

# CHAPIER I

## INTRODUCTION

### 1.1 Background of the Study

Writing is one of four basic skills in the teaching and learning process. It is very important because it is one of the productive skills. It must be mastered by the students and taught well by the teachers. It is used for expressing ideas, experiences, feeling, messages, and giving information. It also is one of the tools to communicate in printed form. This skill does not merely focus on words phrases, sentence patters, and grammar but also on each paragraph's idea. Macken in Abidin (2015: 201) says that the genre-based writing model is basically a writing learning model that emphasizes the importance of understanding a text as a provision for writing activities. Based on this understanding, learning to write will begin by equipping students with how a piece of writing with a certain genre is made correctly based on an example or model of writing that has already been made. It also involves being creative, spelling, grammar, punctuation, choice of the appropriate word, sentence linking, and text construction.

Oshima and Hogue (2007:3) state that academic writing is the kind of writing used in high school and college classes. Academic writing is different from creative writing, which is the writer's writing style when the writer writes stories. It is also different from personal writing, which is the writer's writing when the writer writes letters or e-mails to the writer's friends and family. Creative writing and personal writing are informal so that the writer may use slang, abbreviations, and incomplete sentences. However, academic writing is formal, so the writer should not use slang

or contractions. The writer should also write complete sentences and organize them in a certain way.

In writing, students are introduced to several types of text through the model of writing text. They are clearly taught about the social function, the generic structure, and language features. In writing, the students are expected to produce a written form and express their ideas and feelings. Furthermore, the product must be well-written and well-arranged. In this case, the product that is mentioned is a text. There are many types of texts that should be learned by senior high school students. Recount text is one of the texts that should be mastered by the students, particularly in writing competency.

According to Bruce (2008:86), Recount text is one of the writing skill products that retells us about events, experiences, and actions that happen in the past. Recount text tells the reader about one story, action, or activity, and it has a generic structure. The first is orientation as the opening of the text or introducing who, when, and where it happened. The second is telling about events in chronological then the last is reorientation as a closing. The writer could write recount text in the form of a diary and telling about their past activities.

In writing a good text, students need rules. Without the rules, they could not express their ideas and tell the readers about sense, meaning, and the purpose of the text. Hyland (2003:3) states that, essentially, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge. Writing development is considered to be the result of imitating and manipulating models provided by the teacher. Most people share this view, writing is regarded as

grammar extension-a means of reinforcing language patterns through habit formation and testing learners' ability to produce well-formed sentences.

In addition, Williams (2005:2) states that grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions. It is an essential area in linguistics, which includes not only grammar (often referred to as syntax) but also several other features of the language, such as meaning (semantics), sound (phonology), dialects, pragmatics, and language acquisition. Grammar is the formal study of the language structure and describes how words fit together in meaningful construction. Grammar influences every skill in the teaching and learning process and plays a critical role in forming words into sentences correctly. Moreover, grammar is a foundation to make our writing become well.

There are so many kinds of English grammar that the students should master; one of them is tenses. Tenses are one of the English grammars which has a major effect in building good sentences. Tenses are imperative to identify the times in writing a good sentence. Based on Knapp and Watkins (2005:67), tense refers to verbs' capacity to express time. Tense is used to tell events in the present, ongoing or past. In telling the past, students should use the past tense in writing recount text. Past tense is used to denote or give information about a person, or a thing that happened in the past. Past tense means that the action ended in the past. Huddleston and Pullum (2005:6) state that past tense refers to the grammatical category associated with verbs, like a present tense form and past tense form. The simple past tense is used to talk about an event that happened in the past and ended in the

past at a specific time. Sentences in the simple past tense are marked with a second verb (verb2) which shows the past tense.

Students face so many problems in writing a text, especially in writing recount text such as vocabulary, punctuation, spelling, and grammar. Firstly, the students know or have ideas on what they will write, but they do not know to put them into a good sentence. Secondly, they also cannot construct a good sentence. They have a good idea but they hard to write it in English. Thirdly, they make many grammatical errors in writing. Since the students have a grammatical error, the student could not produce a good text. The common problem faced by the students is constructing a few words using the past tense. They are still confused using verbs the past tense. Besides, the past tense also appears in particular contexts or genres of writing. It makes the researcher curious about the correlation between past tense mastery toward recount text writing ability, whether true or not.

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 Pekanbaru" 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 Pekanbaru.

According to the explanation above, the previous theories about past tense and recount text writing ability had convinced the researcher that past tense could exist when students learn writing a recount text and it could impact the learning process.

