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CHAPTER 1

INTRODUCTION

A. The Background of the Study

Language plays important role in the human communication. So, that is why everyone has to master at least one of language. But in learning language, there are many problems in today's world that need a proper language to solve them.

As we know that the English language is learned by almost of all the educated people all over the world. Many countries take a great interest in the case of learning English. The peoples can see English is important medium. It is used as means of communication. Many cases in this world that printed and written in English, or it is spoken broadly on the television, Radio and any other kinds of communication tools.

In this world, there are many language and the linguist have the different definition about the language. According to Sanggam Siahaan (2008, p. 1) "Language is a set of rules used by human as a tool of their communication. The use of language is governed by the conventional rules shared by the speakers of the language. Each of them must obey the rules. Otherwise, they cannot use it effectively for the sake of their communication. They cannot communicate well.



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For many years, English has been the most important foreign language in Indonesia, which is taught from elementary school to university.

The success of learning English is absolutely inseparable with the mastery of four language skills involving, listening, speaking, writing, and reading. Brown (1994, p.127) stated, "there are four language skills that the student should master at the end of their learning process, they are listening, speaking, writing and reading". Students are strongly expected to consider the importance of the four language skills as the final purpose to achieve. They should study hard to master the four skills by doing many exercises and practices, so that their learning target can be achieved

These activities, of courses, require guidance of English teacher in applying his or her role in teaching, facilitating, and educating to bring the students into the expected learning atmosphere what has been taught to the students is supposed to enable them to understand, identify, use, and apply the language in communication. Nunan (1990, p.190) said "Teacher's explanation is important to provide learners the only substantial life target, input, they are likely to receive". There are some important supporting elements required by the students to master the language skills. One of them is grammar.

The existence of grammar in learning English is the fundamental one that helps generate understandable sentences produced by language use in both spoken and written forms. Moreover, understanding, translating, analyzing, comprehending, and even generating ideas of what situation they are facing.



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Grammar of a language is description of the way in which that language behaves. Brown (1994, p.347) stated “Grammar is a system of rulers governing the conventional arrangement and relationship of words in a sentence”. So, it means grammar is a basically to arrange words become a sentence. Without ability in grammar, writer cannot arrange the words become a good sentence. Grammar is used in the process of writing where as the words are arranged grammatically in a sentence.

According to Hughey (1982, p.34), “writing is an essential form for communication. Its function is to express someone feelings, hopes, and dreams. Through writing, a writer can express someone ideas, plans, recommendations, and commitments”. Considering to the functions of writing as an essential form of communication and as the tool of the writer expressions, the varieties of composition process will be the basic demand of awriterll-organized essay.

Ricard (1992, p.262), in his book, said “Writing is not a simple subject. When writer wants to write something, writer should demonstrate his/her English grammatical competence and knowledge also skill in writing. One of the skills in writing is composing short paragraph. Paragraph is a unit of organization of written language, which serves to indicate how the main ideas in a written text are grouped”. Hoerver, it can not be separated by sentences. Therefore, before writer make the sentences writer should master the structure to make the correct sentencesand become a paragraph. In the process of writing, the writer is not only thinking the ideas, but also using grammar correctly.



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In writing, grammar has shown its role in resulting good sentences. Sentences written grammatically will make the readers easy to understand about messages that the writer sends. Grammar is not only the basic skill to create good sentences but also needed to promote the development of writing skill. Tugrul mart, in his journal, (2016) states “ Knowing more about grammar will enable learners to build better sentences in writing performances”. From that statement can be concluded that grammar has relationship to writing ability.

English in SMA N 1 Kampar Kiri Tengah has been taught since the first year of learning. English has been known by students. It can be seen in curriculum that is used and time allocation. There is a curriculum that is used in SMA N 1 Kampar Kiri Tengah. KTSP (Education Unit Level Curriculum) especially is used to the first until the third grade. It has been applied since 2007 until now. English KTSP is a curriculum in which school or an institution has authority to implement system of learning and teaching activity for particular lesson or subject.

English teaching and learning process in curriculum is allocated for 2 meetings x 45 minutes in a week. Furthermore, in English teaching and learning process, teacher-centered activities are dominated in the classroom. So, in order to get further causes why students get difficulties to write English in the classroom, especially to write sentences, it is needed a research dealing with the teaching and learning English especially in writing sentences.

Based on the pre-lemenarary study conducted at SMAN 1 Kamapar Kiri Tengah in june 9th 2017, although teacher had explained the ways of how to make a good sentence and almost all of the students understood when the teacher tought the



grammar especially in simple past tense, but the students still get difficulties when they are asked to write good sentences especially in writing spoof text. They also know the formula of simple past tense, but they confused in producing sentences especially in simple sentence and compound sentence. It can be seen in the following symptoms:

1. Some of the students seem to be difficult to construct the sentences in past tense.
2. Some of the students seem to be difficult to construct the sentences with correct vocabulary
3. Some of the students seem to be difficult to express their idea
4. Some of the students are not able to write clearly sentences with punctuation.
5. Some of the students still make mistakes in grasping the sentences structure.
6. some of the students still failed to write spoof text with coherent sentences
7. some of the students still failed to write spoof text with cohesion sentences

Simple past tense is a necessary especially in writing spoof text because simple past tense has important role how to write spoof text well. So if the students want to write spoof text, the students must understand the simple past tense first.

