CHAPTER I
INTRODUCTION

1.1   Background of the Study

One of the most important things in human life is language. A language is a tool to everyone communicate in various ways, to express what they felt and interact with each other so that we can understand others. According to Mappiasse (2014:113) the most widely used language in research, business, politics and other areas of life in our concern is the English language. English language itself is an international language and become one of the languages that are required to be learned in most countries, including Indonesia. Sari and Saun (2013:225) state that English has become an important subject from junior high school up to senior high school. Learning English involves all four language skills which are fundamental to speaking and understanding a language. These four skills are listening, reading, speaking, and writing. Of course, other skills such as pronunciation, grammar, vocabulary, and spelling all play a role in effective English communication.

Mastering the four English language skills, the students should master English vocabulary and can spell each word well. After they master the vocabulary, they will continue to the next step which is learning grammar. Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its grammar. It recognizes the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences. In short, grammar plays an important role in English skills, especially for students.

Writing skill is one of the basic skills in learning English that has to be mastered by the students. Writing is considered a difficult skill because it involves many aspects and students often get bored when it comes to writing time, they said it is difficult. According to Sari (2013:2), there are three reasons that the students have difficulties in writing, they are; (1) the students are lack of vocabulary mastery so they are not able to express their ideas in appropriate words in English, (2) the students are lack of grammar mastery so they are not

able to write a grammatical sentence, (3) the students are lack motivation in learning writing so they have a bad performance in writing. Nowadays, writing is an important element in life, especially in the teaching and learning process. To write the texts with correct grammar, vocabulary, language use, mechanics, and generic structure are needed for students, especially in recount text.

Recount text is a kind of text to retell events or experiences which happened in the past. The purpose of recount text is to tell what happened, to reconstruct a chronologically ordered sequence of past events. Since the purpose of a recount text is to retell our experiences or events that happened in the past, past tense should be utilized in the text.

Past tense refers to completing an action that occurred in the past. According to Brown and Pearson (2010:7), simple past tense talks about action and situation which we see as completed in the past. In English, language past tense had different functions and different uses. It often makes students confused and ended up making mistakes. The student's disability in using the tenses to communicate is the problem found by the students because time and tense in English are not the same as in Indonesia. The past tense, on the other hand, is an element that students of senior high school are already familiar with. Therefore, the researcher wants to know whether their mastery of past tense supports their ability in writing recount.

Therefore, the study is conducted to know whether there is any correlation between past tense mastery and recount text writing achievement at the tenth-grade students of SMAN 1 Negara. Therefore, the researcher is interested to conduct a research entitled "The Correlation between Past Tense Mastery and Recount Text Writing Achievement of The Tenth Grade Students of SMAN 1 Negara in Academic Year 2021/2022"

1.2 Research Problem

Formulating a research problem in doing the investigation is important and useful for the researcher before doing the research. According to what has been described in the background of the study above, the researcher held research on the correlation between past tense mastery and recount text writing achievement

of the tenth-grade students of SMAN 1 Negara in the academic year 2021/2022. Based on the background of the study above, the researcher formulated the research problem, as follows: Is there any correlation between past tense mastery and recount text writing achievement of tenth-grade students of SMAN 1 Negara in the academic year 2021/2022?

1.3   Objective of the Study

Research objectives describe concisely what the research is trying to achieve. This study is conducted to know whether there is any significant correlation between past tense mastery and recount text writing achievement of tenth-grade students of SMAN 1 Negara in the 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. In the present study, the researcher focuses on finding out the correlation between simple past tense mastery and recount text writing achievement of the tenth-grade students of SMAN 1 Negara by giving multiple-choice tests and writing tests based on the title given.

1.5   Significance of the Study

The present study is expected to have significance in both theoretical and practical on the correlation between past tense mastery and recount text writing achievement.

Theoretically, the result of the research is expected to be used to support the theory of future studies about improving recount text writing achievement. Furthermore, the procedures of composing this research can become a good guide to be used to have a better result of past tense mastery and recount text writing achievement for students.

Practically, the finding of this present study are expected as feedback to English language teachers or as an alternative way of teaching and to take the effective of category motivation in writing. This study is expected to contribute

and the result of this study can be used as a reference for other researchers who are interested in conducting a similar study.

1.6   Definition of Key Term

To avoid misunderstanding and confusion among the readers in comprehending this research study, the researcher provides a clear operational definition of the terms used in the present study. This operational definition can be used as a reference in confining the complexity of the present study. The researcher defines the following terms of the present study as follows:

1. Past Tense

    Past tense is the form of a verb used to describe experiences or events that happened in the past. In this study, the tense that is used is simple past tense. Past tense in this research is operationally defined as the ability of the tenth-grade students of SMAN 1 Negara in the academic year 2021/2022 in using past tense to re-tell past experiences or events.

