

CHAPTER I

INTRODUCTION

1.1 General Background of Study

English is international language that is used in the world. English is used by people to communicate each other. Most sources of issues including book, science, and technology are written in English. Brumfit states that English is international language and the most widespread medium of communication, both because the number and geographical areas of its speaker and the large number of non native speakers who use of it for part their international contact. So, this is not surprising that English is necessary for life. Most of people speak English to obtain relationship with other people who are coming from different countries. Harmer (Harmer, 2001:1) states:

“Although English is not the language with the largest number of native or ‘first’ language speakers, it has become a lingua franca. A lingua franca is defined as a language widely adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers are using it as a ‘second’ language.”

People who study English as second language, it is necessary because English had been the one language that used even passively or actively. By doing that, we are able to be master of English in many aspects namely in business, trade and education.

Realizing the developing of English in Indonesia as a form of communication, this is the reason why the government applies English as subject for our education system. As the name implies, it has been developed in based competence and K13; as a necessary mean to achieve a good competence.

As consequence, English language teaching is aimed to achieve the competencies. This means that students must be able to obtain the competencies all of English abilities. In English competency, there are four skills namely writing skills, reading skills, speaking skills, and listening skills. Those abilities have been studied by the students in school, courses, English institute and many others so that the students find the problems. Most of the problems come from writing skills.

Furthermore, Indonesian students think that writing skills is difficult to learn because the materials must be mastered to express many kinds of meaning in text. It is supported by Richards and Renandya (2002:203) who states that writing is considered as the most difficult skills for the students because it is not only in terms of generating and organizing ideas, but also about translating these ideas into printed words that is readable. In other hand, the students have to be great at L2 background knowledge about punctuation, grammar; word choice and organization of ideas in order to clarify written points and influence the readers to understand the writer's ideas.

Writing should be practiced and studied gradually so that the students master it well. It will take time to be able to write a good writing. It needs some proper guidance and sustained practices (Cantony and Harvey, 1987:81). This statement above indicates that students need practice to write composition, essay, paragraph or even journal. The additional perspective, writing is necessary to enhance the skill for composing, developing and analyzing the ideas.

The theory state that, learning writing skills is difficult as it has many components to create a text. This means that the students automatically have to

work with such writing components as punctuations, grammar and word choice from which the text is built. By doing that, they will master their ability in various of text. According to Derewianka (1990:17) states:

“A text is any meaningful stretch of language- oral or written. But of course not all texts are the same, [...]. One factor which accounts for differences in texts is the purpose for which the text is being used. Texts are structured in different ways to achieve its purpose.

Regarding Derewianka's opinion, the researcher will be able to find and classify kinds of text in writing skills namely narrative, recount, procedure, descriptive, news item, explanation etc. As any of writing genre, a narrative text is also learnt continuously in every grade of senior high school level. Narrative is one of the types of text that exist in English lesson. The function of narrative text is used to entertain or amuse and to deal with problematic event which lead to a crisis or turning point of some kind, which in turn finds a resolution (BSNP, 2003:49). This statement indicates that narrative is type of texts which tells a past story and aimed to entertain or inform readers. Therefore, past tense should be used in writing narrative text.

Teachers complain when teaching narrative is the suspicious score that appear between narrative and simple past tense. The correlation between narrative and past tense defies the existing theory. The score of narrative text is suspiciously high and the past tense score is nonsensically low. The theory states that past tense is important to good narrative texts, which require for being past, directing indirect sentence, and regular irregular verb. The direct indirect sentence requires students to master past tense first. This suspicious score is correlation requires further researcher to be analyzed by the researcher.

The explanation above indicates that the student difficulty is a grammar. Grammar is essentials as the rules of the wording meaningful utterances. As prove is writing skills, at least students have master not only grammar but also vocabularies well. This case, verb tense has essentials role to indicate that tense is necessary to clear writing.

Therefore, considering the importance of grammar in creating the text in narrative text, the researcher will investigate the correlation between student's mastery past tense and their achievement in writing narrative text.

1.2 Research Questions

Based on the background problem above, the research questions are elaborated as follows;

1. Is there any correlation between the student's mastery of past tense and their achievement in writing narrative text?
2. How is the correlation between the student's mastery of past tense and their achievement in writing narrative text?

1.3 Objectives of Study

The objective of study can be stated as follows;

1. To find out whether or not there is correlation between students' mastery of past tense and their achievement in writing narrative.
2. To find out how they correlate each other

1.4 Significance of Study

The study about the correlation between students' mastery of past tense and writing narrative text will be useful for the students as the aim of this research. In another hand, the researcher expects this research give many contributions to English in teaching and learning.

1. For the teachers as the researcher, this research will inform them about components narrative text so that it can help student to write narrative text accurately.
2. For the students, student will recognize and realize that mastering past tense in writing narrative text, is useful to create a good skills in writing.
3. For the readers, it can inform them the correlation between students' mastery of past tense and their achievement in writing narrative text.

1.5 Limitation of The Study

Based on identification above in twelfth grade of senior high school 1 Kamal in academic year 2014/2015, this study is limited to analyze the correlation between students' mastery of past tense and their achievement in writing narrative.

1.6 Statement of Hypothesis

After conducting the limitation of the problem, the research problem was formulated into a hypothesis. There is correlation between students' mastery of past tense in their achievement writing narrative text, while the correlation itself is linear between past tense and narrative text.

1.7 Definitions of The Key Terms

To avoid misunderstanding in this study, definition of key term will be provided to obtain same interpretations in understanding the study. Those terms are

1. Past tense is a tense that deals with event in the past. This event means that there is significant time or definitely. Most of the people express their ideas especially in the past event using past tense.

2. Writing is one of English skills which are belonging to productive skill. It means that the writer must be able to explore an idea, arrange the outline, making cluster and organize the content before starting writing.
3. Narrative text is types of text which tells story in the past and it aimed to entertain and inform the readers. Narrative text has two particulars such as generic structure and language features. The generic structure includes orientation, complication and resolution whereas language features consists of action verb, temporal conjunction, mental processes and simple past tense.

1.8 Organization of Reports

This final project is divided into five chapters. The first chapter consists of the background of the study, identification of the problem, limitation of the study, statement of the hypothesis, objective of the study, significance of the study, and the organization of the report. The second chapter deals with the review of related literature. It consists of the theories underlying the study. In the third chapter the researcher presents the research methodology, which includes the explanation about the population and sample, research instrument, validity and reliability of the instrument, item analysis, data collection, and data analysis process. The fourth chapter deals with the result of the study. It is the analysis to answer the statement of hypothesis. The fifth chapter, it provides conclusion of the study and some suggestions that the researcher made from the finding the writer had.