Thus, to write a good recount text, students should know about past tense as the rule to start their writing and make the readers understand. Moreover, based on the background above, the researcher was curious about the significant correlation between past tense mastery and recount text writing ability. Therefore, the researcher was interested in conducting a research entitled "The Correlation Between Past Tense Mastery and Recount Text Writing Ability of the Twelfth grade Students of SMAN 1 Gianyar in Academic Year 2022/2023."

## **1.2 Research Problem**

Based on what has been described in the background of the study above, the researcher holds research on the correlation between past tense mastery and recount text writing ability of the twelfth-grade students of SMAN 1 Gianyar in academic year 2022/2023. Moreover, the researcher was interested in finding out the significant correlation between past tense mastery and recount text writing ability in senior high school. Therefore, the research problem in the present study could be formulated in the form of a question as follows: is there any significant correlation between past tense mastery and recount text writing ability of the twelfth grade students of SMAN 1 Gianyar in academic year 2022/2023?

## **1.3 Objective of the Study**

Research objectives describe concisely what the research is trying to achieve. A particular investigation is expected to provide a scientific solution to the research problem. Every research has a purpose of finding out a scientific solution to the research problem. In addition, the research objective was what the research was

trying to achieve. The objective of the study should be in line with the background and the research problem. Therefore, related to the background and the research problem above, the objective of the study was to figure out the significant correlation between past tense mastery and recount text writing ability of the twelfth grade students of SMAN 1 Gianyar in academic year 2022/2023.

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

Every present study needs limitation because every variable is huge. In the present study, the research variables were about past tense mastery and recount text writing ability. The limitation of the study is very important to limit and make the research problem more specific. In the present study, the researcher investigated the correlation between past tense mastery and recount text writing ability of the twelfth grade students of SMAN 1 Gianyar in academic year 2022/2023. The recount text writing ability in this study was limited to the students' ability to write a recount text about their past experiences with a complete generic structure: orientation, events, and reorientation. Furthermore, the past tense were focused on mastering simple past tense and past continuous tense.

#### **1.5 Significance of Study**

The significance of study is very important in conducting research as the reflection to give some contributions to English language in teaching and learning. The study was only focused on figuring out whether there was a significant correlation between past tense mastery and recount text writing ability of the twelfth-grade students of SMAN 1 Gianyar in academic year 2022/2023. The present study's result was highly expected and recommended to provide significant

research findings related to past tense mastery and its correlation with recount text writing ability. In conclusion, the research findings were expected to give theoretical and practical significance to the correlation between past tense mastery and recount text writing ability that would be conducted in the future.

Theoretically, the study results are expected to distribute and support the existing correlation theory's theoretical and empirical outcome, especially about past tense mastery and recount text writing ability. Furthermore, the present study results are also intended to strengthen the theory that has been existed. They are also expected to support an empirical result. Moreover, the additional empirical evidence is expected to be used in future studies or to give more empirical evidence to the existing findings related to the correlation between past tense mastery and recount text writing ability. In addition, the finding of the present study could disclose further areas of research so that other researchers could use them as bases for undertaking a similar study.

Practically, the present study results are expected to be beneficial for English teachers, students and other researchers. For the English teachers, it was expected to give information that could be used to get better results of the students being taught in SMAN 1 Gianyar. It also gives the teachers results on how to teach writing. It is expected for the students that it could help them overcome the issue by considering better learning strategies in the future to solve their problems in writing, especially when they are in a state of grammar, especially past tense. In addition, the results of the present study are also beneficial for other researchers. Moreover, this study could be used as a reference for future researchers who want

to carry out research that is related to the correlation between past tense mastery and recount text writing ability.

### **1.6 Definition of Key Term**

Key terms were important to be defined to give a clear understanding of the topic. Moreover, to avoid misunderstanding and confusion of the readers in comprehending this research, the researcher needs to give a clear operational definition of the key terms used in the present study. Additionally, the definitions of the key terms are also intended to make them clear in comprehending this study and limit the terms of the research conducted. Thus, the definitions of the key terms that were used in the present study were past tense mastery and recount text writing ability. Furthermore, the key terms which were used in the present study are clearly and concisely clarified as follows:

#### **1. Past Tense Mastery**

Past Tense Mastery is operationally defined as the ability of the twelfth grade students of SMAN 1 Gianyar in academic year 2022/2023 in mastering simple past tense and past continuous tense.

#### **2. Recount Text Writing Ability**

Recount text writing ability is operationally defined as the ability of the twelfth-grade students of SMAN 1 Gianyar in writing a recount text about their past experiences, and it has a complete generic structure: orientation, events, and reorientation.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

In this chapter, the researcher explains and describes the theoretical reviews related to this study. The theoretical review is a review of the theories related to the study used to support this study. Moreover, scientific research should be conducted based on the relevant theoretical review and shows opinions about the subject. The present study dealt with the correlation between past tense mastery and recount text writing ability. 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. The theoretical review included past tense mastery and recount text writing ability.

