

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the Background of the Research, Research Problems, Objectives of the Research, Significance of the Research, Scope and limitations of the Research, and Definitions of Key terms.

#### **A. Background of The Research**

Learning English is not only about understanding the meaning of its sentences but also comprehending the use of sentences as well as developing the appropriate sentences based on grammar rules. The ability to produce text such as writing is very important in communication. Writing is a language skill used for indirect communication (Asni et al., 2018). Therefore students can produce a text by writing. Students should be able to produce a text to express their opinions or explain a phenomenon around them. Writing is the physical process of transferring notions or words into a medium (Nunan, 2003). Writing itself is the process of producing text in the form of symbols and signs that presented visually. Text writing refers to students' ability to organize ideas from one paragraph to the next and combine these ideas systematically with clarity so that they are substantial (Muliadi et al., 2022).

Writing is not an easy skill even for native speakers since it needs more than just graphic speech representation but also how to present organized ideas (Salisati, 2013). Several linguistic components make it

challenging (ELbashir, 2023). Students must pay attention to some writing aspects such as word choices, vocabulary, spelling, mechanics, capitalization, and grammar in the process of writing (Sidabalok et al., 2023). Writing skills need grammatical mastery, rethorical devices, connceptual and jugmental elemen that make it considered to be complicated and difficult to teach (Heaton, 1988). Some difficulties are caused by insufficient fluency, insufficient cultural insight, a lack of precision and complexity, and a lack of self-esteem due to knowledge and experiences (Fairjones, 2018). It is not easy to have an excellent writing skill in native language and it is even more difficult to have excellent writing skill in a foreign language such as English (Setyowati & Hardiastikna, 2019). Writing needs a long practice process before students can produce great written work in the future. Despite the statement that writing is difficult to master, students should be able to write since it plays a crucial part in the learning process and helps them communicate their thoughts (Narvika et al., 2021). Furthermore, due to modernization, writing skills will be very important in daily activities as well as in the workspace.

Some people have their style of writing and use beautiful language to write. But before that, they must know the basic rules of writing. Writing that using the basic rules can make the reader understand the purpose of the text easily. Having a firm grasp of grammar rules is an important part of having a good text (Amelia et al., 2021). That is the reason why grammar plays a very important role. If the students master the English structure

deeply, they will be able to construct correct sentences and communicate effectively (Suseno & Setyawan, 2014). Grammar is a structured instrument that allows us to compose sentences in a language using a limited set of rules (Harley, 2001). Therefore, in order to produce a work that is worthy to read, it must be well organized.

There are many types of text because they are constructed differently to achieve different purposes (Hamid & Qayyimah, 2014). The aim of the text is reflected in how an author describes the events that occurred (Rochmawan, 2023). Some types of texts introduced in school are recount, narrative, report, procedure, descriptive, exposition, explanation, discussion, new item, anecdote, and review. All texts, including recount text always related to the use of grammar. Recount text is used to tell about past events, such as vacation experiences, accidents, and activity reports (Maru'ao, 2022). In line with that, Mark, et.al (1997) stated that it is a text that recounts past occurrences, typically in the chronological order in which they happened. The past tense and conjunctions are common grammar devices used in recount texts to clarify the order of events since recount text tells past events in sequence. Recount text is one of the texts that is often produced or written. Many reasons make people write and explain past events. Someone can share experiences by writing recount text. In addition to personal purposes such as diaries, writing incident reports is also part of recount text. In Indonesia, recount text is taught in the eighth grade. If students have studied recount text, students should understand and be able to write recount text simply.

However, if students cannot write recount text, it means that the learning objectives have not been fully achieved. Since the students must be able to write about personal experiences or events in the past, researchers decided to make it the focus of the study, the researchers chose it as the main focus of the study.

Several previous researchers have been investigated on the same field. The following is some research about grammar mastery and writing achievement. First, a study was conducted by Sidabalok et al. (2023) with the title “The Correlation between Students’ Grammar Mastery and Writing Achievements of Eleventh Grade Students at SMA Negeri 5 Pematang Siantar”. The research aimed to find out the correlation between students’ grammar mastery and writing achievement. There were 36 students chosen by purposive sampling. The grammar test was about simple past tense and the writing test was about recount text. The result shows that there is a positive correlation and it can be concluded that there is a significant correlation between students’ grammar mastery and their achievement in writing recount text.

Second, a study conducted by Purba & Indriyani (2021) with the title “The Correlation Between Students’ Grammar Mastery and Writing Ability”. The sample was 30 students selected by cluster sampling technique. The data were collected from writing tests and grammar tests. The result showed that there is a significant correlation between students’ grammar mastery and writing recount text ability.

Third, a study conducted by Pravitasari & Kamal (2023) with the title “A Correlation Between Students' Mastery of Functional Grammar and Their Achievement in Writing Recount: A Study at An Islamic Boarding School”. The aim was to find out the correlation between students' mastery of functional grammar and their achievement in writing recount text. The sample was eighth-grade students. The grammar test was simple past tense and the writing test was factual recount text. This study also discussed the different performances of female and male students in functional grammar tests and writing tests. It showed that the lowest scores were obtained by female students. It also showed that there is a significant positive correlation between students' mastery of functional grammar and their achievement in writing recount text.

