

CHAPTER I

INTRODUCTION

This chapter explained background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, limitation of the study, and outline of the report.

A. Background of the Study

Language as a means of communication could be delivered through two channels; spoken and written. Both of those channels are different in the way they are produced.¹ Written language is not spoken language which is written, and so do spoken language is not written language which is spoken. As Gerot and Wignell say, that written language does not refer to language which is written down.² Likewise the term spoken language does not only refer to language which is said aloud. Moreover they say that spoken language tends to be complex grammatically intricate and written language tends to be complex lexically dense. From this statement, written language covers more complex lexically dense than spoken one. It effects that people should be aware and careful of creating a text. Although most written languages get involve with lexically dense, they still keep aware of another aspect in order to make the text meaningful. This can be done through the arrangement of the text structurally and systematically which relates to grammar mastery.

¹Ramelan, *Introduction to Linguistic Analysis*, 1992, Semarang: IKIP Semarang Press, p.2.

²Gerot, L and P, Wignell, *Making Sense of Functional Grammar*, 1994, Sydney: Antipodean Educational Enterprises, p. 158.

Writing as a part of productive skill³ is considered as the most difficult skill which involves some components.⁴ They are content, grammar, form, style, and mechanics. What is meant by content is the substance of writing or the idea expressed. Grammar relates to the employment of grammatical form and significant pattern, while form is about the organization of content. Moreover, style relates to the choice of structures and lexical items to give a particular one to writing, and the last component is mechanics which correlates to the use of the graphic convention of language.

This final project discussed one of writing components that was about grammar in using simple past tense. Grammar as one of writing components has the most important thing to deliver the intention of this research. According to Gerot and Wignell,⁵ the theory of grammar or language was needed to understand how texts work. Cook and Sutter in Suryanto assumed that grammar is a set of rules by which people speak and write. All of those statements ensured that grammar mastery is essential in writing. There are many scopes of grammar mastery; present, past, and future.⁶

English was different from Indonesian because English has each tense to state time makers of occurrences. The problem rise up when a learner faced

³Linse, C, *Practical English Language Teaching: Young Learners*, 2006, Singapore: McGraw- Hill, p. 24

⁴Harris, D. P, *Testing English as a Second Language*, 1969, New York: McGraw-Hill Book Company, p. 68-69.

⁵Gerot, L and P, Wignell, *Making Sense of Functional Grammar*, 1994, Sydney: Antipodean Educational Enterprises, p. 3.

⁶Pardiyono, *Sukses EBTANAS dan UMPTN Bahasa Inggris*. : Soaldan Pembahasan, 2001, Jakarta: Erlangga, p. 80- 81.

difficulties in using verbs, be and auxiliary towards different tenses. Meanwhile, there were various verbs in English which was not only needed further understanding, but also to facilitate it in memorizing as happened in simple past tense mastery.

The common tense that often used in writing anecdote text was past tense. The past tense was a tense that indicated 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.”⁷ 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.

One common characteristics of simple past tense was the verbs usually added by –ed or –d. Another one that make learners were confused was that simple past tense has irregular verbs in which the pattern is not just by adding –ed or –d as happen in regular one. Students as the sample in this study had difficulties in mastering grammar of simple past tense, such as how to change the positive form into negative and an interrogative sentence. In addition, they were still confused in using regular and irregular verbs. For example, “He was played in the field” or in “She spent her holiday in grandmother’s house”. Those were examples of students’ mistake during teaching and learning process in this study. For that reason, the writer intended to tackle students’ problem in mastering simple past tense by means of writing anecdote applied

⁷Marcella Frank, *Modern English: A Practical Reference Guide*, (New Jersey. Prantice Hall, Inc, 1972), p. 73

in two cycles of action research. The students would give treatment writing anecdote about their own experience. In order to reach the goal of this study, the students were also given exercises and smart solution to facilitate them in mastering simple past tense. Every cycle would be held a test to check their understanding. Therefore, the students' result would be compared and analyzed by using coefficient correlation of both pre test and post test.

