

**A CORRELATION BETWEEN STUDENTS' GRAMMAR MASTERY  
AND STUDENTS' WRITING ABILITY**



**A THESIS**

*Submitted to the Faculty of Teachers Training and Education Makassar  
Muhammadiyah University in Portal Fulfillment of The Requirement For the  
Degree of Education In English Department*

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MOTTO

*The Intelligence is not The Determinant of  
Success, But Hard Work is The Real  
Determinant of Your Success.*



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Makassar, January 2019

Rismasari

## ABSTRACT

**Rismasari, 2019.** *A Correlation Between Students' Mastery of Past Tense and Students' Writing Ability.* A Thesis of English Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Erwin Akib and Muhammad Astrianto Setiadi.

This study aimed at finding out whether or not there was a correlation between students' grammar mastery in term of past tense and students' writing ability in term of recount text. This study used correlation research.

The instrument of this study used grammar test and writing test. The population of this study was the eighth grade at SMP UNISMUH Makassar, academic year 2018/2019. The sample was class VIII.A1 which consisted of 23 students selected by using purposive sampling. The research variable was the students' grammar mastery in term of simple past tense as independent variable and students' writing ability as dependent variable.

The findings indicated that the mean score of the students' grammar mastery got 72,34 while in students' writing ability got 71,97. The students' grammar mastery and students writing ability have a correlation, there was 0,50 classified in average relationship through procedure of formula of product moment correlation.

**Keywords: Correlation, Grammar Mastery and Writing Ability**

## **ABSTRAK**

**Rismasari, 2019.** Korelasi antara Penguasaan Tata Bahasa Siswa dan Kemampuan Menulis Siswa. Skripsi Jurusan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Dibimbing oleh Erwin Akib Dan Muh. Astrianto Setiadi.

Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara penguasaan tata bahasa siswa dalam hal past tense dan kemampuan menulis siswa dalam hal teks recount. Penelitian ini menggunakan penelitian korelasional.

Instrumen penelitian ini menggunakan tes tata bahasa dan tes menulis. Populasi penelitian ini adalah kelas delapan di SMP UNISMUH Makassar, tahun akademik 2018/2019. Sampel adalah kelas VIII.A1 yang terdiri dari 23 siswa yang dipilih dengan menggunakan purposive sampling. Variabel penelitian adalah penguasaan tata bahasa siswa dalam hal simple past tense sebagai variabel independen dan kemampuan menulis siswa sebagai variabel dependen.

Temuan menunjukkan bahwa skor rata-rata penguasaan tata bahasa siswa mendapat 72,34 sedangkan dalam kemampuan menulis siswa mendapat 71,97. Penguasaan tata bahasa siswa dan kemampuan menulis siswa memiliki korelasi, yaitu 0,50 diklasifikasikan dalam hubungan rata-rata melalui prosedur rumus korelasi momen produk.

**Kata Kunci : Korelasi, Penguasaan Tata Bahasa, dan Kemampuan Menulis**

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# CHAPTER I

## INTRODUCTION

### **A. Background of the study**

Grammar is the structure and meaning system of language. According to Fromkin and Rodman (1983: 12) in Hanifah (2017), to understand the nature of language, learners must understand the nature of this internalized, unconscious set of rules which is part of every grammar of every language. It means that grammar has important role for people who want to learn another language.

The mastery of students' grammar can be measured with how the students arrange sentences into good sentences based on the rule of English grammar. Morenberg (1997) in Hanifah (2017) defines that grammar as a sequence process in managing words becoming meaningful sentences. In line with the opinions, grammar mastery is the ability to produce sentences correctly by combining words component to use in communication. From the description above, it can be concluded that grammar is one of language component that has important aspect in writing ability. Tense is something to express activity that need time relation. Based on curriculum, there are six tenses which are taught in the Junior High School include simple present tense, simple present continuous tense and simple past tense. Therefore, tenses are considered as one of difficult materials when students learn grammar. It is proved by some researchers who studied about tenses.

There are many errors and mistakes in learning English tenses but making errors and mistakes is normal and unavoidable. In English, there are four skills that should be mastered, they are listening speaking, reading and writing. Those four skills are classified into two categories. Listening and reading belong to receptive skill, which the user of language requires to receive the spoken and written language. While, speaking and writing are productive skills which the language users require the ability to produce language both spoken and written (Harmer, 1998: 44). Those skills in English should be integrated well including writing skill. Writing will help students master other skills and mastering English completely. The students are sometimes afraid and shy to speak what they want to say but they can tell what they think and what they want to say into draft or writing before speaking.

Writing involves transferring messages from our thoughts to form of flat surface (written form) using language. Powell (2009: 13) stated that writing is hard to see because it governs our thoughts and hard to talk about because of the lack of consistent names for real categories. Writing is a system of markings with a conventional reference that communicates information like the signs on this page. Writing is a difficult activity for most people, both in mother tongue and in foreign language. Writing is the most complex one compared to the other skills. Not only putting letters, symbols, and numbers, it involves many aspects such as paragraph development, mechanic and organization of content and it demands standard from grammar, syntax, and vocabulary. In writing, the relation between sentences operates at several levels (Byrne, 1994: 4).

Correlation can be interpreted as relationship. But when developed further, correlation is not only understood to the extent of that understanding. Correlation is one of the analytical techniques in the statistics used to find the relationship between two variables that are quantitative. The relationship of these two variables can occur because of a casual relationship or it could happen by chance alone.

Olshtain (1991) says that in writing activity, writers communicate with readers in written form. Thus, in order to build a good written communication, a good grammatical structure is needed. Thornburry (1999, p. 15) asserts that grammar is a basic component in any language, while Oshima and Hogue (2007) emphasizes on the importance of knowing what a writer writes to compose a good writing. Besides, learners' ability in writing is affected by their ability in mastering grammar (Celce-Murcia & Larsen-Freeman, 1983, p. 2) and therefore, grammar and writing have a strong correlation (Miller, 2003) because if students have a good ability in grammar, they are able to check their writing (Viet, 1989).

Based on the previous reasons above, the researcher interested in conducting an under graduated thesis *A Correlation Between Students' Grammar Mastery and Students' Writing Ability*.

## **B. Problem Statement**

Based on the reason above, the researcher has tried to give close attention to know “*Is there a correlation between students' grammar mastery in terms of past tense and students' writing ability in terms of recount text?*”

### **C. Objective of The Study**

The objectives of the study can be stated as follow “*To find out whether or not there is a correlation between the students’ grammar mastery in terms of past tense and students’ writing ability in terms of recount text.*”

### **D. Significance of The Study**

By conducting this research, the researcher hopes that the result will reveal the following topics:

- a. The abilities in using past tense to write recount text.
- b. Whether or not there is correlation between the students’ grammar mastery in term of past tense and students’ writing ability in term of recount text.

### **E. Scope of The Study**

As the topic suggests, the study seeks to reveal whether or not there is a correlation between students’ grammar mastery and students’ writing ability. Therefore, it is limited to analyze the correlation between students’ grammar mastery in term of past tense and students’ writing ability in term of recount text.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### A. Literature Review

1. Puspitasari, Dewi. 2017. *The Correlation Between Student' Grammar Mastery and Their Achievement in Writing Descriptive Text*. Sarjana Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic Institute (IAIN) of Tulungagung. Advisor: Dr. Nurul Chojimah, M. Pd. The formulation of this research is: "Is there any significant correlation between students' grammar mastery and their achievement in writing descriptive text?". Furthermore, the purpose of this research is to find out whether there is correlation between students' grammar mastery and their achievement in writing descriptive text. This research, the researcher uses correlation design with quantitative approach. The population in this research is the first grade of Accounting at SMK Negeri 1 Bandung totaled 190 students. The number of sample is 37 students determine using *purposive sampling* technique. Both variables were examined in this research is the independent variable that is grammar mastery and achievement in writing descriptive text. The research instrument conducted through test. Technique of analysis data in this research calculating correlation coefficient using by Pearson Product Moment Formula Technique. The result of this study showed an average of students' grammar mastery value is 59,57 and average of writing descriptive



text is 61,95. This research has positive correlation, because the students has low score in grammar they also has low score in writing descriptive text and the contrary.

