CHAPTER I
INTRODUCTION

1.1 Background of the Study

Writing is one of the communication skills besides speaking. Writing skill is one of an important skill that needs to be mastered by students in order to communicate in written form. Through writing can make students easier to communicateand share information with other people over long distances such as communicating by email, or letters. Moreover, students are able to explore their though and express their feeling through writing, it would be in the form of writingon the pieces of paper. It can be used in delivering their though as well.

In addition of communicating, writing can be used by students to share their information in the written form for example is recount text. A good writing skill enables students to transfer the messages clearly. It also helps them to fulfill the competence of learning languages in the written form.According to Oshima and Hogue (2007:3) academic writingis the kind of writing used in high school and college classes. Academic writing isdifferent from creative writing, which is the kind of writing the writer does whenthe writer writes stories. It is also different from personal writing, which is thekind of writing the writer does when the writer writes letters or e-mails to thewriter's friends and family. Creative writing and personal writing are informal, sothe writer may use slang, abbreviations, and incomplete sentences. Howeveracademic writing is formal, so the writer should not use slang or contractions.Also, the writer should take care to write complete sentences and to organize themin a certain way.

According to Hogue (2008:2) Academic writing requires certain skills. These skills include sentence structure (how to arrange words in a sentence), organization (how to arrange ideas in a paragraph), and of course, grammar and punctuation. Writing is never a one-step act but an ongoing creative act ofOshima 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

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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.

Furthermore, according to Graham and Perin (2007: 20) Grammar mastery is important in writing a text. Without the correct usage of grammar 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 intelligent the writer is.

Some text is one of the ways to show writing intelligence is such as recount text. Recount text is a text that retells an event that has occurred in the past. In writing recount text, the tense that is often used is past tense.According to Sergeant (2007:66) states that past tense is used to talk about things that happened in the past. The past tense was also used for activities that occurred over a period of time in the past but are now finished, or that occurred at intervals 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 write good recount text.

Having a good grammatical will makea good writing. Without having a good grammatical, students may get difficulties in conveying their though in writing. In writing, a mastery of grammar enables us to evaluate the choices that are available to use during the composition (Nelson, 2002:1). Thus, students' grammatical mastery especially past tense is important to make good writing in recount text.

Regarding to explanation aboverelated to grammar mastery and students' ability in writing recount text, it is clear there is a correlation between grammar

mastery and writing recount text. It is confirmed by similar research by Indah (2020) and Wahyuni (2019). The study conducted by Indah (2020) in her correlation research entitled "The Correlation Between Students' Grammar Mastery and Their Ability In Writing Recount Text Of The Eleventh Grade Students Of SMKN 5 Denpasar" The objective of the study is conducted to find out the correlation of students' grammar mastery and their ability in writing recount text of the eleventh grade students of SMKN 5 Denpasar in the academic year 2019/2020. Furthermore, in general, the researcher found the result showed that there was a significant correlation between those two variables.

There is another study conducted by Wahyuni (2019) in her correlation research entitled "The Correlation Between Students' Mastery Of Simple Past Tense And Their Ability To Write Recount Paragraphs At The Eleventh Grade Of Man 2 Model Pekan baru" the objective to find out the significant correlation between students' mastery in simple past tense and their ability to write recount paragraphs. Moreover, the writer concluded that there was a correlation between simple past tense and their ability to write recount paragraphs at the eleventh grade of MAN 2 Model Pekan baru.

Indah and Wahyuni found a similar result namely there is a correlation between past tense mastery and recount text writing ability however, they used different instrumentsand the study conducted by Indah (2020) explain more huge past tense mastery while thestudy conducted by Wahyuni (2019) discuss more specific namely simple past tense. Based on the explanation above the researcher is interested in conducting research entitled "The Correlation Between Past Tense Mastery and Recount Text Writing Ability Of The Eleventh Grade Students Of SMANegeri 7 Denpasar In 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 past tense mastery and

recount text writing ability of the eleventh grade students of SMAN 7 Denpasar in academic year 2021/2022?

1.3 Objective Of The Study

The objective of the study aims to solve and answer the research problem that is formulated for the study. Based on the research that has been explained above, the present study is conducted to find out how significant is the correlation between past tense mastery and recount text writing ability of the eleventh grade students of SMAN 7 Denpasar 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. In the present study, the researcher focused on finding out the correlationbetween past tense mastery and recount text writing ability of the eleventh grade students of SMAN 7 Denpasar in academic year 2021/202. Therefore, the researcher focuses on analyzing the correlation between grammar mastery with focuses on past tense and recount text which tells about some topic such as moment or experience and students could choose one topic. Furthermore, the result of students' text is scored by using a scoring rubric and it is based on five criteria such as format, punctuation, content, organization, and grammar and sentence structure.

