

## CHAPTER II

### RELATED OF REVIEW LITERATURE

This chapter revealed some previous of the study that have been done by other researcher as well as hypotheses of the research. This chapter also devoted to review some relevant theoris and studies concereng with some references about the concept of past tense, the concept of writing, the concept of recount text, test construction and correlation study.

#### **A. Previous of The Study**

This research previously had been researched by some researchers. First is Marisqon in 2011 by the title of the thesis the correlation between simple past tense mastery and writing ability in writing recount text.<sup>1</sup> He found that there is significant relationship between simple past tense mastery and writing ability in recount text.

Another researcher who did the similar research is Muslikh with the title the relationship between students' vocabulary mastery and their writing descriptive text ability.<sup>2</sup> He found that there is the significant relationship between vocabulary mastery and writing descriptive text ability.

The third researcher is Reni Septiyani with the title the correlation between grammar mastery and writing ability.<sup>3</sup> She found that grammar

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<sup>1</sup>Marisqon, *The Correlation Between Simple Past Tense Mastery and Writing Ability in Writing Recount Text*, 2011

<sup>2</sup>Mukhlis, *The relationship Between Students' Vocabulary Mastery and Their Writing Descriptive Text*, 2011

<sup>3</sup>Reni Septiyani, *The Correlation Between Grammar Mastery and Writing Ability*, 2011

mastery gives less contribution and has very low correlation to the ability of writing.

The fourth researcher is Septiyani in 2014 by the title the relationship between students' understanding of past tense and their skill in writing recount text. She found that there is correlation between students' understanding of past tense and their skill in writing recount text.

The last researcher is Ulul Azmi in 2011 by the title a correlation between students' mastery of past tense and their ability in writing recount text. He found that there is significant correlation between students' mastery of past tense and their ability in writing recount text.

Those previous studies above differ from this study. First, Marisqon (2011) connected only simple past tense as a part of grammar and the ability of students in writing recount. The second, Muslikh (2014) connected vocabulary and writing descriptive text. While this research the writer connected writing past recount text and past tense in generally; simple past tense, past continuous tense, past perfect tense and past perfect continuous tense. The third researcher, she connected between writing ability and grammar knowledge generally. The instrument that she used in her research was test and documentation score. She used only one test, she did grammar test and asked for writing score from the subject lecturer. It is clearly different with this research; in this research the writer used test as an instrument. The data got from two tests namely grammar test and writing test. In the fourth and the last studies the population and sample took in different place with this study.

Although there are a lot of differences, those previous studies has similar in the objectives with this research. The objective from the previous researches and this research is to know the relationship between the two variables.

## **B. The Concept of Tense**

### **1. Definition of Tense**

Similiar to other tenses, the writer mentioned the four forms of past tense. The first is form of simpe 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. Firstly, for the regular verb, the past form is made by adding –ED to the verb. The examples are (walked, smiled, worked, danced...). the following is the other pattern to add –ED which slight changes at the end. The past tense indicator definite events happened in the past. There are many definitions of past tense. According to Frank the past tense indicate definite time terminating in the past, whether a time word is given or not.<sup>4</sup> The term past tense then can be concluded as an activity or situation began, happened, and ended in the past, whether the time signals were mentioned or not.

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<sup>4</sup>FrankMarcella. *Modern English: A Practical Reference Guide*. New Jersey. Prantice Hall. Inc. 1972

## 2. Form of Past Tense

Most grammarians agree to divide the past tense into four forms; simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

### a. Simple 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).<sup>5</sup>

Most simple past verbs are formed by adding *-ed* to a verb (e.g., walked, stayed, arrived). Some verbs have irregular forms (e.g., slept, ate, took).

Wren and Martin wrote in their book that the Simple past is used to indicate an action completed in the past.<sup>6</sup> It often occurs with adverbs or adverb phrases of past time. Examples :

- The steamer sailed yesterday.
- I received his letter a week ago.
- She left school last year.

Sometimes this tense is used without an adverb of time. In such cases the time may be either implied or indicated by the context.