2. Bara, Mastina Batu (2011), "The Correlation between Grammar Mastery and Reading Short Story Ability of Seventh Year Student at MTs I'aaanath Thalibiin Tualang Siak Regency. There two variables which are operated in this research there were: the first variable is variable X (students' grammar mastery (Simple Present tense and Simple Past Tense) and the second variable is variable Y (students' reading short story). The subjects of this research were Seventh Year Students of MTs I'aaanath Thalibiin in which total populations were 21 students and the technique was used is total sampling. Object of this research is the correlation between grammar mastery and reading short story ability. To collect the data of this research, the writer used two tests. Both are grammar mastery test (Simple Present tense and Simple Past Tense) and reading short story test. The formula used to analyze the data gathered from respondents was Product Moment, suitable for determining the relationship of two interval scales. Based on the data analysis, the students grammar mastery at the seventh year student with mean score 75,95 is categorized into level good and the student reading short story at the seventh student year with mean score 77,14 is categorized into level good. Based on research finding it can be concluded that there is significant correlation between grammar mastery and reading short story. In other words there is Correlation between Grammar Mastery and Reading

## Short Story Ability at Seventh Year Student at MTs P'aanatuth Thalibiin Tualang Siak Regency.

The difference in the previous study is more towards very different variables. Previous first remains with the grammar variable but the scope present and past tense are correlated to the short story, then in the previous two variables use remain grammar but the correlation is more towards writing descriptive and held at the vocational school level.

Although the calculation technique uses the same correlation formula, it is enough to make a fundamental difference in the researcher's research because of the other variable differences. In this study the researcher has two variables in finding the correlation, namely the grammar mastery (scope past tense) and writing ability (recount text). It is expected that this study will provide maximum results because this research is not too far from the material at the junior high school level, especially when students tend to tell the events or events that have occurred in their daily lives, this is also an effort to provide a stimulus that is not difficult enough to students.

### **B. Theory of grammar**

#### **1. Definition of Grammar**

Grammar is the system of language. People sometimes describe grammar as the “rules” of a language. Actually the word grammar has several meanings and descriptions attempted by linguists. Different experts define the term grammar differently. Harmer (2001: 12) defines the term grammar as the description of the ways in which words can change their forms and can be

combined into sentences in that language. Whereas Cook and Suter (1980:1) state: "Grammar is a set of rules by which people speak or write. These rules are not always understood consciously, and if you ask people what the rules of English grammar are, they would probably offer one or two or say they do not know. The reason is that the rules we refer to are those that hardly anyone ever thinks about but which allow people to use their language easily and naturally most of the time". Another expert, Hornby (1989: 517) defines grammar as the rules in a language for changing the form of words and combining them into sentences.

From the statement above, it is stated that grammar is a rule that is used to speak or write in English. However, sometimes several people do not use grammar to communicate with each other. They generally do not realize that when they express themselves through writing or talk, what they write or say has a pattern and they unconsciously apply the pattern in their communication.

## **2. The Importance of Grammar**

When teaching a language, teachers actually have two purposes; to ensure fluency and accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is the ability to speak with correct grammar structures, such as the use of verb forms correctly, phrasal verbs, prepositions, etc. To communicate intelligibly, to make sense with each sentence, a learner should know the grammar of the target language. According to Ur (1991: 76) "Grammar does not only affect how units of language are combined in order to 'look right', it also affects their meaning". Supporting his opinion, Knapp and

Megan (2005), state that “Grammar is a name for the resources available to users of a language system for producing texts”.

A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text". From that statement, it is clear that grammar is one of the important things in English because it is not just to make the sentence good but also it will refers to its meaning. Knowledge of grammar in this sense is not just concerned with rules for what can and can't be done with the organization and use of words in English sentences, but also with the way written English function. Therefore, to write or speak in a clearer and more effective manner, people have to study grammar. For the people who have unconscious knowledge of grammar, it may be sufficient for simple language use. But the people who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers.

### **3. Types of Grammar**

Some linguists have their own perspective about different varieties of grammar. That is, different ways of describing and analyzing the structures and functions of language.

According to Yule (1985), there are three types of grammar. Those are:

**a. Mental Grammar**

Mental grammar is a form of internal linguistic knowledge which operates in the production and recognition of appropriately structured expressions. And this is not the result of any teaching (purely skill)

**b. Linguistic Ettiquette**

Linguistic Ettiquette is the identification of the proper or best structures to be used in a language.

**c. Traditional Grammar**

Traditional Grammar involves the analysis study of the structures found in a language.

**4. Definition of Tenses**

Grammar tenses refer to the state of the verb. The tense of the verb explains the time of the action. There are three major tenses in English. These include past, present, and future. Each of these tenses can explain an event that occurs in the past, an event that occurs in the present, or an event that will occur in the future. Other languages have no concept of tense at all, but of course they can still talk about time, using different methods. Hornby (1989: 1324) assumes that tense are any of the forms of a verb that may be use to indicate the time of the action or state express by the verb. In line with Hornby says that tense is verb form that shows time, Frank (1972:47) states that tense is special verb endings or accompanying auxiliary verb signaling the time an event takes place.

Meanwhile, Cook and Suter (1980:47) point out that the present tense indicate that something is taking place now, whereas the past tense indicates that something is completed in the past. Summing up the above definition and elaboration, tense is a special form from a verb denoting the time of action or country.

## **5. Types of Tenses**

There are four kinds of tenses, namely: simple present tense, simple past tense, simple perfect tense and simple future tense.

### **a. Simple Present Tense**

According to (Azar, 1989: 2), the simple present tenses expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past and probably will exist in the future she also adds in the same book that the simple present says something true in the present, and will be true in the future. It is used for general statements of fact. Simple present tense is used to express habitual or everyday activity. The simple present tenses may indicate a situation that exists right now, at the moment of speaking.

There are formulas of simple present tense:

Positive statement constructed with place infinitive after subject, for the third person singular, if verbs ending in consonant + y: change y to I and add-es and verbs ending -s, -z, -ch, -sh, -or, -x: add-es to infinitive (Swam, 1996: 458). A negative statement constructed with place does not or do not after subject of sentence. Does not is used for the third person singular (He, She,

It). While do not is used for the first person, the second person, and the third person plural (I, You, We, They). Interrogative statement constructed with place “Do and Does”. Does is used for the third person singular (She, He, It). While do is used for the first person, the second person and the third person plural (I, You, They, We). And verb didn’t add by s/es, although the subject of sentence is the third person singular (Cisco, 2002:2).

**S + Infinitive (V<sub>1</sub>) + s/es + O**

**S + don’t/doesn’t + Infinitive (V<sub>1</sub>) + O**

**don’t/doesn’t + S + Infinitive (V<sub>1</sub>) + O**

Examples:

1) (+) He works hard every day.

(-) He doesn’t work hard every day.

(?) Does he work hard every day?

2) (+) They visit their every day.

(-) They don’t visit their every day.

(?) Do they visit their every day?

3) (+) Andy reads newspaper every morning.

(-) Andy doesn’t read newspaper every morning.

(?) Does Andy read newspaper every morning?

#### **b. Simple Past Tense**

Past tense shows events that must have happened in the past. There are many definition of past tense. According to Frank (1972: 73) the meaning of past shows time must have ended in the past, whether the word time is given



or not. While Cook and Suter (1980: 51) write that past tense is the usual action or circumstance happened or finished in the past.

The past term can be summed up as an activity or situation starts occur, and end in the past, whether the time signal is mentioned or not. Most grammarians agree to divide the past form into four forms; simple past, the past continuous, the past perfect, and the past perfect continuous.

The simple past tense is the most common tense in English. The simple past tense is formed by using the simple past form of the verb. The examples are (walked, smiled, worked, danced...). The following is the other pattern to add –ED which change the ending a little.

<b>Verb Ending In</b>	<b>How To Make The Simple Past</b>	<b>Examples</b>
E	Add –D	Live- lived Date- dated
Consonant + Y	Change Y to I then add -ED	Try- tried Cry- cried
One vowel + one consonant (not W or Y)	Double the consonant, then add –ED	Tap- tapped Commit- committed
Anything else	Add –ED	Boil- boiled Fill- filled

Although many verbs in English Form their past tense with –ED, some do not. We call this second form as irregular verbs. They have some patterns. The only way to know how an irregular verb will change in the past tense is to learn all of the important verbs. The following is a list of three main categories of irregular verbs.

<b>Category</b>	<b>Examples</b>
Verb which do not change	Cut- cut- cut Hit- hit- hit
Verbs which change their vowel	Get- got- got

	Sit- sat- sat
Verbs which change completely	Get- got- got Sit- sat- sat

The three most important irregular verbs are BE, HAVE and DO. BE is ordered to be most difficult one, because its form are different depending on the subject.

Pronoun/ S	Be
I	Was
You	Were
He, She and It	Was
They	Were
We	Were

HAVE and DO are simpler.

Base Form	Past Tense
Have	Had
Do	Did

The form of past tense can be affirmative, negative and interrogative.

Affirmative: Ryan went to the cinema last night.

Negative: Ryan did not go to the cinema last night.

Interrogative: Did Ryan go to the cinema last night?