2. Achievement in writing recount text

    As part of the objectives of the study states, this research is aimed to discover the correlation between students' past tense mastery and recount text writing achievement. One of the important points is to analyze the students' achievement in writing recount text. However, in this research, achievement in writing recount texts refers to the level of understanding the simple past tense the students have completed in implementing it in a form of recount texts.

CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a scientific explanation about the variables that are discussed in this present study, based on the experts' point. It is used to support and built the study. There are some important points to be explained and discussed based on the relevant theoretical reviews that were taken by the researcher. It includes past tense mastery and a recount text writing achievement.

2.1.1 Past Tense

Past tense refers to completing an action that occurred in the past, in this study the tense that is used is simple past tense. According to Brown and Pearson (2010:7), simple past tense talks about action and situation which we see as completed in the past. There are two kinds of verbs used in simple past tense namely regular verbs and irregular verbs. Using regular verbs is easier than using irregular verbs because the difference is only at the end of the words that are added by *–ed*. Meanwhile, irregular verbs are more complicated.

Past tense mastery is one of the factors to master English as a foreign language and it means that the students must have the ability in understanding and use the word and meaning. In English, when we use different words to make sentences sometimes it will be a different meaning depending on what tenses you are using to make sentences. Most of the students still could not understand how to use the simple past tense, they said it is hard and they did not like it as much as they like to use the simple present tense.

2.1.2 Definition of Writing

Writing is one of the most important parts of our life, especially in teaching and learning activities. Through writing, we can share information effectively. Writing can be a tool for communication as well. Writing as one tool of communication has been taught to students since the very first time they joined formal education. Students had been taught writing in their mother language and

foreign-language step by step. However, students might still find difficulties in writing a foreign language. They need to master some supportive elements. Some supportive elements might in developing their writing skills such as grammar understanding, vocabulary mastery, and also their ability in improving their ideas.

2.1.3 Achievement in Writing

Writing achievement is a situation when someone can achieve something that becomes his goal in writing. According to Nunan (2003), writing is a physical and mental activity because it is about discovering ideas, thinking about how to develop them into statements and paragraphs that will be comprehensible to the reader. Writing is an essential language skill that is vital to academic success because the students need it for their academic to get scholarships, to study abroad, or to master grammar. When students have good writing skills, they can be more confident to express themselves in writing and it contains a lot of benefits such as becoming a good example for classmates or joining an essay contest.

2.1.4 Definition and Construction of Recount Text

Recount text is a text that retells past events. Since recount text tells us about past events, the tense that is used is past tense. The purpose of a recount text is to give the audience a description of what happened and when it happened. There are three types of recount text :

1. Personal recount

   A personal recount is a retelling of an activity that the writer was personally involved in. For example; a diary.

2. Factual recount

   A factual recount is recording a particular incident. For example; a news report, a police report, a report of a science experiment.

3. Imaginative recount

   An imaginative recount is writing an imaginary role and giving details of events.

Recount text has several elements, one of which is the generic structure. Making the recount text should match the existing generic structure because this is

an early grounding in making recount text. The generic structures of a recount text:

1. Orientation: provides the reader with the background information needed to understand the text.
2. A sequence of Events: series of events typically ordered in chronological order.
3. Re-orientation: a summary statement.

2.2   Empirical Review

Empirical review is the review of previous research which is relevant to the present research. The purpose of an empirical review is to elaborate a deep understanding of the theories previously. The researcher used those previews studies which used a basic consideration to conduct this present study. Empirical evidence can help the researcher avoid unintentional replication of the previous study results and to clarify as well as define the concept of the study. In conducting this study, the researcher wanted to know about the correlation between past tense mastery and recount text writing achievement. Other researchers showed the correlation between past tense mastery and recount text writing achievement. The researcher used those studies as a basic consideration to conduct the present study. The empirical reviews were presented as follows:

The first study was done by Sri Ekawati (2017) entitled "The Mastery of Simple Past Tense and Its Correlation with The Achievement in Writing Recount Texts by Eighth Graders of SMPN 2 Mlati in the Academic Year 2016/2017." The result of this research showed that there was a correlation between past tense mastery and recount text writing achievement.

The second study was conducted by Zurnailah (2017) with the title "The Correlation Between Past Tense Mastery And Recount Text Writing Achievement of The Eleventh Grade Students of SMA Muhammadiyah 6 Palembang in the Academic Year 2016/2017." Based on the result of Pearson product-moment correlations, it was found that students' simple past tense mastery has a significant correlation with their recount writing achievement.

2.3   Hypothesis

A hypothesis is a prediction of what will be found as the outcome of a research project and it is typically focused on the relationship between two different variables studied in the research. In this present study, the hypothesis is stated as follows: there is a significant correlation between past tense mastery and recount text writing achievement of the tenth-grade students of SMAN 1 Negara in the academic year 2021/2022. Since there is always a possibility that the result will show a relationship between the variables in research, the hypothesis in this research is stated as the following alternative hypothesis: "There is a significant correlation between students' mastery of simple past tense and their achievement in writing recount text".