Fourth, a study conducted by Janurita (2021) with the title “The Correlation between Students' Grammar Mastery and Recount Text Writing Ability of the Tenth Grade Students at SMK PGRI 5 Denpasar in Academic Year 2021/2022”. The samples were 42 students chosen by random sampling method. The tests were a grammatical transformation test and a writing test. The result showed that there is a high, significant, and positive correlation between students' grammar mastery and recount text writing ability.

The fifth study was conducted by Lestari et al. (2021) with the title “The Correlation between Students' Mastery of Simple Past Tense and Their Ability in Writing Recount Text”. The aim was to find out the correlation between students' knowledge of the simple past tense and their ability to

write a recount text. The sample was all students in 10th grade chosen by total sampling technique. The tests were simple past tense mastery and writing recount text. The finding showed that there is a significant correlation between students' knowledge of the simple past tense and their ability to write a recount text.

Most of those studies show that there is a correlation between students grammar mastery that influence their writing achievement. But in this study, there are differences in the level of students and the material of the grammar. Majority, the subject of those researches were students at the senior high school level. Meanwhile, the researcher sees that there is a distinct difference between the abilities and knowledge of senior high school students and junior high school students. The current curriculum keep changing and influence the teaching-learning process and also the students themselves. Junior high school students are required to be able to compose a simple text. But at this level, compared to senior high school students, their abilities are deffinitely different. So, the researchers want to verify the theory that was previously investigated at the senior high school level to the junior high school level with different students' ability and proficiency.

Furthermore, this research focus on the language features of recount text since the grammar rules are very various and abroad. The researcher limited it by focusing on the use of grammar in the langauge features of recount text such as the use of simple past tense, conjunction, and the pronoun since the students also learned this languge features in the class.

In the learning process, students are expected to be able to write a simple or short recount texts. However, if students cannot apply correct grammar, there will be many errors that will affect the success in achieving learning goals. As many studies show that grammar mastery affects writing achievement, the awareness to emphasize grammar learning also increases. Therefore, the researcher decided to take the title, “The Correlation Between Students’ Grammar Mastery and the Achievement in Writing Recount Text of VIII Grade Students at MTs N 5 Kediri”

#### **B. Statement of The Research Problems**

Based on the background of the study in the previous section, the formulated research problem is “is there any significant correlation between students’ grammar mastery and their achievement in writing recount text?”

#### **C. The Objective of The Research**

From the background of the study and research problem, the objective of this study is “to investigate the correlation between students’ grammar mastery and their achievement in writing recount text”.

#### **D. Research Hypothesis**

The research hypothesis is used as a tentative answer to the research problem. Null hypothesis (H0) and alternative hypothesis (H1) are explained as follows:

H0: there is no significant correlation between students' grammar mastery and their achievement in writing recount text.

H1: there is a significant correlation between students' grammar mastery and their achievement in writing recount text.

### **E. Significance of The Research**

Information on the results of this research can provide benefits to teachers, students, and further researchers.

#### **1. For teachers**

Teachers can know how far is the students' grammar mastery and how far is the student ability in writing a recount text. By the result of this research, teachers can anticipate the writing activity in the classroom regarding other texts in the future.

#### **2. For students**

Students can know to what extent they have to improve their writing skill and they know the importance of learning grammar.

#### **3. For further researches**

If other researchers want to research the same field, they can get the benefit from this research as a reference. The result of this study can strengthen their hypothesis. They can develop the variables in the different research designs.



## **F. Scope and Limitations of The Research**

Research needs to restrict the discussion so that the discussion remains on topic. These are the scope and limitations of the research.

### **1. Scope**

This study is limited to investigating the correlation between students' grammar mastery and writing recount text achievement. The discussion students' grammar mastery is adapted to the material taught at the MTs/SMP level. The recount text discussed is also based on the syllabus.

### **2. Limitation**

This study does not explain deeply how or why can students' students' grammar mastery be correlated with their writing ability. This study does not discuss the other aspects of grammar that are used in different texts. Considering that the data needed is only data related to students' grammar mastery and the students' achievement in writing recount text.

## **G. Definitions of Key terms**

### **1. Correlation**

Correlation in the context of this research can be defined as the part of the research that explains the relationship between two variables, namely students' understanding of grammar mastery and writing recount text achievement.

## 2. Students' grammar mastery

Grammar mastery is the understanding of grammar rules and the ability to implement grammar effectively and efficiently. Grammar plays a big role in any kind of text. Different texts use different grammar since the purpose is different.

The basic thing students should be able is to know or judge when an action takes place and when an event happens. Students must be able to apply the grammar or language features of recount text.

## 3. Recount Text

Writing achievement is the students' ability to express their ideas, thoughts, and feelings in writing measured by a writing test. Students should know the basic knowledge about recount text such as what is recount text, the social function of recount text, and the language features of recount text.