### c. Present Perfect Tense

#### 1) The Understanding of Present Perfect Tense

The present perfect tense is one of the more difficult English tenses to use well or even correctly. However, it is not as difficult as it is often made, and many of the problems students have with it are the result of the inadequate explanations usually given in material books.

In linguistics, the perfect tense is the past tense used to describe completed (thus "perfect") actions in the past. According to Azar (1989), stated that the present perfect expresses the idea that something happened (or never happened) before now at an unspecified time in the past. The exact time it happened is not important. It also, expresses the repetition of an activity before now. It also when used for and since, expresses a situation that began in the past and continuous to the present.

## **2) The Form of Present Perfect Tense**

The present perfect tense is a rather important to learn for students because the students have to know the difference between the regular and Irregular verb. Some of the students have confused in using of the present perfect tense. In fact, the structure of the present perfect tense is very simple. The problems come with the use of the tense.

Structurally the term perfect signifies that a form of have accompanies a verb as an auxiliary. In addition, George and Julia (1980) stated that — the present perfect tense is a construction made up the auxiliary have + the past form of the main verb.

The simple present perfect is formed with the auxiliary verb—have in the corresponding form for the subject of the sentence, followed by the participle of the main verb. And Raymond Murphy stated that, the present perfect tense is formed with have/has + the past participle.

According to Thomson and A.V. Martinet (1986) the present perfect tense is formed with the present tense of have/has + the past participle, for

negative is formed by adding not to the auxiliary. The interrogative is formed by inverting the auxiliary and subject.

Basically, the present perfect tense is formed by using the auxiliary verb of have and the past participle from of the main verb (have/has+past participle (the form of regular and irregular verb) and it is commonly accompanied by definite time words such as since and for.

The writer formulates the form of Present Perfect Tense into three types of sentences, they are: affirmative, negative, and interrogative.

**a) Affirmative**

To make an affirmative statement of the verb other than be, it is used design of the following formula:

**S+has/have+Past Participle+....**

<b>Subject</b>	<b>Have/has</b>	<b>Past participle</b>	
I	Have	Finished	My home work
You	Have	Seen	The movies
We	Have	Had	Eaten
She	Has	Studied	English
He	Has	Played	Football

## b) Negative

To make a negative statement of the verb other than be, it is used the design of the following formula:

**S+has/have+Not+Past Participle+....**

<b>Subject</b>	<b>Have/has</b>	<b>Not</b>	<b>Past participle</b>	
I	Have	Not	Finished	My home work
You	Have	Not	Seen	The movies
We	Have	Not	Had	Eaten
She	Has	Not	Studied	English
He	Has	Not	Played	Football

## c) Interrogative

To make an interrogative statements of the verb other than be, it is used the design of the following is the formula:

**Have/has +Subject+ Past participle ?**

<b>Have/has</b>	<b>Subject</b>	<b>Not</b>	<b>Past participle</b>	<b>Complement</b>
Have	I	Not	Finished	My home work
Have	You	Not	Seen	The movies
Have	We	Not	Had	Eaten
Has	She	Not	Studied	English
Has	He	Not	Played	Football

## d. Present Future Tense

### 1) Definition of Present Future Tense

The present future tense is also called as simple future tense is the grammatical tense used talking about something that will happen or exist. Simple future tense is used to express the events predicted to occur in the future. The simple future tense expresses future intentions.

The simple future tense and be going to are used for several specific meanings.

- a) Will is often used to express the future in written English. In spoken English, it is frequently used with predictions, promises, offers, and requests.
- b) Be going to is also used in conversational English. It often involves actions that have been planned before the moment of speaking.
- c) Both will and be going to are followed by the simple form of verb.
- d) The use of shall with I or we to express future time is possible but uncommon in American English. Shall is used much more frequently in British than in American English.

## 2) Function of Present Future Tense

The present future tense is used:

- a) “will/shall” to express a promise.

Example: I will call you when I arrive home.  
He won't tell anyone his wife's secret.

- b) “will/shall” to express willingness.

Example: I'll help you whenever you need.  
He will try her best to do it.

- c) “will/shall” to express spontaneous actions.

Example: Stay there, I'll have a word with you.  
We will go home soon.

- d) “be going to” to express a plan.

It expresses the idea that a person intends to do something in the future. It does not matter whether the plan is realistic or not.

Example: She is going to spend her vacation in Bali.  
 His mother is going to make his birthday cake.

e) “will/shall” and “be going to” express a prediction.

To predict in the future:

Example: It will rain again tomorrow.  
 It is going to rain again tomorrow. She thinks the team will win the championship this season. She thinks the team is going to win the championship this season

Be going to+ verb often expresses specific future plans or intentions. It is common in conversation and often sounds like “gonna” or “gunna”.

**Table Example of ‘Be going to + Verb’**

Uses	Examples	Notes
Future Plans	I’m going to study tonight. She’s going to help me with my work.	Future time expressions such as later, this afternoon, (evening, weekend), tomorrow, etc. Are often used with be going to
Future Intentions	I’m going to get good grades this term. I’m not going to go to so many parties	

f) To show the requisite.

Example: He will give you a good dictionary if you go with him.

**3) Formula of Present Future Tense.**

**a) Verbal Sentences**

Verbal sentence is that uses the verb in the sentence.

(1) Formula of Positive Verbal Sentence.

**Subject + Will + Verb 1 + O**

Examples: I will go to library next week. She will sell her house tomorrow

(2) Formula of Negative Verbal Sentence.

**Subject + Will + Not + Verb 1 + O**

Examples: I will not go to library next week.

(3) Formula of Interrogative Verbal Sentence.

**Will + Subject + Not + Verb 1 + O?**

Examples: Will I not go to library next week?

#### b) Nominal Sentence

Nominal sentence is a sentence that the predicate is not verb, but noun, adjective, or adverb. It means the sentence is not use verb.

(1) Formula of Positive Nominal Sentence.

**Subject + Will + Be + Compliment**  
**Subject + To be+ Going to + Be + Compliment**

Examples: I will be in Bangkok next week.

I am going to be in Bangkok next week

(2) Formula of Negative Nominal Sentence.

**Subject + Will + Not + Be + Compliment**  
**Subject + To be + Not + Going to + Be + Compliment**

Examples: I will not be in Bangkok next week.

I am not going to be in Bangkok next week

(3) Formula of Interrogative Nominal Sentence.

**Will + Subject+ Be+ Compliment**  
**Subject + To be + Going to + Be+ Compliment**

Examples: Will I be in Bangkok next week?

Am I going to be in Bangkok next week?



## **C. Theory of Writing**

### **1. Definition of Writing**

In most of people consider that writing is one of skill in English that is too difficult to learned. In the process of studying and acquiring new languages writing process is more complex than other skills. Writing has been a central topic in applied linguistics for many years and remains an area of lively intellectual research or debate. Many forms of enquiry have been summoned to clarify both how writing best works and how it should be best taught. Writing is also a tool for communication as well. Ramelan (1994), states that writing is very important as a part of man's culture because it can be used to preserve thought, ideas and speech sounds. Fellowes (2007) explains that writing is an expressive mode of communication which involves the construction of text that have a function to ensure that specific purpose are realized and clear messages are effectively conveyed to the readers.

Byren (1993: 1) states that writing is the act of arranging graphic symbols such as combination of letter and making sign on a flat surface. The symbols should be arranged according to certain convention form words, and words have to be arranged to form a good sentence.

Carroll and Wilson (1993: xxi) states that writing is engaging students in grappling with word on blank pieces of paper and making those words match experiences in order to make meaning. Ur (1996: 163) says that writing is the expression of ideas and conveying of a message to the reader. According to Hyland (2002: 5), writing is an attempt to communicate with readers and to

better understand the ways that language patterns are used to accomplish coherent and purposeful prose.

Harmer (2007: 4) defines writing as an activity consisting of a number of processes a writer has to go through in order to produce something in its final form for a wide variety of purposes.

Writing is more than a medium of communication. Writing is a way to remember and to think as well. Meyers (2005) said that writing is a way to communicate to others through paper or through a computer screen. Writing is also an action which has a process such as discovering and organizing ideas, putting them on paper, and reshaping and revising them. Therefore as mentioned before, people who want to increase their skill especially in writing should do an exercise regularly.

People realize that writing cannot stand alone without any other supported skills, for instance, writing has relations with reading. All writers rely on their skills as readers, because all writers must be readers. You cannot write without acknowledge your experience through reading. Through reading you can understand how the language work to communicate ideas, through reading you can evaluate how vocabulary constructs together as a certain rules of grammar or how the use of spelling , grammar, punctuation, word choices, and other elements construct as a good written text. Reading helps you to be a good writer. Good writing skills are essential for effective communication.