The simple past form ends in *-ed* for regular verbs. Most verbs are regular, but many common verbs are irregular past form.<sup>7</sup>

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<sup>5</sup>Betty Schramper Azar, *Fundamentals of English Grammar, second edition*, (New Jersey: Prentice Hall, 1992) p.18.

<sup>6</sup>Wren and Martin, *English Grammar and Composition*, (New Delhi: S.Chand and Company, 2000), p.83

	simple past
Regular Verbs	finished, stopped, hoped, waited, played, tried
Irregular Verbs	Saw, Made, Sang, Ate, Put, went

### Forms of The Simple Past Tense<sup>8</sup>

The form for positive sentences in the simple past tense.

Subject	+	main verb
		past participle
I, She, He, It You, They		V2

The form for negative sentences in the simple past tense

Subject	+	auxiliary verb DO	+	main verb
		conjugated in simple past tense		
I, She, He, It You, They		Did		V1

The structure for question sentences in the simple past tense is:

auxiliary verb DO	+	subject	+	main verb
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<sup>7</sup>Ibid, p.21.

<sup>8</sup>Betty Schramper Azar, *Fundamentals of English Grammar, second edition*, (New Jersey: Prentice Hall, 1992) p.19.

conjugated in simple past tense				
Did		I, she, he, it you, they		V1

The auxiliary verb **did** is not conjugated. It is the same for all persons (I did, you did, he did etc). And the base form and past form do not change. Look at these examples with the main verbs **go** and **work**:

	Subject	auxiliary verb		main verb	
+	I			Went	to school.
+	You			Worked	very hard.
-	She	Did	not	Go	with me.
-	We	Did	not	Work	yesterday.
?	Did	You		Go	to London?
?	Did	They		Work	at home?

**Exception!** 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. Look at these examples:

	Subject	main verb		
+	I, he/she/it	Was		here.
	You, we, they	Were		in Lindodn.

-	I,he/she/it	Was	not	there.
	You, we, they	Were	not	happy.
?	Was	I,he/she/it		right?
	Were	You, we, they		late?

The simple past tense is the normal tense for past actions. Firstly, for the regular verb, the past form is made by adding –ED to the verb. For irregular verbs, the past forms are more or less idiosyncratic. The same form is used for all persons, except with the verb “be” (was and were). It is depend on the subject. Was used to I, she, he, and it were used to you, we, they. Negative statements and yes/no questions in the simple past tense included the word “did” and “did not” and the verb form used is the simple form of the verb. For example:

- Lisa went to Malang last week
- Lisa did not go to Malang last week
- “Did Lisa go to Malang last week?”

## **b. Past Continuous Tense**

The past continuous expresses an activity that was in progress (was occuring, was happening) at a point time in the past (e.g., at 6;10) or at the time another action (e.g., when Tom came.) In (c): Eating was in progress at 6:10; Eating was in progress when Tom came.<sup>9</sup>

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<sup>9</sup>Betty Schramper Azar, *Fundamentals of English Grammer, second edition*, (New Jersey: Prentice Hall, 1992) p.32.

The past continuous is used to denote an action going on at some time in the past.<sup>10</sup> The time of the action may or may not be indicated.

- We were watching TV all evening.
- It was getting darker.
- The light went out while I was reading.
- When I saw him, he was playing chess.

As in the last two examples above, the past continuous and simple past are used together when a new action happened in the middle of a longer action. The simple past is used for the new action.

This tense is also used with always, continually, etc. for persistent habits in the past, e.g. He was always grumbling.

The past continuous tense is formed by using a past tense form of the verb “be” with the progressive form of the verb. The verb “was” is used for singular subjects and “were” is used for plural subjects.

The action or situation had already started before this time but had not finished. For example: Tom was cooking the dinner.

We often use the past continuous and the past simple together to say that something happened in the middle of something else. For example: It was raining when I got up.

Moreover, this tense is also used with always, continually, etc. for persistent habits in the past.

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<sup>10</sup>Wren and Martin, *English Grammar and Composition*, (New Delhi: S.Chand and Company, 2000), p.84.



