

# CHAPTER I

## INTRODUCTION

### A. Background

As one of the international language, English is often used in communication. In mastering an international language students have to study all from basic. English should be practiced every day. If the language is not practiced everyday it will be lost. The students in their daily activities use mother tongue. So it is difficult to practice this language. The students sometimes study English only at school and at home they use the mother tongue.

In Indonesia, English is one of compulsory subject. Starting from kindergarten, elementary school, junior high school, senior high school, and public. By learning English, students can increase vocabulary and writing in learning English. Most students think that English is difficult so they hard to study it.

Some students demand for using English in the class and when the English lesson time starts. Related to learning foreign language, the students must practice every day. Even though the students are not very familiar with the language. In English it is known that there are four skills such as writing, listening, reading and speaking. Especially in grammar, if the grammatical form is wrong, it will be different in meaning.

In English grammar is known as part of speech. Noun, adjective, verb, pronoun, adverb, preposition, conjunction, and interjection. According to Radford (2009), “grammar is traditionally subdivided into two different but interrelated areas of study morphology and syntax. Morphology is the study of how words are formed out of smaller units (called morphemes). And syntax is the study of the way in which phrases and sentences are structured out of words.” In learning grammar means learning of morphology and syntax because both of them are the components of language (p.1)

Writing is one area of skill activity that has an important role in learning. One of the goals of writing skills is that they need to be trained and developed through the educational process. Writing skills are not automatically mastered by students. Once it is in the rules of writing using English grammar. Many students don't understand how to write using English grammar. Writing ability is a type of written language ability that is productive, so as to produce a work / story. To improve the quality of writing, teachers as instructors usually give a task to make a paragraph.

Alice Oshima and Ann Hogue (2007) said writing is expression of ideas, thoughts, and stories on a piece of paper. For some people, writing might be hard even in their language. 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. Writing is also not only a symbol on a piece of paper but it should be

arranged into good sentences or paragraph by using some grammatical rules (p.15).

According (Harmer, 2001 & Brown 2001) When writing is seen as the product, the attention is placed on the final product of writing such as the essay, the report, the story or what the product should look like (p.335). It means that the writing should (a) meet certain standard of prescribed English rhetorical style, (b) reflect accurate grammar, and (c) be organized in conformity with what the audience would be conventional. In other words, the value of the end product is the main thing to be focused on rather than the process of writing itself.

Writing is ideas, opinions, and concept of a person reader in written language. For some students it is quite difficult to learn, so they think writing must be skipped to learn. Because, students must learn vocabulary too. Vocabulary is important aspect in learning a foreign language. Vocabulary is one of the limitations for students to write. Besides students are also busy with a correct and good sentence structure. It is believed that writing is important and frequently used in people's daily lives either as individual such as writing application letter, messages, and dissemination of the research result or member of society such as in a workplace issues. Writing is also taught in formal education considering the importance of having ability and good skills of writing. Yet, it is not easy to define the ability of writing. There are various definitions of writing ability according to different approaches of the teaching of writing. A consideration of the writing process, and of how speaking and writing are related to each other, especially in a world of changing communication media is not only of academic interest. It also has implications for the way we teach writing. Many traditional approaches, for example, failed to incorporate the kinds of insight into the writing process that we have been discussing. In some teaching, for example, students write a composition in the classroom which the teacher

corrects and hands back the next day covered in red ink. The students put the corrected pieces of work in their folders and rarely look at them again.

Writing ability is also one of the important keys in mastering a language, especially English. English is not just communicated verbally, but it can also be written because it can accommodate more ideas and impressions. In certain situations, for example applying for a job, are expected to be able to write self-qualifications in English. In addition, proper writing will be useful as a means of promoting to the company or desired job. Other situations when dealing with writing tests in the TOEFL and college entrance exams. The ability to apply good writing techniques will increase chances of getting satisfying results with effective use of time. Writing skills especially in English will be very useful when want to express creative ideas in the form of written works, personal letters, poetry, prose, novels and others. Therefore, the ability to write in English is actually as important as the ability to speak, even more targeted if our can explore and use it intelligently. But writing skills still seem to receive very little attention. It must be realized that writing skills are very necessary in modern life, but in reality there are still many students who have not mastered writing skills yet.

Syarif (2014) stated, not only express idea on the paper but also writing needs well knowledge and hard thinking when students produce words, sentences, paragraph at the same time with good English grammar. For some Indonesian students it is not easy to change the form and the combine the words into sentences. They seem to have a problem in mastering English grammar especially about tenses however, when students write something, they found many difficulties. Then, the other hand, students didn't know the meaning of words and the function of word. Besides, they didn't know what the tenses used to make paragraph (p.13).

Moreover, tenses is a part of grammar and the function of the tenses is to explain the action in the story happened. According to Riyanto (2006) state that tense is used to show the relation between the actions or state to locate an event or state to a point of time (p.15). Thus, students have to understand the part of tenses in writing paragraph or essay. One of tenses is Simple past, this tenses explain the accident that happened in the past time. Futhermore, simple past used regular and irregular verb or they can use verb be (was, were).