Based on the definitions above, it can be concluded that writing is an important element in teaching and learning process. Writing is a way to share unspoken idea

or feeling through paper. In writing there are some language components such as grammar, vocabulary, spelling and punctuation that related each other to make writing meaningful and the purpose of writing is achieved. According to Hyland (2002:5) there are three main approaches to researching and teaching writing, focusing in turning on theories principally concerned with texts, writers and readers.

- a. The first approach focuses on the products of writing by examining texts in various ways, either through their formal surface elements or their discourse structure.
- b. The second approach, loosely divided into expressivity, cognitive and situated strands, focuses on the writer and describes writing in terms of the process used to create texts.
- c. The third approach emphasis the role that readers pay in writing, adding a social dimension to writing research by elaborating how writers engage with an audience in creating coherent texts.

## **2. The Importance of Writing**

Writing is one of the important aspects in learning English. Besides, writing is also a part of linguistics competence (Pradiyono, 2006) and sentences are important keys to make a writing look good (Carino, 1991). Weaver (1998) says that in teaching writing, teachers have to give guidance to the students. Henceforth, in the process of teaching and learning writing, teachers have to be able to prepare appropriate materials that can engage students' interest in writing. In the smaller scope of educational setting, i.e. at schools, most of

examinations require students to use their writing skill. Students' success at school is partly determined by their writing skills. Furthermore, it is commonly known that good writing will foster good thinking. When students are trying to write, they should automatically think because they develop their ideas and sometimes revise what they have written. On the other hand, it needs good thinking, if all of them are applied, so it can called good writing.

The fact of writing skill clearly give many advantages to the writer, it suggests that having good writing skill will give many benefits to the writer. In addition, being able to take part in today's information culture, writer can express themselves well through writing. The writer can communicate their idea, thoughts, feelings and experiences at the same time.

O'Malley and Pierce (1996: 137) divide the purpose of writing into three categories;

- a.** Informative writing includes describing events or experience, analyzing concepts, speculating on causes and effects, and developing new ideas or relationships. This type of writing can include a biography about a well-known person or someone from the researcher's life.
- b.** Expressive/narrative writing is a personal or imaginative expression in which the researcher produces stories or essays. This type of writing is often based on observations of people, objects, and places and may include creative speculation and interpretations. It may include an autobiographical incident or a reflection in which a researcher describes an occurrence in her or his own life. This type of writing is often used for

entertainment, pleasure, and discovery or, simply, as “fun” writing and can include poems and short plays.

- c. In persuasive writing, researchers attempt to influence others and initiate action or change. This type of writing is often based on background information, facts, and examples the researcher uses to support the view expressed. Researchers use higher-level cognitive skills in this type of writing, such as analysis and evaluation, to argue a particular point of view in a convincing way. This type of writing may include evaluation of a book, movie, a consumer product, or a controversial issue or problem. Researchers can also use personal experience or emotional appeals to argue in support of their view.

### **3. The purpose of writing**

According to Ur (1996: 163), the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the ideas themselves should arguably be seen as the most important aspect in writing. It means that when writers write something, they have to consider the purpose of their writing since it will influence, not only the type of text they wish to produce, but also the language they use. According to Mc Mahan, et al. (1996: 8), the purposes of writing are as follows:

- a. **To express the writer’s feeling**

The writer wants to express his feeling and thought the written form, as in a diary or a love letter.

**b. To entertain the readers**

The writer intends to entertain the readers through written form, and he usually uses authentic materials.

**c. To inform the readers**

The writer wants to give information or explain something to the readers.

**d. To persuade the readers**

The writer wants to persuade or convince the readers about his opinion, concept, or idea.

**4. Types of writing**

Type of writing system exists in the native language is an important factor in determining the ease of speech with which students learn to write. According to Finnochiaro (1974), there are two types of writing:

**a. Factual or Practical Writing**

This type of writing deals with facts. The writer can find it in the writing of letters and summaries.

**b. Imaginary Creative Writing**

This type of writing usually exists in literature. The examples of imaginary writing are novel, romance, fantasy, science fiction adventure, etc. The type of writing above is which are given to the students to do will depend on their age, interest and level. For example, we can ask beginners to write a simple sentence. When the teacher sets a task for young learners students, teacher

will make sure that the students will get enough words to do it and also for intermediate and advance students.

## **5. Writing process**

Rohman (as cited in McDonald & McDonald, 2002: 7) proposes the process of writing into three stages. They are pre-writing, writing, and re-writing. Pre-writing is defined as the stage of discovery the writing process when a person assimilates his “subject” to himself. In other words, the pre-writing stage is a stage when the process of thinking is happened, such as developing ideas and designing the ideas. Writing is a stage in which the writers put their ideas into words on papers. It means that the writers write down of what they are going to say or write. The next is re-writing. This stage is defined as a process of making revisions or changes of what they have written.

Harmer (2005: 4-5) proposes four processes of writing as follows:

### **a. Planning**

In this process, writers have to think about three main issues; the purpose of their writing, the audience, and the content structure.

### **b. Drafting**

Writing a draft is necessary for writers on assumption that it will help them develop the writing they intend to do.

### **c. Editing (Reflecting and Revising)**

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't. Reflecting and revising are often helped by other (or editors) who

comment and make suggestions to help the writers make appropriate revisions.

**d. Final version**

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version which is ready to send to its intended audience.

**6. Kinds of writing**

Oshima and Hogue (1997), state that writing is divided into four kinds, as follows:

- a. Narration
- b. Description
- c. Exposition
- d. Recount

**a. Definition of Recount Text**

Recount is unfolding of a sequence of events over time (Derewianka, 1990: 14). It is about recreating past experience. Since recount tells about the past experience, it uses past tense. A recount describes events, so plenty of use is made of verbs (action words) and to describe or add more detail to verbs. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. A recount has a title, which summarizes the text. Since recount tells about past experiences, it uses past tenses, such as simple past, past



perfect, past continuous, past perfect continuous tenses. Since it describes events in a chronological order, to describe the events words which link events in time can be used, such as next, later, when, then, after, before, first.

#### **b. Generic Structure of Recount Text**

- 1) Orientation: Tells who was involved, what happened, where the events took place, and when it happened or introducing the participants, place and time.
- 2) Events: describing series of events that happened in the past
- 3) Reorientation: it is optional. Stating personal comment of the writer to the story

#### **c. Language Features of Recount Text**

According to Derewianka (1990: 15) recount text usually have some language features such as:

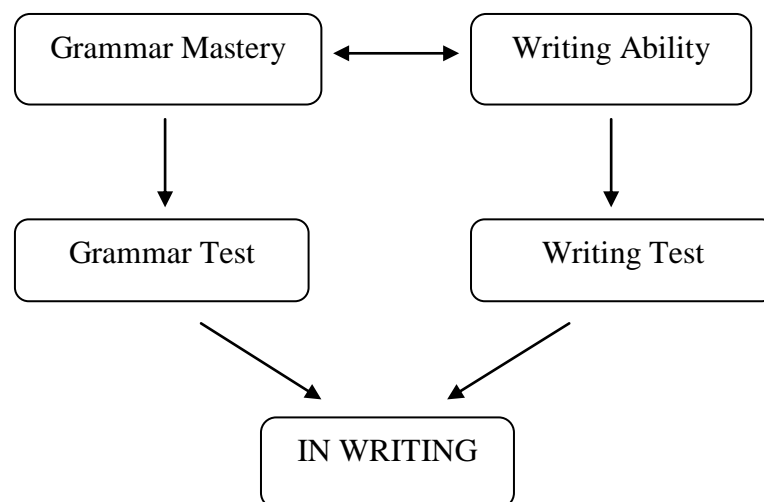
- 1) Use the sentence in form past tense, simple past tense indicates completed action about what happened in the past at the specific time (Pyle, 2001: 110) such as, we went to Bandung last year, I was very happy
- 2) Use action verbs such as went, bought, wrote, slept, etc.
- 3) Use of first person pronoun such I, We, You.
- 4) Circumstances of time, in past tense and adverb of time can be found in the sentence such as ago, yesterday, last week, etc., may show a

period of times that can be meant by the context or situation (Hornby, 1975: 85-86).

- 5) Circumstances of place, where did the story take place?
- 6) Use conjunction, articles, preposition and time connectives to happen systematically such as but, after that, a, in, etc.

#### **D. Conceptual Framework**

Referring from the previous pronouncements above which related with this research, below is presented conceptual framework. This part gives explanation about the scheme of this research by the following figure.



The conceptual framework above have there steps. The steps are input, process, and output. First, the input refers to grammar mastery and writing ability as variables. Second, the process refers to grammar test and writing test. And the last, the output refers to the correlation between students' grammar mastery and students' writing ability.