##### **2.1.1 Past Tense Mastery**

Every language has its own grammar. Language needs grammar as the structure, rule, and system for language itself. People who communicate through the same language can transform information well because they know the language's grammar system. It gives meaning and sense in every communication and makes communication efficient and effective. People who learn about English must know about English grammar and properly transfer their knowledge of grammatical concepts from spoken to written language. Nelson (2001:1) states that grammar is the study of how words combine to form sentences. So grammar is a

rule in grammar to arrange words into sentences in the use of language so that the meaning and meaning of sentences becomes clearer.

Tense is one of the parts of grammar. Dykes (2007:44) states that the word 'tense' is from Latin, meaning time. It means that tense is characteristic of written to show when it happened. In the other words, tense could be a symbol of time. Before learning about tense, students should know to recognize nouns, recognize pronouns, understand their purpose, know the meaning of the word verb, and recognize verbs and name verbs. Tense is indicated whenever we use a finite verb. Tense is very important in writing a text to express that the text tells about events or activities in the future, ongoing, or past.

According to Nelson (2002:4), the past form of a verb is produced by adding -ed to the base form. It is used for the past tense. The regular past tense indicative form consists of the verb's stem and a suffix usually written as -ed. The fact that the addition of the suffix is sometimes accompanied by a minor spelling adjustment to the stem is not considered as relevant. Verbs that form their past tense this way are called weak verbs or regular verbs. In writing event telling about past, the writers have to use past tense to tell the reader that the story happened and make the message reach the readers. In addition, Jackson (2005:36) defines that if the sentence is in the past tense, for example, and a time circumstance is added, this must have past time reference (past time). You could not say (future time), as it would be incompatible with the tense of the verb.

According to Declerck (2006:43), past tense locates the time of actualizing the situation referred to at a specific past time (specified by last night.). This is normally simplified to one of the following. The past tense locates the time of the

situation referred to at a specific past time (specified by last night.) The past tense locates the situation referred to at a specific past time (specified by last night). Using the past tense in the correct text would help the writers to deliver the information. Thus, the past tense is very important when we talk about information or event in the past. If we do not use the past tense, the information would be missing.

Simple past tense can be used for most past actions: we can use it for actions that happened quickly, an action that happened over time, or actions that were habits, activities, and events in the past. In the other word simple past tense indicates that the story happened at the past. Mew and Seaton (2007:98) state that use the simple past tense to talk about things in the past. The simple past tense is also used to talk about things that happened in stories. The simple past tense of most verbs ends in -ed. These verbs are called regular verbs. The simple past form of some verbs does not end in -ed. Such verbs are called irregular verbs.

The simple past tense of some irregular verbs does not change at all. Most irregular verbs, however, take a different form in the simple past tense. The verbs were and were are also forms of the verb be. Was is the simple past tense of am and is. Use was with the pronouns I, he, she, and it, and with singular nouns. It is usually used when telling about the adjective. Hewings (2002:6) states that when we want to indicate that something happened at a specific time in the past, we use the past simple. We can either say when it happened, using a time adverb, or assume that the hearer already knows when it happened. We use the past simple for situations that existed for a period of time in the past, but not now. If we are interested in when a present situation began rather than how long it has been going on, we use simple

past tense. However, we use the simple past tense to talk about how long something went on for if the action or event is no longer going on.

A past continuous tense is a form of past that telling about an event ongoing in the past. According to Foley and Hall (2003:54), past continuous describes an action in progress at a point in time in the past. The form of past continuous tense with was or were and the present participle the main verb. Past continuous is used to show that a past action was temporary or changing or developing. It is a symbol or characteristic of written in the past. Thus the reader could understand that the action or activity is happening but in the past time. Moreover, past continuous also could tell about two actions that were happening in the same time but still happened in the past. Hewings (2002:12) states that to talk about a temporary situation that existed at or around particular time in the past, we use past continuous. We often use simple past to talk about a completed past event and past continuous to describe the situation that existed at the time. The completed event might have interrupted the situation.

When we talk about two past actions or events that went on over the same period of time, we can often use the past continuous for both. However, we can often use the past simple to express similar meanings. When we talk about two or more past completed events that follow each other, we use the past simple for both. The first may have caused the second. When we talk about a permanent or long-term situation that existed in the past, we use simple past rather than past continuous. We use the past continuous when the repeated actions or events provide a longer background to something else that happened. However, the past continuous

can be used when we want to emphasize that the repeated actions only went on for a limited and temporary period or two actions happen simultaneously.

