good recount text. Azar (2003) state there are four kinds of past tenses that the students

should know; simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

A good writing has to contain a good grammar. The term grammatical, which is 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 able to write the paragraphs well. The student who wants to write sentences, paragraphs, 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.

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 may have difficulties in conveying their ideas in writing. Grammar is the study of how words combined to form sentences. It provides us with the terminology we need to talk about an informed way in language. 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 grammars that is important in writing is tenses. Past tense in one of sixteen forms of tenses which indicate the certain time of action in English.

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)

Grammar especially past tense is one of the crucial language features in writing recount text. In recount text the orientation, events, re-orientation being described. Moreover, the verb that was used in writing a recount text is the past tense verb (V2). The use of past tense in recount text had to retail 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 text.

Considering the explanation above, the researcher is interested in conducting a study entitled “The Correlation Between Grammar Mastery and Writing Achievement of the ninth Grade Students of SMP Sila Dharma Denpasar in the Academic Year 2021/2022”.

### **1.2 Research Problem**

Scientific research begins with a problem. The researcher must decide on specific question to be answered. Based on the background of the study that has been stated above, the research question 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 ninth-grade students of SMP Sila Dharma Denpasar in academic year 2021/2022.

### **1.3 Objective of the Study**

The objective of the study is to solve and answer the researcher curiosity. The main purpose of this study is to find out the significant correlation between grammar mastery and writing achievement of the ninth-grade students of SMP Sila Dharma Denpasar in Academic year 2021/2022.

#### **1.4 Limitation of the Study**

Limitation of the study is needed in order to make the present study more specific and avoid a broad discussion. In the present study, the researcher focused on finding out the correlation between grammar mastery and writing achievement in recount text of the ninth-grade students of SMP Sila Dharma Denpasar in academic year 2021/2022.

#### **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 the ninth-grade students of SMP Sila Dharma Denpasar in academic year 2021/2022. The significance of the study are following:

Theoretically, the result of the study is expected to give more empirical evidences that can be use in future studies related to the correlation between students' grammar mastery and their writing achievement of the ninth-grade students of SMP Sila Dharma Denpasar in academic year 2021/2022. Furthermore, the finding of the present study is 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 the 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 the other



researcher, the result of the study is used as the reference for the researcher who want to carry research which related to the correlation between students' mastery of past tense and their achievement in recount text.

### **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 two key terms that is defined to make the research clearer. They are grammar mastery and writing achievement. Moreover, the researcher operationally defines the important key of terms used in this study as follows:

1. Grammar Mastery

Grammar mastery is defined as the ability of the ninth grade students of SMP Sila Dharma Denpasar to use grammar correctly, in the present study, researcher highlighted the grammar mastery on past tense.

2. Writing Achievement

Writing achievement in the present study is defined operationally as the achievement or process of achievement of the ninth-grade students of SMP Sila Dharma Denpasar especially in writing recount text.

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Scientific research is supposed to be contributed on the appropriate theories. Furthermore, research also required to be conducted on the basis of relevant theoretical constructs and empirical evidences. The theoretical review is needed as the basic ideas that built this study. In the present study, there are some theoretical reviews that the researcher uses, as the guideline in conducting the research. The theoretical review which are; 1. Grammar, 2. Writing, 3. Writing achievement; and 4. Recount text.

##### **2.1.1 Grammar**

Grammar is the study of how words combined to form sentences. It provides us with the terminology that 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, 202:1). One of the grammars that is important in writing is tenses. Past tense is one of sixteen forms of tenses which indicate the certain time of action in English.

The past tense is verbs express events or action or events 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 (2008:359) state 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 its 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, and go become went.

There is only 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 went, had, was and were, wrote, ate, drank, etc. There are also spelling changes for some verbs, such as carry and carried or rob and robbed. The simple past tense in regular verbs is formed by adding *–ed* to the infinitive: infinitive : to work simple past : worked b) Verbs ending in ‘e’ add ‘d’ only: infinitive : to love simple past : loved c) The same form is use for all persons: Example: I worked You worked He worked etc. d) The negative 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, simple past tense use to talk about things that happened in the past Sargeant (2007:65). 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 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 consonant, must double the consonant before adding *–ed*. The words “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 with the pronouns he, she and it. “Were” is the simple past form of

are. Use were with plural nouns like ‘my parents’ and ‘Jenny and Marry’, and with the pronouns we, you and they.

Past tense use 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 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

The theory that used in the present study is from Sargeant (2007:65). Defines that simple past tense use to talk about thing 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.

Grammar is the study of how words combined to form sentences. It provides us with the terminology we need to talk about language in an informed way. 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 grammars that is important in writing is tenses. Past tense in one of sixteen forms of tenses which indicate the certain time of action in English. Sargeant (2007:65) define 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,

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### **2.1.2 Writing**

Writing is the process of organizing ideas into written statement for communicating with readers. Flynn and Stainthorp (2006:55) state that, writing has a communicative function. Moreover, it is necessary to make the writing clear and effective to avoid misunderstanding when the writers convey their ideas to the readers. The writers should consider the objective of which are writing and to whom are addressing the writing in order to be able to choose the most appropriate word to express the ideas. Therefore, it is crucial to learn and practice writing, so that the writers can clearly and completely convey thoughts or information in written forms to readers.

Writing is one of four basic English skills that is very important to be mastered by students. Harmer (2007:265) defines that, writing is productive skills. 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 needs to be interested in order to attract the interest of the audience to read the product of writing. Writing should be mastered by students, because writing have the purpose to explore and convey the students’ ideas.

However, Ramet (2007:1) states that writing something every day will enable people to build up the discipline and commitment required to ensure that they can produce a complete manuscript in whatever genre. Writing cannot be limited the time and space, because writing use in written communication in daily life.