### Forms of The Past Continuous<sup>11</sup>

Subject	+	auxiliary verb BE	+	main verb
		conjugated in simple past tense		past participle
I, She, He, It		Was		V+ing
You, They		were		

For negative sentences in the past continuous tense, we insert **not** between the auxiliary verb and main verb. For question sentences, we exchange the **subject** and **auxiliary verb**. Look at these example sentences with the past continuous tense:

	subject	auxiliary verb		main verb	
+	I	Had		Finished	my work
+	You	Had		Stopped	before me
-	She	Had	not	Gone	to school
-	We	Had	not	Left	
?	Had	You		arrived?	
?	Had	They		Eaten	dinner?

### c. Past Perfect Tense

The past perfect express an activity that was *completed before another activity or time in the past* (Sam *had* already *left* by the time Ann got there).<sup>12</sup>

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<sup>11</sup>Betty Schramper Azar, *Fundamentals of English Grammar, second edition*, (New Jersey: Prentice Hall, 1992) p.32.

The Past Perfect describes an action completed before a certain moment in the past.<sup>13</sup>

I met him in New Delhi in 1996. I had seen him last five years before.

### The Form of Past Perfect Tense

Subject	+	auxiliary verb HAVE	+	main verb
		conjugated in simple past tense		past participle
		Had		V3

For negative sentences in the past perfect tense, we insert **not** between the auxiliary verb and main verb. For question sentences, we exchange the **subject** and **auxiliary verb**. Look at these example sentences with the past perfect tense:

	subject	auxiliary verb		main verb	
+	I	Had		Finished	my work
+	You	Had		Stopped	before me
-	She	Had	Not	Gone	to school
-	We	Had	Not	Left	
?	Had	You		arrived?	
?	Had	They		Eaten	dinner?

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<sup>12</sup>Betty Schramper Azar, *Understanding and Using English Grammar, third edition*, (New York: Pearson Education, 1999) p.45..

<sup>13</sup>Wren and Martin, *English Grammar and Composition*, (New Delhi: S.Chand and Company, 2000), p.84.

If two actions happened in the past, it may be necessary to show which action happened earlier than the other. The Past Perfect is mainly used in such situations. The simple past is used in one clause and the past perfect in the other;

- When I reached the station the train had started (so I couldn't get into the train).
- I had done my exercise when Han came to see me.
- I had written the letter before he arrived.

Past perfect tense gives an idea that one thing had happened before another time or before another event happened in the past. The past perfect tense is formed with “had” and past participle and it is used for all subjects. Generally, past perfect tense an action completed in the past before another time or action in the past. However, past perfect tense can be used to express a recently completed action in the past. Usually, the word “just” is used to show that the action occurred immediately before the time of speaking. For instance:

- When I arrived, Bob had just left.

Besides, when “since or for” is used, past perfect tense shows an action which began in the past or was stills continuing for a period of time before something in the past. For example: We had had the car for ten years before it broke down.

Furthermore, past perfect tense indicates that something happened before another action in the past. Besides, it can also show that something took place before a specific time in the past, e.g.; I had never visited the museum before I moved here.

Moreover, in conditional sentences, past perfect is used to indicate the impossible type, for example; If you had told him, he would have helped you.

When it is used with *if only*, *wish*, etc., it expresses a past wish that was not realized like in “I wish that I had brought my torch with me.” It is also usually used with “as if” when referring to area or imaginary action in the past. For example; He talks about Rome as if he had been there himself.

In indirect speech, past perfect tense is used to replace simple past and present perfect in direct speech.

#### **d. Past Perfect Continuous Tense**

The past perfect continuous emphasizes the duration of an activity that was in progress before another activity or time in the past.<sup>14</sup> This tense also may express an activity in progress close to another activity or time in the past

##### **The Form of Past Perfect Continuous Tense**

S	+	Auxiliary verb HAVE	+	Auxiliary verb BE	+	main verb
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<sup>14</sup>Betty Schramper Azar, *Understanding and Using English Grammar, third edition*, (New York: Pearson Education, 1999) p.47.

	conjugated in simple past tense		past participle		base+ing
	had		been		V+ing

For negative sentences in the past perfect continuous tense, we insert **not** after the first auxiliary verb. For question sentences, we exchange the **subject** and **first auxiliary verb**. Look at these example sentences with the past perfect continuous tense:

	S	Auxiliary verb		Auxiliary verb	Main verb	
+	I	Had		Been	working.	
+	You	Had		Been	Playing	tenis.
-	She	Had	Not	Been	Working	well.
-	We	Had	Not	Been	Expecting	her.
?	Had	You		Been	drinking?	
?	Had	They		Been	Waiting	long.