In writer's experience the most problem appear in learning English is about comprehending the grammar rules and difficulties to write. This is because in grammatical rules, it is regarded not as something interesting in its own right, but also a necessary function of language, and it is therefore taught by way of rules and structures. Besides, the difficulties arise from the nature of the system itself and from the differences between English and students' native language. Nevertheless, students have to be concerned about grammar rules because they will always find it in order to be able to communicate effectively in English, either spoken or written. On the other side, in writing process, students often find it hard even to write in their native language. The students cannot write well if they do not have a good grammar especially in tenses.

Based on the description above, the writer conducted an investigation on the correlation between grammar and writing skill. Based on the background above, the writer is intended to research about :*“The correlation between using English tense ability and writing skill at 7<sup>th</sup> grade of SMPIT AL FATAH”*

## **B. Questions and Scope of the research**

### **1. Question of the Research**

In this research stated as follows : “is there any correlation between using tense toward writing descriptive paragraph on 7 grade ?”

## 2. Scope of the Research

The writer has found to students at 7<sup>th</sup> grade of SMPIT AL FATAH to improve their tense and writing descriptive paragraph at 7<sup>th</sup> grade of SMPIT AL FATAH. The writer is only limited the tense in simple present tense and simple past tense.

## C. Research Hypothesis

Sugiyono said (2013), “Hypothesis can be interpreted as a temporary answer to formulation of the research problems” (p.50). Summarizes a hypothesis is a temporary assumption that the truth must be tested based on field data and the conclusions are still temporary. From the above research make hypothetical as follows :

Ho : there is no correlation between tense and writing descriptive paragraph at 7<sup>th</sup> grade of SMPIT ALFATAH.

Ha : there is correlation between tense and writing descriptive paragraph at 7<sup>th</sup> grade of SMPIT AL FATAH.

## D. Objective and significant of the research

### 1. Objective of the Research

The objective of this research is to find out whether there is a signification a correlation between tense and writing descriptive paragraph at 7<sup>th</sup> grade of SMPIT Al Fatah

### 2. Significant of the Research

#### a. For writer

The writer hopefully can learn again about grammar, especially in tense and writing ability in descriptive text. The writer will able to increase students knowledge in grammar and writing skill. The writer wishes this paper will be useful for them especially in study English at school.

**b. For students**

Students can take story descriptive for material in learning English language to study about English language. Many advantages that the students have much more knowledge about tense and writing descriptive.

**c. For readers**

The writer is expected to give information for someone who read this. The writer wishes this writing can be useful for readers.

**E. Method of the Research**

In writing this research the writer use quantitative method, and in the form of correlation. Correlation is to look for two variables in finding relationship. According to Sugiyono (2013), "Method of the research quantitative can be interpreted as a research method based on the philosophy positivism, used to examine the population or sample particular, the sampling technique in general, random, data collection using the research instrument, quantitative or statistic data analysis with the aim to test the hypothesis has been established." (p.14)

In method of the research quantitative the writer takes population 56 students and sample for about 30 students. The writer collects the data only for about 30 students. It is the limit from of time, donation, and energy. So the writer use sample form population. In researching the writer uses instrument of the research. The data have been collected then analyzed. In quantitative research, analysis the data use statistic. And then, the data given discussion using tables or graphs. After the results of the research given discussion, then the data conclude.

## **F. Operational Definition**

### **1. Grammar**

Grammar is the rules systematic study and description of a language especially in tense. Tense is a verb form to indicate the timing of an event. The writer only discuss 3 tenses. Between simple present tense, simple past tense.

### **2. Writing narrative**

Writing is an activity to create an idea or creativity by taking notes. Another definition about writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text. In its most advanced form, written expression can be as vivid as a work of art. As children learn the steps of writing, and as they build new skills upon old, writing evolves from the first simple sentences to elaborate stories and essays. Spelling, vocabulary, grammar, and organization come together and grow together to help the student demonstrate more advanced writing skills each year. According to “Barli Bram” defines that writing is producing or reproducing written message. It is an active process to organize and



formulate the ideas on the paper. Therefore, before we write we need to determine what to write should have something meaningful to convey.

### 3. **Descriptive text**

A text with its purpose is to describe text stretch out much information about certain people, things, and place and detail. The purpose of description is to present the characteristics of object, persons, places, and sensations the learner's present. According to Mark (2003) he said, its purpose is to tell the subject by describing its feature without including personal opinion. (p.26)

### G. **Systematization of the Research**

To make the simple review and understanding of this paper, it has arrangement that is written systematically as follows :

Chapter 1: Introduction explains about the background of the research, the scope of the research, question of the research, the objective of the research, the significant of the research, operational definition, the systematization of the research.

Chapter II : Theoretical description discusses of the grammar definition especially in tenses, writing definition. The definition will give the information for the writer to conduct the research of the title the relevancy.

Chapter III : Methodology of the research depicts about time and place of the research, population and sample, method of the research, instrument and variable of the research, technique of the data analysis.

Chapter IV : Data analysis is about data description, data analysis of X and Y, data interpretation.

Chapter V :Conclusion and suggestion explains about the summary based on the previous chapter and some suggestions for the next in future.