Writing is the very process of putting ideas down on paper to transform thoughts into word, to sharpen your main ideas and to give the structure and coherent organization Brown (2001:336). In addition, Richards and Renandya (2002:303) state that writing is the most complex skill to master because learners should be able to organize the ideas and turns it into a readable text.

Writing is never a one-step action it is ongoing creative act Oshima and Houge (2007:15). The process of writing has four steps, namely: pre-writing, organizing, writing and polishing. The first step is pre-writing the writer, decide the topic and ideas that will put on the writing. The second step is organizing, the writer arranged the ideas into a draft outline. The third step is writing, the writer out their ideas down on the paper into a draft using the outline as a guide. The fourth step is polishing the writer, revise and written form. In addition, according to Harmer (2004:258), writing process cannot be done in just 15 minutes. Writing takes time to brainstorming ideas, draft a piece of writing and then with the teacher's help perhaps, review and edit it in various ways.

In the present study, the theory that is used is theory from brown (2001:336). It was stated that writing is the very process of putting ideas down on paper to transform thoughts into word, to sharpen your main ideas and to give the structure and coherent. Moreover, writing process also involved how to use appropriate grammar and how to produce a final product.

### 2.1.3 Writing Achievement

Achievement is the result 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.

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 Brunswick (2008:2). 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. They should show content, organization, word, sentence structure, and convention.

Writing achievement is typically determine buy performance on a range task that may include essay composition for quality and see fluency, sentence level construction, editing, spelling, punctuation, and hand writing Lombardino (2012:59). 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.

In addition, 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

Hatti and Eric (2013:338). It can be interpreted that writing achievement shows the position how able to make a sentence become good paragraph.

Based on theory above, the writer concludes 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 writer style in deliver their ideas, using sentence structure variety sentence, using correct spelling, and punctuation.

#### **2.1.4 Recount text**

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

Since text are constructed in order to achieve different purposes, they are constructed in different ways. Consequently, there are many text types in English. One of them is recount text. Recount as one of the factual texts can say as the simple text type because it even can be about familiar and everyday things or events. According to Hartono (2005), recount text is used to retell events for the purpose of informing or entertaining. Moreover, recount is very similar to



narrative. Recount explores the series of events that happened to participants. These events are the main element in composing recount text.

In writing the recount text must provide a very clear explanation. Hartono (2005:6-9) give clear description about 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 coherent in every paragraph. The first is orientation. In this step, they provide the setting and introduce participants. In addition, they need 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, they describe series of events that happened. In addition, events are usually sequenced chronologically. The third is re-orientation. In this step, they state personal comments about the story. This final step concludes the recount summarizing result. However, re-orientation is optional.

Furthermore, in writing recount text there were the other features than schematic structure. According to Hartono (2005:8), besides the schematic structure, language feature is also used in recount text. There are four language features in recount text. The first, is uses past tense to indicate the events in the pastime. The writers can use simple past tense, past continuous tense, past perfect tense or past perfect continuous tense. The second, it must focus on individual participant. In the step, personal participant such as *I, we, my group*, etc are introduced. The third, it focuses on temporal sequence of events. This text uses chronological connection such as: *first, then, after that, etc.* the last one, it must use action verb such as: *look, go, change, etc.*

From the explanation above, it can be concluded that recount text deals with series of events that re-tell about something happened in the past. Recount text is used to entertain or inform about the past activity or factual information to the reader such as someone how to build something or personal information like a *holiday, unforgettable memories, most embarrassing, and happiest experience*. At this level, students were expected to be able write a text in the form of recount.

### **2.1 Empirical Review**

Empirical review is the review of relevant researches that was conducted in which it reviews the previous researches that were relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous studies results, and to clarify as well as define the concepts of the study. In conducting with study, the researcher wanted to make a correlation between students' grammar mastery and writing achievement. Several researchers have been done related to this present study which discussed correlation between students' grammar mastery and writing achievement.

Additionally, for example research entitles "The Correlation Between the Second Year Students' Grammar Mastery of Simple Past Tense and Writing Recount Text Achievement at SMP Ardjuna Malang in Academic Year 2017/2018" that has been conducted by Putra (2017) to the eight grade students at SMP Ardjuna Malang in academic year 2017/2018. The main purpose in this study was to find out whether there was significant correlation between students' grammar mastery and writing achievement. On the other examples of research in this present study is titled "The Correlation Between Grammar Mastery and Writing Achievement of the eleventh-grade students of SMK PGRI 3 Badung in

academic year 2020/2021” that has been conducted by I Made Wibawa (2021). The purposed in this study was to find out whether there was significance correlation or not between students’ grammar mastery and writing achievement.

Considering the result data, those two studies were already great in presenting data of the correlation between grammar mastery and writing achievement. The sources of the material and the theories that researchers used was good. In grammar mastery of simple past tense test and writing recount text achievement ability test of the research that conducted by Putra (2017) was already given clear instruction of time and scoring, that makes students be able to answer the test, and we know how to get a good score. In other hand, in research that was conducted by I Made Wibawa (2021) in different level, that was in eleventh grade students of SMK PGRI 3 Badung in academic year 2020/2021. In this research that was no clear instruction about time for doing test by students. In this present study, the researcher will give the clear instruction of time and scoring procedure and adapt test from research that conducted by I Made Wibawa (2021)

## **2.2 Hypothesis**

Singh (2006:54) state that hypothesis is defined as a tentative solution of the problem. From the empirical above correlation between grammar mastery and writing achievement, the researcher assumes there is correlation between grammar mastery and writing achievement of the ninth-grade students of SMP Sila Denpasar in academic year 2021/2022.