The Past Perfect Continuous is used for an action that began before a certain point in the past and continued up to that time;<sup>15</sup>

- At that time he had been writing a novel for two months.
- When Mr. Mukerji came to the school in 1995, Mr. Anand had already been teaching there for five years.

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<sup>15</sup>Wren and Martin, *English Grammar and Composition*, (New Delhi: S.Chand and Company, 2000), p.84

In general, past perfect continuous tense indicates that one event was in progress immediately before, up to, or until another event in the past. The tense is used to express the duration of the first event. The past perfect continuous tense is formed with “had been”+ the present participle. It, therefore, is the same for all persons. Past progressive tense basically has the same relation to past perfect in that it is used to express something begun in the past. However, it emphasizes continuity of past action. So, the example such as “She was tired because she had been working since dawn” shows that at the time of speaking, her activity of working still continued.

Past perfect continuous is also used to indicate an action or habit taking place over a period of time in the past prior to some other past events. For instance, He had been walking to school before his father bought him a bicycle. This means that before he had a bicycle he used to walk to school. Besides, we use past continuous tense to express past action that was in progress getting interrupted by another past action. For example, “We had been planning to visit our family in Aceh but we changed our mind because of the Tsunami.” We can also use past continuous to indicate duration before something in the past. Therefore, such word as “for” is usually used, e.g. Mr. William had been teaching there for ten years before he retired. It is also common to use past perfect continuous to show cause of something in the past, e.g. Jim was out of breath because he had been jogging.

## C. Concept of Writing

Writing is not easy. It takes study and practice to develop the skill.

For both native speakers and new learners of English, it is important to note that writing is a *process*, not a *product*.<sup>16</sup>

### 1. Definition of 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.<sup>17</sup> 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 express.<sup>18</sup>

### 2. Writing Process

The writing process refers to everything writer do, from the moment they start thinking about what to write, until the final copy is completed. The focus in the writing process is on what writers think and do as they write.

Every writing specialist given a different version of the stages of the writing process. The stages of writing such as prewriting, drafting, revising, and editing. The following describes briefly those four stages. The understanding of each process is enhanced by other writers.

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<sup>16</sup>Alice Oshima & Ann Hogue, *Writing Academic English, third edition*, (New York: Pearson Langman, 2007), p.3.

<sup>17</sup> Santi Erliana, at all, *Developing Sentence Into Paragraph*, (Genius Media, 2014), p.64.

<sup>18</sup>Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (new york: pearson langman, 2007), p.15.

Gebhard, (2000;226) introduces the stage of writing such as prewriting, drafting, revising, and editing.<sup>19</sup>

a. Prewriting

Prewriting is a way to get ideas.in this stepthe writerschoose the topicand collectideasto explain the topic. It is preparation to write and the getting-rady-to-write stage which is like a warming –up for the athletes (tompkins & hpskisson, 1995:211).<sup>20</sup> Oshima and Hogue define pewriting is a way to get ideas. In this steps, writer choose a topicand collect ideas to explainthe topic.<sup>21</sup>

The techniques of prewriting can be through brainstorming, clustering or word mapping, strategic questioning, sketching, freewriting, exploring the senses, interviewing, andinformation gathering.

b. Drafting

Drafting is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors (tompkins 212).<sup>22</sup> After the students have generatedideas,theyneed to write them down on paper without worrying about mechanics or neatness.