1.5 Significance Of The Study

The focus of this research is expected to have significance in both theoretical and practical on the correlation between past tense mastery and recount text writing ability of the eleventh grade students of SMAN 7 Denpasar in academic year 2021/2022.

Theoretically, the result of the study is expected to strengthen the theories of grammar mainly past tense and recount text writing ability. 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 a good writing ability in recount

text. Moreover, the result of the researchis expected to be used as a reference for the other researcher who does the same investigation.

Practically, the study has benefits for the students, teachers, and other researchers. For the students, this is used to make them aware of the importance of students' mastery of past tense and their writing ability 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 results of the study is used as the reference for the researcher who want to carry a research related to the correlation between past tense mastery and recount text writing ability.

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 past tense mastery and writing ability. Moreover, the researcher operationally defines the important key of terms used in this study as follows:

1. Past Tense Mastery

   Past tense mastery is defined as the students' mastery in understanding the use of past tense grammatical correctly to tell events that happened in the past.

2. Recount Text Writing Ability

   Recount text writing ability is defined as the students' ability in writing recount text which tells about the moment and experience that consist offive criteria such as grammar and sentence structure, format or generic structure of recount text, content, punctuation, and organization.

CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a part of a study that is supposed to discuss in detail of review of the theories related literatures based on the expert which can support the present study. This research should be conducted on the basis of relevant theoretical constructs and empirical evidences. In this scientific research should be undertaken based on the relevant theoretical review. There are some theoretical reviews that are important to be explained and discussed based on the relevant reviews that were taken by the researcher, as the guideline in conducting the research. The theoretical review which are; Past Tense Mastery and Recount Text writing ability.

2.1.1 Past Tense Mastery

Past tense shows events that must have happened in the past. The simple past tense is the most common tense in English. The simple past tense is formed by using the simple past form of the verb. Simple past tense is a tense that shows the event, or the action, activity or work, which is done in the past, in the simple form and known the time when the event or the work happened. According to Sergeant (2007) states that simple past tense is used to talk about things that happened in the past (e.g yesterday, last night, two days ago, in 1990). The simple past tense is usually made by adding "ed" to the verb (e.g walked, looked, and visited). In addition, there is some verb that has to add "d" if the verb ended by "e" (e.g smiled, closed, and lived). Most verbs are regular, however many common verbs are irregular past form (e.g see becomes saw, make becomes made, and go becomes went).

Azar (2003) states that formula of simple past tense as follows:

Statement : S + to be (was/were) + ….. or S + verb II + …..

Negative : S + to be (was/were) + not … or S + did not +verb I + …

Introgative : to be (was/were) + S +…? or did + verb I + …?

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

Past Continuous Tense is used to talk about things that were happening inthe past and had not stopped happening, they were continuing. In addition, past continuous tense is used to say what was happening when something else end. The past continuous tense is usually made by use was/were adding in "ing". Azar (2003) states that formula of past continuous as follows:

Statement : S + to be (was/were) + Verb ing + ...

Negative : S + to be (was/were)+ not + Verb ing+ ...

Interrogative : to be (was/were)+ S + Verb ing + ...?

Past Perfect Tense is used to talk about things that had happened before another time or before another event happened in the past. It can also show that something took place before a specific time in the past. The past perfect tense is usually made by use had for all subjects. In indirect speech, past perfect tense is used to replace simple past. Azar (2003) states that formula of past perfect tense as follows:

Statement : S + had + Verb III + ...

Negative : S+ had + not + Verb III + ...

Interrogative : Had + S + Verb III + ...?

Perfect Continuous Tense is used to talk about an event was in immediately before, up to, or until another event in the past. This tense is used toexpress the duration of the first event. The past perfect continuous tense is usually made by using "had been" for all subjects. In addition, Past perfect

continuous is used to indicate an action or habit taking place over a period of past prior to some other past events. Azar (2003) states that formula of past perfect tense as follows:

Statement : S + had been + Verb ing + ...

Negative : S + had been + not + Verb ing + ...

Interrogative : Had + S+ been + Verb ing + ...?

Past tense mastery can be done actively and passively by students. Active pat tense mastery is the ability to express thoughts and ideas using good language through oral and written. Someone who speaks actively that is someone who is able to express ideas and thoughts to others and understand the language of others both verbally and in writing.

Syahara (2012:12) define the grammatical competence as the correct application of rules of grammar but not explicit knowledge of grammatical rules. In order to create a good writing, students have to master grammar well. That is why teaching grammar should be targeted as much as possible to enhance the mastery of language skills. According to Graham and Perin (2007), some students who have poor writing skills often write sentences incorrectly. This happened because they have a minimum understanding of grammar, so they cannot express their idea well. Therefore, the correlation between grammar and writing is very close.

