

CHAPTER I INTRODUCTION

In this chapter the researcher explained about the background of the study, the research problem, the objective of the study, the significance of the study, hypotheses, limitation of the study, the definition of key terms and framework of the discussion.

A. Background of study

English is one of the important languages in the world because it is widely used and studied all over the world. Most of sources of information including books of technology, science, art etc. are written in English.¹ Besides, English makes us easier in communicating with other people all over the world and makes us easier in using some technology.

English has been taught from elementary school up to university level. It means that English has an important role so that it is taught in Indonesia's school. Although English has been taught from elementary school, it can be seen there are many students are not able to communicate well orally or written and they have a low score of English subject.

In order to be fluent English learners, the students has to master the four of English skills (listening, speaking, reading and writing) in the language learning process. All these language skills are related to each other.

Writing is an important skill in teaching and learning English process. Writing is not easy. It takes study and practice to develop the skill. For

¹Fadi Maher Saleh Al-Khasawneh, *Writing For Academic Purposes: Problems Faced By Arab Postgraduate Students Of The College Of Business, Uum*, p.1.

both native speakers and new learners of English, it is important to note that writing is a *process*, not a *product*.²

Writing a good text in English as a foreign language is a problem. The difficulties in writing a text in English are due to the fact that English is not their mother tongue. There were many problems in writing such as: organization, grammar, vocabulary, mechanics, and content.³

The common problem that students often face when writing is the lack of English language vocabulary that make them feel writing is a difficult subject. In addition, improper punctuation placement is also a problem often faced by students in addition to the lack of mastery vocabulary. Placement of punctuation that does not fit within a text, making the text content is not coherence with each other. The last important component in writing but many students are still frequently make mistakes is the lack of proper grammar usage. Grammar has an essential role in writing to make meaningful utterance. In this case, tense have an essential role because it tells the readers when action takes time. Careful and accurate use of tense is important to clear writing.⁴

There are various ways to organize sentence in a piece of writing. One of them is in the form of recount text. Recount text is a text that described about someone experience that happened in the past. In recount text, it is told past event and used tenses that have the function to tell story in past tense. To make a good recount text, the writer has to choose the correct tenses and they

²Alice Oshima & Ann Hogue, *Writing Academic WnGLISH, third edition*, (New York: Pearson Langman, 2007),p.3.

³Nunung Sri Andayani and Made Adi Andayani, *Journal The Analysis Of The Students' Ability In Writing Recount Text*(Pancaran, Vol. 2, No. 2, 2013) p.1

⁴ Ibid, p.1

also should know many vocabularies because text is an arrangement of words, sentences and paragraphs.

In writing recount text, the common tense that often used is past tense. The past tense is a tense that indicates an event happened in the past. According to Frank, “the past tense indicates definite time terminating in the past, whether a time word is given or not.”⁵ There are four kinds of past tense that we should know; simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

Because recount text tells the event in the past, then the text is using past tense as a tense in writing it. Therefore the researcher is interested in conducting a research with the title **The Correlation between Students’ Mastery of Past Tense and Writing Past Recount Text at SMA N 1 Kotawaringin Lama**. The researcher wanted to know how well the students’ understanding in grammar especially in past tense and how well they use it to express their past experience in recount text.

The writer chose the topic because among the four language skills, writing is considered to be the most difficult skill to acquire. We often find it hard even to write in our native language. One of the common problem that face in writing is grammar. Therefore, the researcher wants to find out whether students’ mastery of grammar. There are various ways to organize sentence in a piece of writing. One of them is the form of recount text. To make a good recount text, the writer has to choose the correct tenses. The common tense that

⁵Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jersey. Prantice Hall, Inc, 1972), p. 73

often used is past tense. The past tense, on the other hand, is an element which 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. It is assumed that if it is so, then their mastery other tenses, or grammar in general will support their ability to engage with other text types.

B. Research Problem

Based on the background of the study, the researcher would like to present and formulate the main problems of the study as follows:

Is there any significance correlation between students mastery of past tense and students achievement in writing recount?

C. Objectives of the Study

The objective of the study as follows:

To find out the correlation between students mastery of past tense and students achievement in writing recount.

D. Significance of the Study

The study has theoretical and practical significance.

Theoretical : the finding of the research can inform the English teachers and learners, especially the English teachers and learners of the school where the writer carried out this study, a reflection of their achievement of the teaching and learning process or recount text, and to give information about the important of mastering grammar, especially verb tense, it is useful to have a good writing

Practical : the result of the research will become input to English teachers for their teaching about the affective way in teaching writing. It will prompt the English Teachers the alternative instruction that will be able to increase and improve the learners' past tense mastery and their writing past recount text. The learners will know whether the grammar mastery will help them much or not in making a good writing and provide a reference and a reflection for the learners so that their past tense mastery as well as writing past recount text improved.

E. Variable of the Study

In this research there were two variables that the researcher used, namely:

1. Students' mastery of past tense.
2. Students' writing past recount text.

F. Limitation of the Study

The study belonged to correlation study. It limits on the students' mastery of past tense and students achievement in writing recount of the students' at SMA N 1 Kotawaringin Lama. The Number of the students at eleventh grade of SMA N 1 Kotawaringin Lama were 58 students.

G. Hypotheses

There were two hypotheses of the study:

Ha : There is a correlation between the students' mastery of past tense and students achievement in writing recount of the students' at SMA N 1 Kotawaringin Lama.

Ho : There is no correlation between the students' mastery of past tense and students achievement in writing recount of the students' at SMA N 1 Kotawaringin Lama.

H. Definition of Key Terms

Correlation : Correlations indicate the relationship between paired scores. The correlations indicate whether the relationship between paired score is positive or negative and the strenght of this reletionship.⁶

Past Tense : The simple past is used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago, in 1990).⁷Past tense is form of a verb used to describe actions in the past. Furthermore Collins mentioned "past tense is a tense used to describe actions or events which took place in the past". Thus the writer knows that past tense is the use of the past form to refer to past events.

⁶Donal Ary, at all. *Introduction to Research in Education, (Eighth Edition)*.(Canada:Wadsworth Cengage Learning,2010),p.128

⁷Betty Schramper Azar, *Fundamentals of English Grammer, second edition*, (New Jersey: Prentice Hall, 1992) p.18.

Writing : Writing is an expression of ideas, thoughts, and stories on a piece of paper. For some people, writing might be hard even in their first language. It could be more difficult for them for them to write in foreign language.⁸ As Oshima and Hogue state that writing is the action that needs the some process such as thinking, writing, reading, correcting, and revising. Those are not the simple steps in writing because people have to realize that what they write is what they want to say or express.⁹

I. Frame of Discussion

The frameworks of the discussion of this study were:

Chapter I : Introduction which consist of background of the study, problem of the study, objective of the study, significance of the study, variables of the study, hypotheses, limitation, definition of key terms, framework of the discussion.

Chapter II : Review of related literature which consists of previous study, the concept of tenses, the concept of writing and the concept of recount text.

Chapter III : Research method which consists of place and time of the study, research design, approach, population and sample, data collecting procedure, instruments of the study, and data analysis procedures.

⁸Santi Erliana, at all, *Developing Sentence Into Paragraph*, (Genius Media, 2014), p.64

⁹Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (new york: pearson langman, 2007), p.15

Chapter IV : Findings and discussion which consists the analysis to answer the formula of the problem.

Chapter V : Conclusion which consists conclusion of the research and suggestion that the writer made from the findings that the writer had.