Drafting involves developing the prewriting notes into connected sentences and paragraphs. In tis way, the students attemptto produce their first draft to capture their essays's meaning and get it down

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<sup>19</sup>Quote by Santi Erliana, at all, *Developing Sentence Into Paragraph*, (Genius Media, 2014), p.70

<sup>20</sup>Ibid, p.65

<sup>21</sup>Alice Oshima& Ann Hogue, *Writing Academic Wnglish, third edition*, (New York: Pearson Langman, 2007),p.3.

<sup>22</sup>Ibid, p.66



on paper. by so doing they actually use their first draft to formulate a working introduction and to organize their ideas.

Drafting is the time to pour out ideas, with little concern about spelling, punctuation, and other mechanical errors.

#### c. Revising

The word revision means *seeing again*, and the students *resee* their writing again with the help of classmates and teacher. Revising is to make the writing clearer and more interesting to the readers.

#### d. Editing

Editing is putting the piece of writing into its final form. It is the process in which the students begin to look at correctness. Tompkins & Hoskisson state that editing primarily focuses on the content of the students writing.<sup>23</sup> After the content of the writing is set, they focus on editing/proofreading and polish their writing by correcting errors in spelling, grammar, and punctuation.<sup>24</sup>

### **D. Concept of Recount Text**

#### **1. Definition Recount Text**

Recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened.<sup>25</sup> There is no complication among the participants and differentiates from narrative.

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<sup>23</sup>Ibid, p.67

<sup>24</sup>Ibid, p.67

<sup>25</sup>M. Arifian Rosyadi, *Learning Material Junior Highschool Grade Vii*, p.1

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.

The absence of complication, problem, and conflict in the generic structure is actually differentiating from the narrative. Arranging these series of event in beautiful and attractive way is the power of the writer in composing recount text.

## **2. Generic Structure**

In writing recount text, there are three generic structures of the recount text that the writer should know in order to make coherence to each paragraph. The generic structure of recount text are:<sup>26</sup>

- a. Orientation: Introducing the principals, place and time.

The orientation provides all the necessary background information to make sense of the text. To ensure that the orientation is detailed and thorough, it uses 5w (who, what, where, when, and why), the author needs to give information about what happened, who or what was involved, when and where the events occurred and why.

- b. Events: Describing a series of event that happened in the past.

Events should be selected carefully to add the readers' understanding of the topic. Students should be prepared to discard unimportant or uninteresting events and details. Events are usually sequenced chronologically, but students should be encouraged to

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<sup>26</sup>Ibid, p.1

experiment with arranging events in order of importance. Unity between paragraphs is created through the use of time connectors (before, throughout, finally) so that the separate events form part of coherent text.

- c. Reorientation: It is optional. Stating personal comment of the writer to the story.

This final section concludes the recount summarizing results, evaluating the topic, or offering personal comments.

### **3. Language Features**

Beside the generic structure of recount, the writer also should know about the language features that used in recount text. The language feature that used in recount text are:<sup>27</sup>

- a. Use of simple past tense.

Recount text is a text that retells someone's experience in the past. Of course, it uses simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

- b. Use of chronological connection

This text uses chronological connection such as: first, second, then, after that, etc.

- c. Use of linking verb

This text uses linking verbs such as: was, were, saw, heard, etc.

- d. Use of action verb

This text uses action verbs such as: look, go, change, etc.

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<sup>27</sup>Ibid, p.3

- e. Use of introducing participant

This text used introducing participant such as: I, my group, etc.

#### **4. Types of Recount Text**

As mentioned before, recount text is a text that retell someone activity or experience in the past. Based on the purpose of recount text, there are five types of recount, namely:<sup>28</sup>

- a. Personal recount is retelling an event that the writer was personally involved in for example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and we) and often to entertain and inform.
- b. Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the readers gains a complete picture of an event, experience or achievement.
- c. Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.
- d. A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.

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<sup>28</sup>Ibid, p.3

e. A biographical recount tells the story of a person's life using a third person narrator (he, she, and they). In this case, of autobiography, first person narration (I, we) is used.

