

CHAPTER 1

INTRODUCTION

This chapter explains background of the research, statement of the research, objective of the research, significance of the research, limitation of the research, and operational definition.

1.1 Background of the Research

In the school, all the students must have an English subject, start from elementary school until college. The researcher believes that every school learn about grammar. Grammar is not only about tenses, According to Fauziati (2002: 79) in Winarni (2016: 18) grammar is the rule that show how words are combined, arranged or changed to show certain kinds of meaning. By knowing and understanding grammar of a language, the students can know how to make a correct sentence in language. So, it means that if the students want to increase their writing ability, they must learn about grammar.

To create a good writing, we must have knowledge such as grammatical structures, vocabulary, punctuation, spelling, and a good paragraph development. According to Byrne (1997: 1) in Winarni (2016: 17), writing is producing a sequence of sentences arranged in particular order and linked together in certain ways. He also states that writing is the act of forming letters or combination of letter: makingmarks on a flat surface of some kind. Writing is very important. Cahyono (2009: 75) states writing is a means of communication, especially when the person we want to communicate is not right there in front of us. From the researcher's experience, the researcher found that the students have many difficulties in writing. Many factors students have difficulties in writing, like vocabulary mastery, structure mastery and translation ability in English. That is why writing is the most difficult skill among these 4 English skills, listening, reading, speaking, and writing.

The researcher observes that many students in SMK N 1 Kalinyamatan Jepara, do not really know about grammar especially in tenses. When their teachers teach about tenses, some of the students do not understand it at all. The

students have a difficult to learn English grammar, because of mostly their teachers teach about grammar directly to the pattern or the rules and they also feel bored when learning English. The researcher also checks the students' writing, such as descriptive text, narrative text, recount text, and etc. the result is there are some students who are good in tenses, is not always good in writing and there are some students who are bad in tenses, are not always bad in writing. It means that the smartest is not always good in everything.

The researcher assumes that female students are better in writing than male students. When the researcher did observation in SMK N 1 Kalinyamatan Jepara, the researcher found that female students in X BG class were mostly good in writing, how they write the idea, how they arrange sentences, and etc. But male students in X EI class mostly ignore the tenses in their writing, they just write what they know. It is strengthened by Narayanan (2005), in research's result was female students have scored higher mean average in all motivational categories such as integrative, instrumental, resultative & intrinsic than male students. It means that female students have good chances to learn an English. It also includes learning about writing English, with their ability, they may make a good writing which influence by their emotions, feeling, and their arrange-words ability. And writing also needs grammar, Fauziati (2002: 79) in Ayuk Winarni (2016: 18) said that grammar is the rule that show how words are combined, arranged or changed to show certain kinds of meaning. According to Narayanan's research (2005), Male students have less motivation to learn English. Bacon (1992) in Narayanan (2005) stated that male students use translation strategies more than female students. The researcher concludes that when male students learn an English, they translate it directly without notice the arrangement. It also effects on their writing ability, they must hard work to make a good writing and pay attention about the grammar. After seeing those relations, the researcher assumes that female students are good in writing and grammar than male students. So, the researcher wants to take writing texts which the theme is about self-introduction and simple present tense as the grammar to measure the results between female and male students. It can be both of them have a significant correlation between their writing and

simple present tense mastery or do not have any significant or one of them can be have a significant correlation or do not have a significant correlation.

After find that problem, the researcher wants to conduct “The Correlation between Simple Present Tense Mastery and Writing Ability in Self Introduction Text of the Tenth Grade Female and Male Students of SMK N 1 Kalinyamatan Jepara”.

1.2 Statement of the Problem

Based on the background of the study above, the researcher determines the statement of the problem:

1. Is there a significant correlation between simple present tense mastery and writing ability in self introduction text of the tenth grade female students of SMKN 1 Kalinyamatan Jepara?
2. Is there a significant correlation between simple present tense mastery and writing ability in self introduction text of the tenth grade male students of SMKN 1 Kalinyamatan Jepara?

1.3 Objective of the Research

Based on the statement of the problem, the main objectives of the research are:

1. To find out whether there is a significant correlation between simple present tense mastery and writing ability in self introduction text of the tenth grade female students of SMKN 1 Kalinyamatan Jepara.
2. To find out whether there is a significant correlation between simple present tense mastery and writing ability in self introduction text of the tenth grade male students of SMKN 1 Kalinyamatan Jepara.

1.4 Significance of the Research

By doing this research, the researcher expects the finding of this research will be useful for many people as below:

1. Theoretically

The researcher hopes that this research can be a reference and reflection at the same time to set another way in learning grammar and writing.

2. Practically

a. For the students

After the students know the correlation between simple present tense's mastery towards writing ability in introduction text, the researcher hopes that the students can practice more in English writing by using their grammar's mastery.

b. For the teacher

The teachers can enhance their teaching and learning process especially in teaching English writing by using useful technique and method, moreover for the teachers who have good grammar mastery.

c. For other researchers

The researcher hopes that the other researchers can find out a reference in carrying the same kind of research by this research.

1.5 Limitation of the Research

The researcher has some limitation to specify the research. This research focuses on the correlation between the tenth grade female and male students of SMK N 1 Kalinyamatan Jepara on simple present tense mastery and writing ability in self-introduction text. The researcher chooses a simple present tense as the material, because the researcher follows the curriculum of the school and the researcher tries to take that simple present tense into a writing (self-introduction text). The subject of the researcher is tenth grade female and male students of SMK N 1 Kalinyamatan Jepara 2019/2020 academic year.

1.6 Operational Definition

The researcher defines the terms are used in the title of this research, as follow:

1. Simple present tense is when we want to talk about something in general.
2. Writing ability is a skill that producing a sequence of sentences arranged in particular order and linked together in certain ways.

3. Self-Introduction text is a text which tells about the writer's information.

The tenth grade female and male students of SMK N 1 Kalinyamatan Jepara refer to the students who study in SMK N 1 Kalinyamatan Jepara 2019/2020 academic year.