From the fact, it can be seen that mastering grammar is likely not influencing students' ability in writing spoof text. Based on these condition the researcher was



interested in examining whether simple past tense mastery has relationship to ability in writing spoof text.

That is why the writer wants to conduct a research on the thesis **“The Correlation between Simple Past Tense Mastery and Writing Spoof Text Ability at The Eleventh Grade Students Of SMAN 1 Kampar Kiri Tengah”**.

B. The Definition of the Terms

In order to avoid misunderstanding about the title above, it is necessary to define the term used as follows:

1. simple past tense mastery

“Simple Past Tense is used to express an activity or situation that happened at one particular time in the past. It began and ended in the past.” Betty (1993, p.2)

3. Writing ability of spoof text

According to Hughey (1983, p.10) “Writing is an actualization or dramatization of the thought process through transcription”. Writing is an expression of the writer. Writer must be able to express their mind in writing. A good writer is someone who is able to make the reader understand what the meaning of the writing is. By writing, writer can understand the writer’s ideas. So, it is not only in orally but also in writing form. Ability can be as potential as capacity to do something physically or mentally. Ability is also someone’s potential to do something. Each one has different ability. It depends on their IQ influences someone if he could

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do it or could not do it. According to Gerot and Wignel (1994, p. 192)

“Spoof text is to retell an event with humorous twist. ”.

C. The Problem

1. The identification of the problem

Based on the symptoms gained the researcher observation, the rasearcher identifies the problems as follows :

- a. Why do the students seem to be difficult to construct the sentences in past situation?
- b. Why do the students do not understand the past activity in writing sentences ?
- c. Why do the students do not master the past tense?
- d. Why do the students master to identify simple past tense of spoof text but they are not able to identify the generic structure of the narrative paragraph?
- e. Why do the students get low mastery in writing spoof text while the actual the case is that they are able in identifying simple past tense?
- f. Why are the students not able to write clearly sentences?
- g. Why do the students still make mistakes in grasping the sentences structure?
- h. How is students' past tense mastery of eleventh grade at State Senior High School 1 Kampar Kiri Tengah, Kampar Kiri Tengah Regency?
- i. How is the writing spoof text ability of eleventh grade students at State Senior High School 1 Kampar Kiri Tengah, Kampar Kiri Tengah Regency?

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- j. Is there any correlation between simple past tense mastery and writing spoof text ability of eleventh grade at State Senior High School 1 Kampar Kiri Tengah, Kampar Kiri Tengah Regency?

2. Limitation of the problem

The researcher realizes that to carry out this reseach, he has limited time, knowledge and finance. Therefore, he needs to focus limit this research onthe correlation between students' past tense mastery and writing spoof text ability, mainly to the eleventh garde students at State Senior High School 1 Kampar Kiri Tengah, Kampar Kiri Tengah regency.

3. Formulation of the problem

To do this research, the researcher formulates the following research questions :

- How is students' past tense mastery of eleventh grade at State Senior High School 1 Kampar Kiri Tengah, Kampar Kiri Tengah Regency?
- How is the writing spoof text ability of eleventh grade students at State Senior High School 1 Kampar Kiri Tengah, Kampar Kiri Tengah Regency?
- Is there any correlation between simple past tense mastery and writing spoof text ability of eleventh grade at State Senior High School 1 Kampar Kiri Tengah, Kampar Kiri Tengah Regency?



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D. The objectives and the significances of the research

1. The objectives of the research

- To determine students' past tense mastery of eleventh grade at State Senior High School 1 Kampar Kiri Tengah, Kampar Kiri Tengah Regency.
- To determine students' ability in writing spoof text of eleventh grade at State Senior High School 1 Kampar Kiri Tengah, Kampar Kiri Tengah Regency.
- To find out significant correlation between students' past tense mastery and students' ability in writing spoof text of eleventh grade at State Senior High School 1 Kampar Kiri Tengah, Kampar Kiri Tengah Regency.

2. Significances of the research

- This research finding is about correlation between students' past tense mastery and writing spoof text ability.
- To provide valuable information for other English reseaccher about the relationship between students' past tense mastery and students' writing ability.
- To fulfill one of the requiements of S.1 degree of English Education Department faculty and Teacher Training of State Is;amic University Sultan Syarif Kasim Riau.

E. The reason of choosing the title

The reasons of choosing the title are :

- Past tense is one of the important part in writing spoof text
- The problems in this research are very interesting to be investigated

3. This research is relevant to the researcher's status as a student of English Education Department of Education and Teacher Training Faculty, State Islamic University of Sultan Syarif Kasim Riau.

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