## **5. Example of Recount Text**

### **VISITING TO BALI**

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta. The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and golden smiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

## **E. Test Construction of Multiple Choice and Writing**

### **1. Multiple Choice Question**

#### **a. Definition of Multiple Choice**

Multiple choice techniques are to testing the same as perspective is to drawing: only through a true appreciation and mastery of these techniques is the would-be test constructor able to throw aside the limitation imposed and discover newer and improved techniques of testing. The multiple choice item is now widely regarded as being one of the most useful of all objective item types. Although it is amongst the most difficult of all objective item types to construct, it is simple to score and administer.

Before constructing any test items, the test writer must first determine the actual areas to be covered by multiple choice items and the number of items to be included in the test.

The initial part of each multiple choice item is known as the *stem*; the choices from which the student selects his answers are referred to *options/responses/alternatives*. One option is the *answer, correct option* or *key*, while the other options are distractors. The task of a distractor is to distract the majority of poor students (i.e. those who do not know the answer) from the correct option.

The following general principles should be observed when multiple choice items are constructed:

- 1) Each multiple choice item should have only *one* answer. This answer must be absolutely correct unless the instruction specifies choosing the best option. Although this may seem an easy matter, it is sometimes extremely difficult to construct an item having only one correct answer.
- 2) Only one feature at a time should be tested. It has long been standard practice to test only one feature at a time: it is usually less confusing for the testee and it helps to reinforce a particular teaching point.
- 3) Each option should be grammatically correct when placed in the stem, except of course in the case of specific grammar test items. For example, stems ending with determiner *a*, followed by options in the form of noun or noun phrases, sometimes trap the unwary test constructor.
- 4) All multiple choice items should be at level appropriate to the linguistic ability of the testees. The context, itself, should be at a lower level than the actual problem which the item is testing.
- 5) Multiple choice item should be as brief and clear as possible (though it is often desirable to provide short context for grammar item)
- 6) In many tests, items are generally arranged in rough order of increasing difficulty. It is generally considered important to have one or two simple items to “lead in” the testees, especially they are not too familiar with the kind of test being administered.

#### **b. Multiple Choice Assessment**

Traditionally, multiple choice tests have been scored using a conventional number right (NR)scoring method. Correct answers are scored with a positive value, incorrect answers and absent or omitted answers with a value of zero. The sum of the scores for correct responses is the test score.<sup>29</sup>

## **2. Writing Assessment**

Assessment may be conducted for many purposes, but theultimate goal is always to improve instruction for each student. Whaatsoever method of assessment that used, consider the following strategies for making the assessment as effective as possible.<sup>30</sup>

HD Brown describes any kind of genres of writing as follows:

(1) Academic writing such as papers and general subject reports, essays, compositions, academically focused journals, short answer test responses, technical reports (e.g. lab reports), theses, and dissertation, (2) Job related writing such as messages (e.g. phone messages), letters/emails, memos (e.g. interoffice), reports (e.g. job evaluation, project reports), schedules, labels, signs, advertisements, and announcements, (3) Personal writing such as letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents (e.g. checks, tax forms, loan application), forms, questionnaires, medical

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<sup>29</sup>Lesage, E., Valcke, M & Sabbe, *Scoring Methods for Multiple Choice Assessment*,p.3.

<sup>30</sup>Glencoe, *Writing Assessment and Evaluation Rubrics*, (New York), p.6



reports, immigration documents, diaries, personal journals, fiction (e.g. short stories, poetry).

The three above aspects will also determine the scoring systems of writing ability. HD Brown describes rating scale of writing ability by holistic system as follows:

**Table 2.1**

**Rating Scale of Writing Ability Holistic**

Rating Scale/Categori	Description of Criteria
6	Demonstrates clear competence in writing on both the rhetorical and syntactic levels, though it may have occasional errors
5	Demonstrates competence in writing on both the rhetorical and syntactic levels, though it will probably have occasional errors
4	Demonstrates minimal competence in writing on both the rhetorical and syntactic levels
3	Demonstrates some developing competence in writing, but it remains flawed on either the rhetorical or syntactic level, or both
2	Suggests incompetence in writing
1	Demonstrates incompetence in writing
0	Contains no response, merely copies the topic, is off the topic, is written in foreign language, or consists only of keystroke characters

For classroom evaluation learning is best served through analytic scoring in which as many as six major (or five) elements of writing are scored, thus enabling learners to home in on weaknesses and to capitalize on strengths. The six major elements of writing, then cover organization, logical development of ideas, grammar, punctuation/spelling/mechanics, and style, and quality of expression, whereas the five major elements cover content, organization, vocabulary, syntax, and mechanics.

