

## CHAPTER I

### INTRODUCTION

#### A. Background of the Research

Language is an ability that humans have to communicate in everyday life. Language is not only conveyed by words but also by symbols and body movements. As social beings, humans need means to interact with other humans in society to communicate, provide information, express self-expression, interact socially, doing social control and so on. Language also has an important role in human life, one of which is as a learning method in the scope of the language itself.

It is known, languages are very diverse. The diversity of languages in each country is caused by the cultural isolation that occurred at the time of the human ancestors themselves. In order to establish relations between each other and make it easier for humans to communicate with each other between countries, an international language is needed. English has become an international language. Some nations, notably Indonesia, speak it as their native language.

In this era of globalization, English also has an important role in the means of communicating in education. From Elementary school until university, English is a required subject in every school in Indonesia. Based on Setiawan (2023), Students in Indonesia only learn English as a foreign language formally at school and do not use it as an everyday

language. As a result, classroom activities in language learning are critical to improving students' English proficiency.

Sari (2020) stated there are four abilities that pupils should learn in schools included speaking, reading, and writing, as well as listening. They are inextricably linked to other facets of language, such as grammar and vocabulary. Senior high school pupils are expected to acquire English from a variety of texts in accordance with our curriculum. In other words, during the English class, the pupils will encounter a variety of texts. According to the curriculum, students should be able to identify the text's theme, specific facts, and the meaning of the words and sentences.

Of the four skills, according to Umar (2015) that writing, as one of the language skills that must be learned for a variety reasons, is the most difficult for students to master. This is because there are several factors that must be considered in writing. There are: content, rhetoric, vocabulary, grammatical structure, and writing style such as punctuation and capitalization.

The students need to master writing skills as the basic competencies in teaching and learning English as subject at school. There are various types of writing that students have to learn in Senior High School. One of them is narrative text. This text is a type of genre that contains the process order of doing something. The process is a written way for us to express writer's thoughts and opinions. The purpose of narrative text is to entertain and share the story with the readers.

Narrative text is aimed to entertain people about the events, legends, or imaginative stories. It is also intended to put the moral value into the stories. Sulisty (2013) stated narrative as the stories are mostly imaginary stories but sometimes it can be factual too. According to other expert, Sari (2020) stated the importance of mastering Narrative text for senior high school students is to initially understanding the generic structure of narrative text. There are structures of this text such as orientation, complication and resolution. From learning the narrative text, students can comprehend lexicogrammatically features such as the use of simple past tense, a focus on individual participants, and the use of temporal sequence.

As one of the components of writing especially narrative text, grammar including tense (e.g., simple past tense) takes an important role in writing and clearly it affects one's writing. The connection between writing and grammar is very important. Grammar helps readers to understand text or essay. Some people may be good in writing with lots of good ideas to express but if they lack of grammar knowledge, they will have such a trouble in communicating those ideas to other people.

Simple past tense as part of grammar is tense used for express an event that ended in the past. Sari, et al., (2021) stated the simple past tense describes an accident that happened in the past. Additionally, regular and irregular verbs can be used in the past tense, as well as verb be (were, was). Umar (2015) suggests past tense patterns are very important when

writing English study. For example, all past events are used in writing tasks, so students may want to write down their vacation experiences in an easy-to-write place.

In Indonesia, English is recognized as a foreign language, not a second language. As the result, students have experienced difficulties in learning English as a subject at school. One of the difficulties is when students are assigned to write a narrative text that contains past tense structure. The problem of tense is common among EFL students. They must to know phrases or structures that are different from the language they used every day.

Pratiwi et al., (2022) stated some second-year students of senior high school still had difficulty understanding the simple past tense in writing narrative text. Those were: memorizing regular and irregular verbs, having the lack of vocabulary knowledge, do not comprehend the teacher's directions and the students are still unsure about how to utilize the present and past tense. Those difficulties are caused by internal factors (mind block, interest, lack of motivation and the student's anxiety) and external factors (game addict, family and facility).

Based on the explanation above, there are relations between the simple past tense mastery and narrative text ability. It is important to use words properly with the correct tense in order to get the point directly. Knowing grammar especially past tense in narrative text will help students to form correct words in a sentence. So, the writer would like to do



research by the title “The Correlation between Students Simple Past Tense Mastery and their Ability in Writing a Narrative Text at Students of SMAN 1 Setu”

## **B. Question and Scopes of the Research**

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

According to the background of the research above, the writer would like to analyze the following question, “Is there any correlation between students’ simple past tense mastery and their ability in writing a narrative text at SMAN 1 Setu?”

### **2. Scopes of the Research**

As the topic suggests, this study is conducted to prove whether or not there is a significant systematic relation between grammar mastery and the ability in writing. Therefore, this study is to find out the correlation between student’s simple past tense mastery and their writing ability of narrative text at the second grade of SMAN 1 Setu by using grammar test for simple past tense and writing text for narrative text.

## **C. Research Hypothesis**

There are two hypotheses in this research, as follow:

1. Hypothesis (Ho): There is no correlation between students’ simple past tense mastery and their writing ability in narrative text of the second of SMAN 1 Setu.

2. Alternative Hypothesis (Ha): There is a correlation between students' simple past tense mastery and their ability in writing narrative text of the second-grade students of SMAN 1 Setu.

#### **D. Objective and Significance of the Research**

##### **1. Objective of the Research**

The purpose of this study is to find out the correlation between students' mastery of simple past tense and their ability in writing narrative text at SMAN 1 Setu.

##### **2. Significance of the Research**

The writer expected this research paper can be useful to make a theoretical and practical contribution not only for the writer but also for the reader.

Theoretically, the benefits of this research for readers are to inform them about the relations between grammar and writing. The researcher also hopes that the result of this study will become input to English teachers and also English learners for their teaching and learning. Some people assume that without a working knowledge of good at grammar, good writing is impossible. So, the extent to which grammar mastery affects the student's ability in writing.

Practically, the writer hopes the result of this research can be useful for the relevant research, especially for English literature student of School of Foreign Language – JIA Bekasi who choose this

title or this similar title, or can be useful for the students who use the same technique of the data collection.

## **E. Operational Definition**

The writer will explain the meaning of the terms one by one to be use in this research, through this following:

### **1. Simple Past Tense**

The simple past tense is one of the tenses in the past form. This tense is used to describe or explain facts or general things that have happened in the past that have been completed and ended in the past as well. Simple past tense creates well-organized reading and writing performances in order to understand it easily because of the narrative text is about the past. Simple past tense and narrative text are dependent each other. The simple past tense is the rules and conventions that govern how word can be put together to making meaning and explains the time in the text correctly.

### **2. Narrative Text**

Narrative text is the type of the text that tells a chronological story in the past tense. This text is imaginative text and aims to tell a story that have a series of events that have an interrelated chronological order. It is also intended to put the moral value into the stories.

## **F. Systematization of the Research**

The research is divided into five chapters, which are:

1. Chapter I is Introduction. This chapter contains about the background of the study and the reason of the research chosen by the writer, question and the scopes of the research, research hypothesis, Objective and significance of the research, operational definition, and systematization of the research.
2. Chapter II is Theoretical Description. This chapter contains about the definition of language, the definition of English, the definition of simple past tense, the definition of narrative text, also research of relevance.
3. Chapter III is Methodology of Research. This chapter involves systematically about time and place, population and sample, method of the research, variables, instruments, technique of the data analysis.
4. Chapter IV is Data Analysis. This chapter explains about the data and problem solution.
5. Chapter V is Conclusion and Suggestion. This chapter consist the conclusion and suggestion of the research.