### **E. Statement of The Hypothesis**

Since there is always a possibility that the result of the study will show that possibly true or possibly also wrong relationship between the variables, the hypothesis is stated in the following hypothesis:

- Null hypothesis ( $H_0$ ): There is no correlation study between students' grammar mastery and students' writing ability.
- Alternative hypothesis ( $H_1$ ): There is correlation study between students' grammar mastery and students' writing ability.

## **CHAPTER III**

### **RESEARCH METODOLOGY**

#### **A. Research Method**

The method used in this study was correlation. According to Gall and Borg (2003: 320), correlation research refers to studies in which the purpose is to discover relationship between variables through the use of correlation statistics. They further explain that the basic design of correlation research is very simple, involving nothing more than collecting data on two or more variables for each individual in a sample and computing a correlation coefficient. Correlation coefficients (usually represented by  $r$ ) are indices indicating both the direction of the correlation and the strength or the degree of the relationship between variables. The calculation of the correlation coefficient between a pair of scores results in a value that ranges from -1.00 to +1.00. A correlation coefficient of -1.00 indicates a perfect negative relationship, whereas a value of +1.00 implies a perfect positive relationship and the midpoint of this range zero, indicates that there is no relationship at all.

#### **B. Research Variable**

According to Fraenkel and Wallen (2015: 331) correlation was a study which investigates the possibility of relationship between two or more variables. This research has two kinds of variables, independent variable and dependent variable.

In this research, there are three variables, two dependent variables and one independent variable namely:

### **1. Independent variable**

Independent variables in this research was the students' grammar mastery in term of simple past tense at the tenth grade students' of SMP UNISMUH Makassar in the academic year of 2018/2019.

### **2. Dependent variable**

Dependent variable in this research was students' writing ability at the eighth grade students' of SMP UNISMUH Makassar in the academic year of 2018/2019.

## **C. Population and Sample**

### **1. Population**

The population of this research was VIII. Those were VIII.A1, VIII.A2, VIII.B3, VIII.B4, VIII.B5. There were 120 students at the eighth grade of students' SMP UNISMUH Makassar in the academic year of 2018/2019.

### **2. Sample**

In this research, the researcher took one class. The class is VIII.A1 consists 23 students at the eighth grade of students' SMP UNISMUH Makassar. The researcher used the purposive sampling technique.

## **D. Research Instrument**

According to Arikunto (2002: 136), research instrument was a device used by the researcher while collecting data to make his work become easier and get a better result, complete and systematic in order to make the data easy to be

processed. In this research, the researcher used a test method as the instrument. Test was a set of questions or other practices or devices used to measure the skill, intelligence, ability and talent of an individual or a group. The type of test used here was achievement test.

To get the empirical data of the students' mastery of past tense and their abilities in using past tense to express past activities in writing. The researcher administered two kinds of tests, namely grammar test and writing test. Both of the tests were in written form.

### **1. Grammar Test**

In Grammar Test, the researcher used Multiple Choice test. The reason for use multiple choice tests were; the technique of scoring was easy and it was more practical for the students to answer. The multiple choices item consisted of premise and a set of alternative answers. Premise known as the stem was presented as incomplete statement, which the students asked to select only one true answer. The researcher gave 50 questions and 60 minutes for students to do it.

### **2. Writing Test**

In writing test, the researcher emphasized students to retell their past activities into a good writing construction. The tense that was requested to be used was past tense which makes up some sequences events about to retell or inform the reader what happen. The example of writing was diary letter for friends in retelling holiday activities and etc. The researcher asked students to make up 3 paragraphs in 60 minutes.

### **3. Documentation**

Beside used those main instruments, the researcher also used a supplementary instrument. They were to support to the research to get more complete data.

### **E. Procedure of Collecting Data**

The instrument used to collect the data in this research was test. There were two tests, test of grammar mastery in term of simple past tense and test of writing ability in term of recount text.

In this research, the researcher has carried out test to measure as follows:

#### **1. Test of grammar mastery in term of simple past tense**

The test of mastery on simple past tense was intended to collect the data about students' mastery in term of simple past tense. The test was objective test in the form of multiple-choice type consisting of 50 items. There were four answer's option; a, b, c, or d in each question.

#### **2. Test of writing ability in term of recount text**

The test of writing ability in term of recount text was intended to collect the data about students' ability in writing recount text. The researcher asked students to make up 3 paragraphs in 60 minutes.

### **F. Techniques of Data Analyzing**

In analyzing the data to see whether there was the correlation between students' mastery of past tense and their skill in writing recount text, the researcher used Pearson's Product Moments coefficient of correlation in Sugiyono (2009:183).

The formula is:

$$r_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

Where,

$r_{xy}$  = Correlation coefficient

$n$  = The number of students/subjects participating in the test.

$\sum x$  = The sum of score in grammar test

$\sum x^2$  = The sum of the square score in grammar test

$\sum y$  = The sum of score in writing test

$\sum y^2$  = The sum of square total score in writing test

$\sum xy$  = The sum of multiple of score from grammar test and writing test in each number.

In giving some simple interpretation for the result ( $r$ ) in product moment ( $r_{xy}$ ), some people commonly used this guide as an interpretation. The figure below shows some interpretation of correlation coefficients.

**Figure 3.1 Interpretation of Correlation Coefficients**

$(r_{xy})$	Interpretation
0,00 to 0,20	There is very weak relationship between two variables. Because the relationship is too weak, it is reputed as there is no relationship between those two variables.
0,20 to 0,40	There is a weak relationship between two variables.
0,40 to 0,60	There is some average relationship between two variables.
0,60 to 0,80	There is strong relationship between two variables.
0,80 to 1,00	There is very strong relationship between two variables.



There were scoring system for grammar test and writing test:

**a. Grammar Test**

In grammar test, scoring was arranged in such way: 1 for correct answer and 0 for wrong answer. There were 50 questions and if the answers were all corrects the maximal score were 50.

1. To get the real score of the past tense test for each student, the following formula was used:

$$S = \frac{R}{N} SM$$

In which:

S = the real score

R = the raw score

N = the maximum raw score

SM = the maximum score

(Lado, 1961:368)

2. To account the mean score of grammar test we used the formula:

$$N = \frac{\sum x}{n}$$

(Gay, 1981: 298)

**b. Writing Test**

To assess the students writing ability, scoring rubric was needed. In this study, the researcher used the scoring rubric from Harmer (2012: 124). The scoring rubric of writing can be seen in the table below.

**Figure 3.2 Text organization**

Classification	Score	Criteria
Excellent	90-100	Logical Sequence clear to reader, varied use of connectives maintain the flow of ideas
Very Good	80-89	Logical sequence clear to the reader, connectives lack variety
Good	70-79	Sequence not clear to the reader, disjointed use of connectives
Fair	60-69	Disjointed sequence, disjointed use of connectives
Poor	0-59	No apparent organization

**Figure 3.3 Sentence structure**

Classification	Score	Criteria
Excellent	90-100	Effective complex construction
Very Good	80-89	Effective but simple construction
Good	70-79	Major problem in simple/complex construction
Fair	60-69	Major problem in simple
Poor	0-59	Virtually no mastery of sentence construction rules

**c. Classifying and mean score of the students**

1. To classifying the students' grammar and writing score using the following scale:

**Figure 3.4 Students' achievement classification**

Students' Achievement	
Test Score	Class Performance
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
<50	Very Poor

(Harris, 1969)

2. To account the mean score of writing test we used the formula:

$$N = \frac{\sum y}{n}$$

(Gay, 1981: 298)

**d. Computing the frequency and the rule percentage of the students' score**

$$p = \frac{F}{N} \times 100$$

Where:

P = Percentage

F = Frequency

N = The total number of students

(Gay, 2012)

**CHAPTER IV**  
**FINDINGS AND DISCUSSION**

**A. Findings**

The findings of the research were based on the results. There were grammar test and writing test. The grammar test consisted of the multiple choices, and then the writing test consisted into two items as follows organization and sentence structure.

The calculation above the English past tense of the student to classify the level of the students' English past tense, the researcher used excellent, very good, good, fair, poor, very poor.

**1. Students' Grammar Mastery in Past Tense**

The frequency and percentage distribution of the student recount text could be seen at the following the table:

**Table 4.1 Frequency and Rate Percentage of the Students' Grammar Mastery**

Number	Categories	Frequency (n)	Percentage (%)	Classification
1	91-100	1	4,34	Excellent
2	81-90	10	43,47	Very good
3	71-80	1	4,34	Good
4	61-70	2	8,69	Fair
5	51-60	7	30,43	Poor
6	<50	2	8,69	Very poor
Sum		23	100	

The illustration of the table above showed clearly that 4,43% had excellent or 1 student, 43,47% had very good or 10 student, 4,34% had good

or 1 student, fair 8,69% or 2 students, 30,43% had poor or 7 students, 8,69% had very poor or 2 students.