### **2.1.2 Writing Ability**

Writing is one of the language skills that is always taught in school. Writing skills are more complex and difficult than the other skills requiring the mastery of linguistic competence such as grammar, vocabulary, pronunciation punctuation, intonation, etc. and requires conceptual judgment. Hyland (2003:3) states that one way to look at writing is to see it as marks on a page or a screen, a coherent arrangement of words, clauses, and sentences, structured according to a system of rules. Oshima and Hogue (2007:15) state that writing is a skill: by far, the most important reason for teaching writing is that it is a basic language skill, just as important as speaking, listening, and reading. Writing consists of making a point and then providing evidence to support or develop those points. Writing skills help learners get comprehensibility, fluency, and creativity in writing.

According to Langan (2010:10), a realistic attitude about writing must build on the idea that writing is a skill. In fact, writing is a process. It is done not in one easy step but a series of steps, and seldom at one sitting. Writing is a skill, like driving or typing, that the students can master with hard work. Furthermore, the teacher has to facilitate the students in the learning process. Thus, the students have more chances to write down all of their ideas. The students need the practice to be a good writer to improve their skill. In line, according to Fowler (2001:1), writing is a process of synthesis. As you write, you used words and information to express

your viewpoint in a coherent whole, an essay. However, the writing draws on intuition and reasoning, sensation and emotion, and fast and memory.

Hyland (2003:3) states that writing is an intricate structure that can only be learned by developing the ability to manipulate lexis and grammar. An emphasis on language structure as a basis for writing teaching is typically a four-stage process. The first is familiarization. Learners are taught particular grammar and vocabulary, usually through a text. The second is controlled writing. Learners manipulate fixed patterns, often from substitution tables. The third is guided writing; learners imitate model texts or kind of the text. The last is free writing: learners use the patterns they have developed to write an essay, letter, etc.

Writing is a form of communication that allows students to put their feelings and ideas on paper to organize their knowledge into convincing arguments and convey meaning through well-constructed text. Hyland (2003:9) states that writing is a way of sharing personal meanings and writing courses emphasize the individual's power to construct his or her views on a topic. By writing, the students can express everything about what they want to show in written form. Because writing is an act of discovering meaning, a willingness to engage with students' assertions is crucial, and response is a central means to initiate and guide ideas. Through writing, students could send a message without speak. Thus, to deliver the meaning of writing, they should have writing ability.

According to Hogue (2008:28), good writing is more than just sitting down and "talking" on a piece of paper. Good writing involves thinking, planning, writing, and revising. It means that the students should think first about what will they write about. The students should have a plan about what they want to write

based on the writing paragraph that they thought before, after that the students start to write based on their plan, and the last one is the student should check their writing again and revise if any errors are found. After that, students could ask the readers if the text's message is delivered well because the most important thing in writing is making the readers understand the writing.

Taylor (2009:2) states if we are to write well, we need to know (as well as we can) what we are talking about. It means that the students should know well about what will be expressed in their writing. Good writing is writing which can express and explore ideas clearly. Thus, the readers could understand the meaning the text, and the writers could deliver the purpose of their writing. Brown (2004:225) states that a good deal of writing is displaying writing as opposed to real writing: the students produce language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for the authentic purpose. Furthermore, the teacher has to facilitate the students in the learning process so the students have more chances to write down all of their ideas.

Hawthorne and Glenn (2011:9) state that students need to express their thoughts and knowledge effectively in writing if they are to participate actively in modern society. If they cannot write well, young people may find themselves unable to engage fully with a society that requires proficiency in many written forms and text types. This is important not only in cognitive development, but it is also necessary if we are to prevent these students from becoming and indeed, in many cases remaining economically, socially, and politically disenfranchised. Thus, writing is important to every student. Writing skill can help the students to become good writers. The students have to know and understand the essential foundation of

writing skills such as strategy, technique, and opportunity. Writing skills also give special instruction in spelling, handwriting, and keyboarding. Besides, writing skills can build students' fluency and confidence and provide a variety of strategies and opportunities to apply them.

### **2.1.3 Recount Text**

Texts are often regarded as a series of appropriate grammatical structures, so instruction may employ "slot and filler" frameworks in which sentences with different meanings can be generated by varying the words in the slots. Text is one of the topics in twelfth-grade students. Writing is rigidly controlled through guided compositions where learners are given short texts and asked to fill in gaps, complete sentences, transform tenses or personal pronouns, and complete other exercises that focus students on achieving accuracy and avoiding errors. There so many genres of text that should be mastered by the students; one of them is recount text.