2.1.2Recount Text Writing Ability

Writing is one of the productive skills to express ideas, information, feelings and so forth to express and developing the ideas by using written language Writing is an activity to produce understandable written text. Writing is difficult for the most of students. But writing is the most important subject for the students. They should be master to write. In line with the ideas above, to support students' ability to write, students' must enable to construct the ideas, to share information, to describe, to explain, to restate texts, to enquire, to express attitudes, to persuade, to entertain, to argue, and to offer a more complex analysis

in their writings. In conclusion, writing as the productive skill, requires students to produce a written text. To write, students not only generate and organize the ideas, but they should understand the content and read a text. Besides, the writer can also learn various grammars in different text because every text has different language features or grammar.

According to Knapp and Watkins (2005: 224), recounts are the simplest text type 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 feeling and ideas without interruption from others. In literary theory, a text is any object that can be read. Recount is used to share writers' experiences or retells sequence of events for the purpose of informing, entertaining, or reflecting. The text is related statement that the writers develop about a subject. A recount text is a text that tells the reader about one story, activity or action. The purpose of a recount paragraph is to give the audience a description of what happened and when it happened.

There are two kinds of recount base on the purpose; factual recount for evaluating the writer's significance in some ways and literary recount for entertaining the reader that commonly includes the writer's experience. The goal is to provide the reader or the audience with a description of what occurred and when it occurred. The characteristics of recount paragraph are using past tenses, focusing on specific participants and focusing on temporal sequence. It is supported by Knapp and Watkins (2005, p.228) recount most closely resemble the grammar of speech and basically has sequence of events temporally, and also use a predominance of action verbs and temporal connectives statement regarding the events described. Besides that, the language features of recount text such as, the language written using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.; frequent use is made of words which link events in time, such as next, later, when, then, after, first, etc. Recount text has several elements, one of which is the generic structure. In making the recount text should match the existing generic structure, because this is an early grounding in making recount text.

a. Orientation: The orientation provides all the necessary background information to enable the audience to make sense of the text.

b. Series of Events: In series of events the writer writes the events chronologically.

c. Re-orientation: The final section concludes the recount by summarizing outcomes or results, evaluating the topics importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation. It is optional.

2.2 Empirical Review

Empirical review is the review of relevant researches that were 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 ability. Several researchers have been done related to this present study which discussed about the correlation between past tense mastery and recount text writing ability. There are two relevant researches which had been done by other researchers as the following:

The first study conducted by Indah (2020) in her correlation research entitled "The Correlation Between Students' Grammar Mastery and Their Ability In Writing Recount Text Of The Eleventh Grade Students Of SMKN 5 Denpasar" The objective of the study is conducted to find out the correlation of students' grammar mastery and their ability in writing recount text of the eleventh grade students of SMKN 5 Denpasar in the academic year 2019/2020. The result showed that there was a significant correlation between those two variables

Moreover, the strength of this study based is in the results using the grammatical transformation test to test students' grammar mastery and essay writing test for testing students' writing ability. The grammatical transformation test consisted of 20 questions in 40 minutes. The writing recount text test

consistsof at least 3 paragraphs in 45 minutes. However, with a total of 20 questions in 40 minutes will trigger the sample to do it in a hurry and be less careful. Thus, in this present study, the researcher will consider sufficient time so that students can do the test carefully.

There is another study conducted by Wahyuni (2019) in her correlation research entitled "The Correlation Between Students' Mastery Of Simple Past Tense And Their Ability To Write Recount Paragraphs At The Eleventh Grade Of Man 2 Model Pekan baru" the objective to find out the significant correlation between students' mastery in simple past tense and their ability to write recount paragraphs.The previous researcher concluded that there was a correlation between simple past tense and their ability to write recount paragraphs at the eleventh grade of MAN 2 Model Pekan baru based on the usage two test as follows:

- Multiple choice test that gave 30 questions to the students. The time spend to do the test was 90 minutes.
- Write a recount paragraph based on the topic given provide by the writers' test. The time spend to do the test was 45 minutes and the number of words was 100-150 words.

The strength of this study based is in the results using the write a recount paragraph instrument based on the topic given provide by the writers' test. The time spend to do the test was 45 minutes and the number of words was 100-150 words. However, the researcher on the objective test is a predictable test and there are several options that can be used. Students can choose a random answer that allows the answer to be correct without their ability. Therefore, in this present study, the researcher does not use the multiple choice test and used the fill the blank test

2.3 Hypothesis

Regarding the empirical review above the correlation between past tense mastery and recount text writing ability, to answer the research problem in this study the researcher assume there is a significant correlation between past tense

mastery and recount text writing ability of the eleventh grade students of SMAN 7 Denpasar in academic year 2021/2022.