## 2. Students' Writing Ability in Recount Text

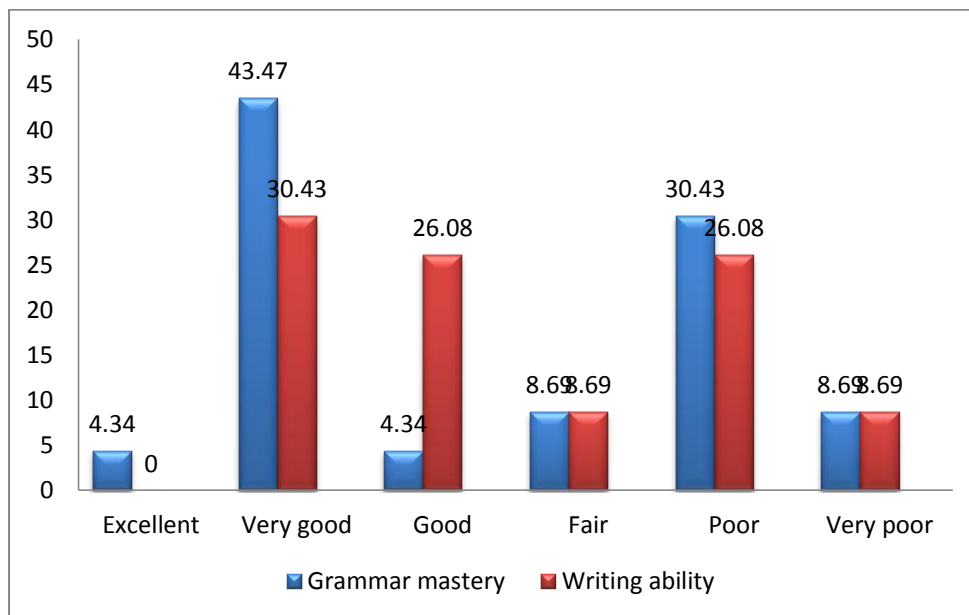
The frequency and percentage distribution of the student English past tense could be seen at the following the table:

**Table 4.2 Frequency and Rate Percentage of Students Writing Ability**

Number	Categories	Frequency (n)	Percentage (%)	Classification
1	91-100	0	0	Excellent
2	81-90	7	30,43	Very good
3	71-80	6	26,08	Good
4	61-70	2	8,69	Fair
5	51-60	6	26,08	Poor
6	<50	2	8,69	Very poor
Sum		23	100	

The illustration of the table above showed clearly that 0% had excellent or 0 students, 30,34% had very good or 7 students, 26,08% had good or 6 students, 8,69 % had fair or 2 students, 26,08% had poor or 6 students, and 8,69% had very poor or 2 students.

To know the percentage of the students' improvement in vocabulary, can be seen in figure 4.1 below:



**Figure 4.1: Percentage of the students' grammar mastery and writing ability**

### 3. Mean score of students' grammar mastery and writing ability

1. To find out the mean score of the students, the total students was divided with score. Thus mean of the achievement of English past tense students is as follows:

$$x = \frac{\sum x}{n}$$

$$x = \frac{1664}{23}$$

$$x = 72,34$$

2. The students mean score is the same with one used to find the mean score of the students English past tense as shown in the previous

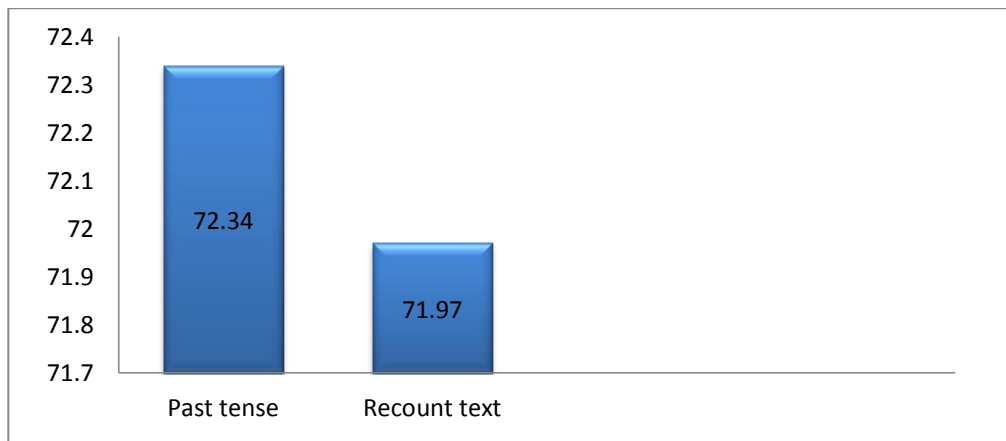
section. The mean score of the students to write recount test is as follows:

$$y = \frac{\sum x}{n}$$

$$y = \frac{1655.5}{23}$$

$$y = 71.97$$

To see clearly the mean score of the students' grammar mastery and writing ability, look at the figure below:



**Figure 4.2 : Figure of the mean score of the students' grammar mastery and writing ability**

Figure above showed that the mean score of the students' grammar mastery was higher than students' writing ability. There was 72,34 score of students' grammar mastery.

#### **4. Analysis of correlation**

The researcher analyzed the data about correlation, in analyzing this data the researcher treat the English past tense of the student as independent



variable (X) and the write recount text as dependent variable (Y). Their analysis of correlation of these two variables are in the appendix.

To calculate the data, the writer used the formula of product moment correlation . based on analysis correlation table (in appendix) we can find the formula :

1.  $n = 23$
2.  $\sum x = 1664$
3.  $\sum y = 1655.5$
4.  $\sum xy = 122523$
5.  $\sum x^2 = 126896$
6.  $\sum y^2 = 123634.3$

At the result of English past tense and write recount text after obtained that  $r_{xy}$  was 0,50. To find the critical value of  $r_{table}$  the researcher firstly must find Df. Df is Degree of Freedom. The formula of  $Df = N - 2$  was the total number of researcher population.  $Df = N - 2 = 23 - 2 = 21$ .

After found the Df, it known that  $r_{table}$  with  $N = 21$  and 5% significant level was 0,413. Therefore, it can be concluded that  $r_{xy}$  was greater than  $r_{table}$  in other words, 0,50 was greater than 0,413.

Based on the result above, it can be concluded that  $H_0$  rejected and  $H_1$  is accepted. It means that there is the correlation between students' grammar mastery in term of past tense and their writing ability in term of recount text.

## **B. Discussion**

In this section the researcher will briefly describe or explain the results of the research that has been carried out in one of the schools in the city of Makassar, precisely in junior high school 1 of Makassar. Sampling in this study the only used one class, namely class VIII.A1. In this study the researcher only looked for A Correlation Between Students' Grammar Mastery and Students' Writing Ability.

On grammar mastery the researcher specialize in past tense, then writing skills the researcher uses a recount text instrument to find out writing abilities. In practice the researcher's experience a number of difficulties, such as the noise of students, always going in and out of the class for various reasons. But all of that does not significantly affect the research process because the researcher continues to convince students that the research process will affect your grades in this semester so that the class slowly starts to be conducive. On the first day the researcher gave a past tense question to measure grammar skills, then the following week just gave a writing ability test.

In the process, this study has a population of 120 students in class VIII and the researcher rounded up the sample by taking 15 percent of the number VIII students to 23 students on the grounds of limited time of researchers and limited quota given to schools so that it only became one class. The researcher gave 50 past tense questions in the form of multiple choices within 60 minutes and gave the assignment to students to recount memorable events or events which until now have been difficult to forget in the form of recounting a minimum of 3 paragraphs with a time of 60 minutes.

After doing all the data collection processes in this chapter, the researcher will describe the results that have been obtained by the students. In grammar mastery there were 4,34 % classified into excellent, 43,47 % classified into very good, 4,34 % classified into good, 8,69 % classified into fair, 30,34 % into poor, 8,69 into very poor. While in writing ability, there were no classified into excellent, 30,34 % classified into very good, 26,08 % classified into good, 8,69 classified into fair, 30,44 % classified into poor, and 8,69 classified into very poor.