According to Hyland (2003:20), the purpose of recount text is to reconstruct past experiences by retelling events in the original sequence. Recounts "tell what happened." The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary recount is to relate a sequence of events so that it entertains, and this generally includes the writer's expressions of attitude about the events. The generic structure of recount text consists of an orientation, event, and reorientation. An orientation is providing information about who, where, and when. The orientation as the opening of the recount text explains who the character is, when, and where the event has happened. An event usually recounts in chronological order. The event tells the reader about



the chronological activity, start from the first action until the end of the activities. At the end of the text, there is reorientation. Reorientation contains personal comments and/or evaluative remarks interspersed throughout the record of events. Usually, the writers put the feeling, moral value, or wishes for the future based on the activities.

Knapp and Watkins (2005:225) state that recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. Every story, no matter how simple, need an orientation. Indeed, it is impossible to tell a story unless we see characters set up in a particular time and place, although many postmodern narratives play with these conventions. The orientation paragraph is typical of this type of recount. The sequence of events stage; however, it is more complex than the previous recount. Here the student provides a record of all the important activities that happened on the excursion. In addition, Bruce (2008:86) states that a recount is the unfolding of a sequence of events over time to tell what happened. Recount genre, she specifies a text organization of orientation and events. Orientation provides background information: who, what, and where for the subsequent events of a recount. The events explains what happens chronologically.

## **2.2 Empirical Review**

The empirical review was the review of relevant research conducted which it reviewed the previous researches that were relevant to the present research. Empirical evidence could help the researcher avoid unintentional replication of the previous study results and clarify and define the concept of the study. Thus, the

empirical review is critical. In conducting this study, the know about the correlation between past tense mastery and researcher wanted recount paragraph writing ability. There were two other researchers that showed that there was a correlation between past tense mastery and recount text writing ability. The researcher used those studies as a necessary consideration to conduct the present research. The empirical reviews were presented as follows:

The first study was conducted by Hidayah (2007) in her correlational research entitled "A Correlation Between Students' Mastery of Past Tense and Their Achievement in Writing Recount". Furthermore, this study's objective was to investigate the correlation between students' mastery of past tense and their writing recount achievement. Moreover, based on the research result using the past tense test and writing test instrument, the results showed a correlation between past tense mastery and recount paragraph writing ability.

Additionally, the strength of the previous study was in its research findings of the study. The previous research findings showed a correlation between two variables: those students' mastery of past tense and their writing achievement in recount text. The researcher used two tests: an objective test in the form of a completion test and a cloze test to test students' past tense mastery, and an essay type test to test students' writing ability. However, there is no clear how long the students made the cloze test. It made the students confuse, and they could not take the test as best as they can. It influenced the result of the test. Thus, in the present study, the researcher gave the students time allocation when they did the test to make it clear and easy to understand.

The second research was conducted by Zurnailah (2017) in her research entitled "The Correlation Between Past Tense Mastery and Recount Text Writing Achievement of Eleventh Grade Students of SMA Muhammadiyah 6 Palembang". The objective of this study was to find out if there was a significant correlation between past tense mastery and recount text writing ability of the eleventh grade students of SMA Muhammadiyah 6 Palembang. Using multiple choice tests as the research instrument of past tense mastery and paragraph construction test for the writing test, the researcher collected the required data and the results of the data analysis, which was shown that there was a significant correlation between students' past tense mastery and their writing ability in recount text.

In addition, the strength of the research was a clear specification of the grammar test. The researcher also explained the item and the time allocation to do the test in detail. However, the scoring rubric for the recount test was not clear enough. The researcher did not assess the text and how to give the point to the students. It will make the researcher hard and confuse to assess the test results, and it will influence the results because there is no rule to give the point of the test. Thus, in the present study, the researcher provided the scoring rubric based on Oshima and Hogue (2007:196) to clarify the results and make the researcher fair to give the point for the students in writing a recount text.

### **2.3 Hypothesis**

A hypothesis predicts what would be found as the outcome of a research project, and it was typically focused on the relationship between two different variables studied in the researcher. It is usually based on theoretical expectations

about how things work and already existing scientific evidence and from the finding from other researchers. To answer the research problem in this study, the researcher assumed correlation research, namely the directional hypothesis. It defines as a hypothesis that there was a relationship between the two variables being studied. It stated that the results were not due to chance and that they were significant in terms of supporting the theory being investigated. In the present study, the hypothesis was stated as follows; there is a significant correlation between past tense mastery and recount text writing ability of the twelfth-grade students of SMAN 1 Gianyar in academic year 2022/2023.