Analytic scale for rating composition tasks suggested by Brown and Bailey in HD Brown covers some points as follows:<sup>31</sup>

**Table 2.2**  
**Scoring Rubric of Writing**

No.	Elements of Writing	Category/Rating Scale	Description
1.	Organization, Introduction, Body, and Conclusion	20 – 18 17 – 15 14 – 12 11 – 6 5 – 1	Excellent to Good Good to Adequate Adequate to Fair Unacceptable Not college level work
2.	Logical Development of ideas, Content	20 – 18 17 – 15 14 – 12 11 – 6 5 – 1	Excellent to Good Good to Adequate Adequate to Fair Unacceptable Not college level work
3.	Grammar	20 – 18 17 – 15 14 – 12 11 – 6 5 – 1	Excellent to Good Good to Adequate Adequate to Fair Unacceptable Not college level work

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<sup>31</sup>Ibid, p.48

4.	Punctuation, Spelling, and Mechanics	20 – 18 17 – 15 14 – 12 11 – 6 5 – 1	Excellent to Good Good to Adequate Adequate to Fair Unacceptable Not college level work
5.	Style and Quality of Expression	20 – 18 17 – 15 14 – 12 11 – 6 5 – 1	Excellent to Good Good to Adequate Adequate to Fair Unacceptable Not college level work

## F. Correlation Study

A correlation can be defined as the association between two variables. It is the degree to which two variables share a common relationship. Consider for example two variables, one called ‘X’ and one called ‘Y’. For each variable there is a distribution of scores, some scores are high and some scores are low and others are in between. For each variable there is a range of scores that increases from a low score to a high score. If ‘Y’ increases at a similar rate as ‘X,’ these two variables would be described as positively correlated. Alternatively if ‘Y’ decreases as ‘X’ increases then the two variables would be described as negatively correlated.<sup>32</sup>

### 1. Measuring Correlation

We make use of the linear product-moment correlation coefficient, also known as Pearson’s correlation coefficient, to express the strength of the relationship. This coefficient is generally used when variables are of quantitative nature, that is, ratio or interval scale variables.

Pearson’s correlation coefficient is denoted by  $r$  and is defined by:

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<sup>32</sup>Military REACH, *Understanding Correlation*, p. 2

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

The value of r always lies between –1 and 1 inclusive, that is,  $-1 \leq r \leq 1$ . If Y increases when X increases, we say that there is positive or direct correlation between them. However, if Y decreases when X increases (or vice versa), then we say that they are negatively or inversely correlated. The reader must have noticed that direct and inverse are terms that are used in the context of variation or proportionality.

## 2. Interpretation of The Correlation Coefficient

The extreme values of r, that is, when  $r = \pm 1$ , indicate that there is perfect (positive or negative) correlation between X and Y. However, if r is 0, we say that there is no or zero correlation.

**Note** When  $r = 0$ , we may not assert that there is no correlation at all between X and Y. Pearson's correlation coefficient is meant to measure linear relationship only. It should not be used in the case of non-linear relationships since it will obviously lead to an erroneous interpretation.

**Table 2.3**

### **The Interpretation of Correlation “r” Product Moment**

<b>The score of “r” Product Moment (<math>r_{xy}</math>)</b>	<b>Interpretation</b>
0.00-0.100	There is a correlation between X and Y, but the correlation is very

	weak or little. So its considred no significan correlation in this rating.
0.20-0.399	There is a correlation between X and Y, but it is weak or litle.
0.40-0.599	There is a correlation between X and Y. The value is medium.
0.60-0.799	There is high correlation between X and Y.
0.8-1.000	There is very high correlation between X and Y.