After looking at the data, it can be seen that the score of  $r_{xy}$  is 0,50 and the value of  $r_{table}$  with  $N=21$  and 5 % significant level is 0,413. It means that there is the correlation between students' understanding of past tense and their ability in writing recount text because  $r_{xy} = 0,50$  higher than  $r_{table} = 0,413$ . Based on summary analysis above, the writer conclude that the students English past tense and write recount text have positive or significant correlation where  $r_{xy} > r_{table}$  or there is significant correlation between students' grammar mastery and students' writing ability, So that it can be concluded that  $H_0$  rejected and  $H_1$  is accepted

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

Based on the data analysis and discussion in the previous, it can be concluded that the correlation between students' grammar mastery in term of past tense and their writing ability in term of recount text of SMP 1 UNISMUH Makassar class VIII.A1 have correlation. It was proved by the result indicated that  $r_{xy}$  was 0,50 which classified average correlation.

Another finding in this research were the mean score of the grammar test of the students was 72,34 which classified as very good and the mean score of the writing test of the students was 71,97 which classified as good. There is correlation between students' grammar mastery and writing ability of the second grade of SMP 1 UNISMUH Makassar class VIII.A1 where  $r_{xy}$  was 0,50

#### **B. Suggestion**

Based on the result of the research above, the researcher offers same suggestion as follows:

1. The students should improve their English past tense to improve their writing ability in recount text
2. The students should be an active, creative and innovative to improve their writing ability
3. The teacher should be more creative in teaching English to improve the students' writing ability especially in recount text

4. The teacher should give more explanation about grammar especially in past tense, but not only explain about the definition but also about the function.

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# **A P P E N D I C E S**

**Appendix A**

**INSRUMENT TEST**

**ENGLISH PAST TENSE**

**INSTRUCTION**

1. PLEASE ANSWER THE MULTIPLE CHOISE OF ENGLISH PAST TENSE!

**INSRUMENT TEST**

**WRITE RECOUNT TEST**

**INSTRUCTION**

2. WRITE RECOUNT TEST PARAGHRAPH AND CHOOSE ONE OF THE TOPIC OF YOU THINK!

## Appendix B

### Research Finding of Mean

3. To find out the man score of the students, the total students was divided with score. Thus mean of the achievement of English past tense students is as follows:

$$x = \frac{\sum x}{n}$$

$$x = \frac{1664}{23}$$

$$x = 72,34$$

4. The students mean score is the same with one used to find the mean score of the students English past tense as shown in the previous section. The mean score of the students to write recount test is as follows:

$$y = \frac{\sum x}{n}$$

$$y = \frac{1655.5}{23}$$

$$y = 71.97$$

## Appendix C

### Past Tense Score

Number	Name	Score	Classification
1	St. Nurwanda	58	Poor
2	Diyamulia	88	Very good
3	A.Faiqa Aswan	60	Poor
4	BiraSatulIlmi	50	Very poor
5	SabrinaDiraFahrany	42	Very poor
6	NurulAzkiya	56	Poor
7	Safira RW.	88	Very good
8	HusnulAinun	90	Very good
9	Musdalifah	60	Poor
10	NurAisyahRamadani	64	Fair
11	AndriAmira	92	Excellent
12	AndiNadyaPutri	80	Good
13	Nisrina Zahra Fitria	58	Poor
14	St. Nurhaliza	42	Poor
15	SiskaNuraisyah	66	Fair
16	A.Zahra	86	Very good
17	RifahSalwa	84	Very good
18	Hani Humairah	58	Poor
19	NindaSalsabila	90	Very good
20	St. Aliyah Nabila	86	Very good
21	NurulReskiPratiwi	90	Very good
22	Nabila Indah Reskita	88	Very good
23	HauraRanaFarras	88	Very good

### Recount Text Score

Number	Name	Organization	Structure	Sum	Classification
1	St. Nurwanda	40	45	42.5	Very poor
2	Diyamulia	90	85	87.5	Very good
3	A.Faiqa Aswan	80	77	78.5	Good
4	BiraSatulIlmi	60	59	59.5	Poor
5	SabrinaDiraFahrany	60	60	60	Poor
6	NurulAzkiya	60	60	60	Poor
7	Safira RW.	75	75	75	Good
8	HusnulAinun	80	75	77.5	Good
9	Musdalifah	80	80	80	Very good
10	NurAisyahRamadanii	59	55	57	Poor
11	AndriAmira	85	85	85	Very good
12	AndiNadyaPutri	90	85	87.5	Very good
13	Nisrina Zahra Fitria	89	90	89.5	Very good
14	St. Nurhaliza	40	50	45	Very poor
15	SiskaNuraisyah	70	70	70	Fair
16	A.Zahra	59	59	59	Poor
17	RifahSalwa	67	70	65	Fair
18	Hani Humairah	80	80	80	Good
19	NindaSalsabila	90	89	89.5	Very good
20	St. Aliyah Nabila	80	80	80	Good
21	NurulReskiPratiwi	60	60	60	Poor
22	Nabila Indah Reskita	80	80	80	Good
23	HauraRanaFarras	90	85	87.5	Very good

## Appendix D

The English past tense variable (X) and write recount text variable (Y) Score

Number	X	Y	XY	X <sup>2</sup>	Y <sup>2</sup>
1	58	42.5	2465	3364	1806.25
2	88	87.5	7700	7744	7656.25
3	60	78.5	4710	3600	6162.25
4	50	59.5	2975	2500	3540.25
5	42	60	2520	1764	3600
6	56	60	3360	3136	3600
7	88	75	6600	7744	5625
8	90	77.5	6975	8100	6006.25
9	60	80	4800	3600	6400
10	64	57	3648	4096	3249
11	92	85	7820	8464	7225
12	80	87.5	7000	6400	7656.25
13	58	89.5	5191	3364	8010.25
14	42	45	1890	1764	2025
15	66	70	4620	4356	4900
16	86	59	5074	7396	3481
17	84	65	5460	7056	4225
18	58	80	4640	3364	6400
19	90	89.5	8055	8100	8010.25
20	86	80	6880	7396	6400
21	90	60	5400	8100	3600
22	88	80	7040	7744	6400
23	88	87.5	7700	7744	7656.25
<b>SUM</b>	<b>1664</b>	<b>1655.5</b>	<b>122523</b>	<b>126896</b>	<b>123634.3</b>

## Appendix E

### Analysis of Correlation Score

#### The Analysis of Correlation Pearson

$$n = 23$$

$$\sum x = 1664$$

$$\sum y = 1655.5$$

$$\sum xy = 122523$$

$$\sum x^2 = 126896$$

$$\sum y^2 = 123634.3$$

$$\begin{aligned} r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}} \\ &= \frac{23 \times 122523 - (1664)(1655.5)}{\sqrt{[23 \times 126896 - (1664)^2][23 \times 123634.5 - (1655.5)^2]}} \\ &= \frac{23 \times 122523 - (1664)(1655.5)}{\sqrt{[23 \times 126896 - (2768896)][23 \times 123634.5 - (2740680.25)]}} \\ &= \frac{2818029 - 2754752}{\sqrt{[2918608 - 2768896][2843593.5 - 2740680.25]}} \\ &= \frac{63277}{\sqrt{[149712][102913.25]}} \\ &= \frac{63277}{\sqrt{15407348484}} \\ &= \frac{63277}{\sqrt{124126.34}} \\ &= 0.50 \end{aligned}$$