English is one of the subjects belongs to national final exam; of course it is a serious problem if the students cannot master grammar well in all skills; listening, speaking, reading, and writing. Therefore, students' mastery of grammar is important so as to avoid misunderstanding. Many problems in the process of teaching and learning English demand teachers or education practitioners a correction or reflection, in order to overcome teaching problems faced by the teachers, and also as an initiative to make students more enthusiastic in learning English.

Based on the reasons above, this research entitle : The Correlation Between Students' Mastery of the Simple Past Tense and Their Ability in Writing Anecdote at The Eighth Grade of Mtsn 2 Palangka Raya

B. Problem of the Study

The problem in this study could be stated as follows:

1. Is there any significant correlation between students' mastery of the simple past tense and their ability in writing anecdote?

2. Is there any factors influence on students' mastery of the simple past tense and their ability in writing anecdote?

C. Hypotheses

According to Riduan there were two kinds of hypotheses. They were an alternative hypothesis (Ha) or often said working hypotheses (Hw) and Null hypotheses (Ho).⁸

Alternative hypotheses (Ha):

Students' mastery of simple past tense has significant correlation with their ability in writting anecdote.

Null hypotheses (Ho):

Students' mastery of simple past tense did not have significant correlation with their ability in writing anecdote.

D. Objectives of the Study

The objectives of the study were mentioned in the following sentences:

1. To describe the significant correlation between students' mastery of the simple past tense and their ability in writing anecdote.
2. To describe the factors influence on students' mastery of the simple past tense and their ability in using it in writing anecdote.

⁸Riduan. *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, 2005, Bandung: Alfabeta, P. 42.

E. Significances of the Study

There were two significances of these study; theoretical and practical. In the theoretical significance, this study was expected to be useful and helpful especially for the students. It because they found another way to mastery simple past tense easier which also increased their interest in improving writing skill through writing anecdote. In addition, for English teachers not only teach based on conventional method, but also various methods appropriately. For the practical significance, this study was expected to serve as an alternative method in teaching simple past tense in English which provides opportunity efforts for students to write more freely and enthusiastically. This study was expected to increase students' mastery in writing anecdote.

F. Limitation of the Study

This study limited the discussion of students' mastery simple past tense and their ability in writing anecdote at the eighth grade of MTsN 2 Palangka Raya 2016/ 2017.

G. Assumption of the Study

The assumption of this study is the mastery of English vocabulary has a significance correlation toward the improvement of the students' writing ability.

H. Operational Definition

1. Correlation study

Correlations indicate the relationship between paired scores. The correlations indicate whether the relationship between paired score is positive or negative and the strength of this relationship.⁹

2. 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).¹⁰ Past 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.

3. Anecdote

A kind of short story about an interesting or funny event or occurrence.

4. 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 to write in foreign language.¹¹

As Oshima and Hogue state that writing is the action that needs the some

⁹Donal Ary, at all. *Introduction to Research in Education, (Eighth Edition)*.(Canada:Wadsworth Cengage Learning,2010).p.128

¹⁰Betty Schramper Azar, *Fundamentals of English Grammar, second edition*, (New Jersey: Prentice Hall, 1992) p.18.

¹¹Santi Erliana, at all, *Developing Sentence Into Paragraph*, (Genius Media, 2014),p.64

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.¹²

I. Frame of Discussion

This study consisted of three chapters. Chapter I were the introduction which consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, limitation and outline of the report. Chapter II were the review of the related literature which presents the previous study, theoretical background and theoretical framework. Chapter III were methods of investigation which presents research design, object of the study, research of the study, population and sample of the study, variables of the study, hypothesis, instruments of the study, method of collecting data, and method of analyzing data.

¹²Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, (new york: pearson langman, 2007),p.15