## Appendix F

**TABEL R STATISTIKA**  
 rumushitung.com  
<http://rumushitung.com>

DF = n-2	0,1	0,05	0,02	0,01	0,001
	r 0,005	r 0,05	r 0,025	r 0,01	r 0,001
1	0,9877	0,9969	0,9995	0,9999	1,0000
2	0,9000	0,9500	0,9800	0,9900	0,9990
3	0,8054	0,8783	0,9343	0,9587	0,9911
4	0,7293	0,8114	0,8822	0,9172	0,9741
5	0,6694	0,7545	0,8329	0,8745	0,9509
6	0,6215	0,7067	0,7887	0,8343	0,9249
7	0,5822	0,6664	0,7498	0,7977	0,8983
8	0,5494	0,6319	0,7155	0,7646	0,8721
9	0,5214	0,6021	0,6851	0,7348	0,8470
10	0,4973	0,5760	0,6581	0,7079	0,8233
11	0,4762	0,5529	0,6339	0,6835	0,8010
12	0,4575	0,5324	0,6120	0,6614	0,7800
13	0,4409	0,5140	0,5923	0,6411	0,7604
14	0,4259	0,4973	0,5742	0,6226	0,7419
15	0,4124	0,4821	0,5577	0,6055	0,7247
16	0,4000	0,4683	0,5425	0,5897	0,7084
17	0,3887	0,4555	0,5285	0,5751	0,6932
18	0,3783	0,4438	0,5155	0,5614	0,6788
19	0,3687	0,4329	0,5034	0,5487	0,6652
20	0,3598	0,4227	0,4921	0,5368	0,6524
21	0,3515	0,4132	0,4815	0,5256	0,6402
22	0,3438	0,4044	0,4716	0,5151	0,6287
23	0,3365	0,3961	0,4622	0,5052	0,6178
24	0,3297	0,3882	0,4534	0,4958	0,6074
25	0,3233	0,3809	0,4451	0,4869	0,5974
26	0,3172	0,3739	0,4372	0,4785	0,5880
27	0,3115	0,3673	0,4297	0,4705	0,5790
28	0,3061	0,3610	0,4226	0,4629	0,5703
29	0,3009	0,3550	0,4158	0,4556	0,5620
30	0,2960	0,3494	0,4093	0,4487	0,5541
31	0,2913	0,3440	0,4032	0,4421	0,5465
32	0,2869	0,3388	0,3972	0,4357	0,5392
33	0,2826	0,3338	0,3916	0,4296	0,5322
34	0,2785	0,3291	0,3862	0,4238	0,5254
35	0,2746	0,3246	0,3810	0,4182	0,5189
36	0,2709	0,3202	0,3760	0,4128	0,5126
37	0,2673	0,3160	0,3712	0,4076	0,5066
38	0,2638	0,3120	0,3665	0,4026	0,5007
39	0,2605	0,3081	0,3621	0,3978	0,4950
40	0,2573	0,3044	0,3578	0,3932	0,4896
41	0,2542	0,3008	0,3536	0,3887	0,4843
42	0,2512	0,2973	0,3496	0,3843	0,4791

## Appendix G

### RESEARCH INSTRUMENT

#### 1. Grammar Test

##### MULTIPLE CHOICES

1. I..... movie yesterday
  - a. Watching
  - b. Watch
  - c. Watches
  - d. Watched
  
2. We.....to the school yesterday
  - a. Walk
  - b. Walked
  - c. Walks
  - d. Walking
  
3. They.....fried rice in the restaurant two days ago
  - a. Eat
  - b. Eaten
  - c. Eating
  - d. Ate
  
4. The dog..... in the grass
  - a. Jump
  - b. Jumped
  - c. Jumping

- d. Jumps
5. ....he read novel last night?
- a. Do
  - b. Did
  - c. Does
  - d. Done
6. She.....a cake last morning
- a. Making
  - b. Makes
  - c. Make
  - d. Made
7. We .....to Bira Beach 2 weeks ago
- a. Come
  - b. Go
  - c. Went
  - d. Comes
8. I.....a delicious cake yesterday
- a. Taste
  - b. Tasted
  - c. Tastes
  - d. Tasting
9. Rina and I ..... in the museum last week
- a. Meet

- b. Met
- c. Meeting
- d. Meets

10. I.....to my grandmas's house last week

- a. Come
- b. Came
- c. Coming
- d. Comes

11. My mother..... a delicious cake for us 1 hour ago

- a. Cook
- b. Cooked
- c. Cooking
- d. Cooks

12. He.....to me about our English task yesterday

- a. Talked
- b. Talks
- c. Talking
- d. Talk

13. She.....this floor yesterday

- a. Swept
- b. Sweeps
- c. Sweep
- d. Sweeping

14. I..... sad when my best friend left last night

- a. Am
- b. Were
- c. Was
- d. Did

15. My father ..... in this office two years ago

- a. Working
- b. Worked
- c. Work
- d. Works

16. My friend.....letter for me 1 year ago

- a. Send
- b. Sent
- c. Sending
- d. Sends

17. My students.....hard last night

- a. Study
- b. Studied
- c. Studies
- d. Studying

18. My sister.....a short story last night

- a. Write
- b. Written

- c. Wrote
- d. Writing

19. You.....do it yesterday

- a. Did not
- b. Do not
- c. Is not
- d. Are not

20. My sister..... Me about English yesterday

- a. Teach
- b. Teaching
- c. Taught
- d. Teaches

21. My friends.....a new uniform last night

- a. Wearing
- b. Wear
- c. Wore
- d. Wears

22. They .....a gift yesterday

- a. Give
- b. Gave
- c. Giving
- d. Gives

23. I ..... a cake for my grandma last Sunday
- a. Bring
  - b. Brought
  - c. Brings
  - d. Bringing
24. Mia.....an active student last year in my school
- a. Is
  - b. Are
  - c. Was
  - d. Were
25. The boys..... football in front of my house yesterday
- a. Playing
  - b. Played
  - c. Plays
  - d. Play
26. I.....a dress for my younger sister last week
- a. Buy
  - b. Bought
  - c. Buying
  - d. Buys
27. My brother.....his car yesterday
- a. Wash
  - b. Washed

c. Washing

d. Washes

28. My family and I..... In Makassar City 10 years ago

a. Live

b. Lived

c. Lives

d. Living

29. She.....fishes in the river yesterday

a. Catch

b. Catching

c. Caught

d. Catches

30. I was sleeping when you.....me last night

a. Call

b. Calls

c. Called

d. Calling

31. I.....a song in his party yesterday

a. Sing

b. Sung

c. Sang

d. Singing



32. Did the tour participants.....the sunrise this morning?

- a. See
- b. Saw
- c. Seeing
- d. Seen

33. How did you.....your last weekend?

- a. Spend
- b. Spent
- c. Spending
- d. Spends

34. ....you finished it last night?

- a. Did
- b. Do
- c. Does
- d. Was

35. Rahmat..... at sunrise yesterday

- a. Look
- b. Looking
- c. Looks
- d. Looked

36. Did he.....my cake last night?

- a. Take
- b. Took

- c. Takes
- d. Taking

37. My mother.....wedding card yesterday

- a. Get
- b. Getting
- c. Got
- d. Gets

38. Marisa .....in the beach yesterday

- a. Walk
- b. Walks
- c. Walking
- d. Walked

39. She did not..... the answer for that question

- a. Know
- b. Knows
- c. Knew
- d. Knowing

40. I.....my assignments last night

- a. Finished
- b. Finish
- c. Finishing
- d. Finishes

41. You.....the floor last morning
- a. Clean
  - b. Cleans
  - c. Cleaned
  - d. Cleaning
42. My father.....his brother's car yesterday
- a. Borrow
  - b. Borrowing
  - c. Borrows
  - d. Borrowed
43. I..... a very interesting short story yesterday
- a. To read
  - b. Read
  - c. Reads
  - d. Reading
44. You..... around the field
- a. Run
  - b. Running
  - c. Ran
  - d. Runs
45. Nanda..... pass the test of Muhammadiyah University last year
- a. Does not
  - b. Did not

c. Do not

d. Does

46. Aldi.....not do his task last week

a. Do

b. Did

c. Does

d. Don't

47. Ica and Risna.....milk tea yesterday

a. Drink

b. Drank

c. Drunk

d. Drinking

48. Ailsa and Abdul.....my students last week

a. Were

b. Was

c. Are

d. Is

49. Suparman.....a diligent student one month ago

a. Was

b. Were

c. Is

d. Are

50. I.....in my bedroom last night

- a. Sleep
- b. Slept
- c. Sleeps
- d. Sleeping

**2. Writing Test**

**Make three paragraphs about your experience with theme is memorable event!**

## Appendix H

### ANSWER KEY

#### Grammar Test

#### MULTIPLE CHOICES

1. D  
2. B  
3. D  
4. B  
5. B  
6. D  
7. C  
8. B  
9. B  
10. B

11. B  
12. A  
13. A  
14. C  
15. B  
16. B  
17. B  
18. C  
19. A  
20. C

21. C  
22. B  
23. B  
24. C  
25. B  
26. B  
27. B  
28. B  
29. C  
30. C

31. C  
32. A  
33. A  
34. A  
35. D  
36. A  
37. C  
38. D  
39. A  
40. A

41. C  
42. D  
43. B  
44. C  
45. B  
46. B  
47. B  
48. A  
49. A  
50. B

**Appendix I**  
**DOCUMENTATION**















## CURRICULUM VITAE



**Rismasari**, was born on July 9<sup>th</sup>, 1997 in Bunga-bunga, Luwu Timur regency. The researcher is the second child from siblings from marriage of her parents Syarifuddin and Rosni. In 2003 the writer registered as student elementary school, SDN 139 Buana Indah in Luwu Timur regency and the researcher graduated in 2008. The next in the same year the researcher registered as a student in SMPN 1 Sabbangparu, Wajo regency graduated in 2011. Then the researcher registered in senior high school, SMAN 1 Mangkutana and graduated in 2014. The next in the same year, the researcher registered to study of English Department in Makassar Muhammadiyah University, and finally on January 2019 the researcher finished her thesis that has title “A Correlation between Students’ Grammar Mastery and Students’ Writing Ability.”