

CHAPTER I

INTRODUCTION

In this chapter, the researcher discussed the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the hypothesis, the purpose of the research, the significance of the research, and the definitions of the key terms.

1.1 The Background of the Problem

Language is a framework of communication that comprises a set of sounds and composed images that are utilized by the individuals of a specific nation or local for talking or writing. Language is one of the important things in communication and it is used as a tool of communication among nations all over the world. Language is one of the aspects in interacting and socializing with other people. According to Gorys Keraf in Rabiah (2018:6), language is a means of communication between members of the community in the form of a symbol of sound produced by the speech organ.

Basically, English is one of the languages that must be known. As an international language, English is very important and has many interrelationships with various aspects of life owned by human beings. Rose and Montakantiwong in Saud (2020:1) stated that with the quick development and far reaching utilization of English all through the world, there has been a worldview move from instructing English as an outside dialect to instructing English as an universal dialect.

In Indonesia, English is considered the first foreign language and taught formally from elementary school up to the university level. There are four skills that we should know in English, namely listening, speaking, reading, and writing. Listening and reading are known as “receptive” skills whereas speaking and writing are known as “productive” skills.

Receptive is a passive skill whereas students can receive the message and decode to understand. Besides that, productive is an active skill whereas students doing these need to produce language. Morrow in Anjayani and Suprpto (2016:2) stated that receptive and productive skills, they have a combination of four skills – listening, reading, speaking, and writing abilities.

On the other hand, Writing skills are an important part when you want to communicate or write to make a report, journal, article, etc. Parmawati in Yulianti, Nuraeni, and Parmawati (2019:715) stated that writing skill is important, it does not get sufficient consideration and appropriate time assignment within the instructing and learning process.

Besides that, when you have the skill to write, you should have to be considered such as; grammar as a complement in writing skills. Writing includes a few components that ought to be considered counting word choice, utilization of suitable grammar, language structure, mechanics, and organization of thoughts into coherent and cohesive shape (Gebhard, 1996 cited in Yulianti, Nuraeni, and Parmawati, 2019:714). In writing a paragraph, we need grammar as a complement in making a paragraph.

In fact, grammar is important for students in writing in English. Grammar rules are very important for mastering a language (Harmer cited in Widya and Wahyuni, 2018:76). Grammar has 16 tenses in English. One of them is simple past tense. A simple past is a form of sentence that tells or indicates past activities. Simple past tense is an activity or action carried out by a subject within the past (Tanjung cited in sari, 2019:40). According to Azar in Fadilah (2019:16), the basic past indicates that an action or situation finished at a particular time within the past.

However, writing skills will be accompanied by grammar. Without grammar, writing skills will not be perfect because grammar is one of the part of writing that is important to make a sentence correctly. Especially when rewriting short narrative text after watching movies, grammar is indispensable in writing.

Movie is a collection of moving pictures that tells a story and is seen on a screen or television by individuals. Movie is cinema or moving images, is a series of images projected on a screen in order to create illusion (description) of motion of the living (Weston in Yastanti and Widhiyanto, 2018:24). Movie is one of the media that can be used for teaching learning. According to Arsyad in Marko and Said (2021:2), the teacher creates a new atmosphere in the classroom by showing a movie, which encourages students to participate actively in the learning process. Visual aids will also assist students to master the material that the teachers give.

Movie is divided into two parts, there are long movie and short movie. In this research, researcher uses short movie. Short movie is a movie that has a running time of 10 – 15 minutes. For example: Snake Bite short movie. According to

Elizabeth and Sumarsih in Rambe et al. (2019:251) define that short movie is one of motion pictures that can be used for teaching.

The researcher presents the finding research from Gufron (2019) in his entitled thesis "*Correlation Between Rewriting Story Ability on Short Movie and Writing Ability in Narrative Text of Tenth Grade Students At Vocational High School Pgri 1 Tulungagung*" demonstrates that there is positive and significant correlation between rewriting story ability on short movie and writing ability in narrative text.

From the result of observation that the researcher did, there are some students at English Department do not understand how to use correct grammar. They told that grammar is difficult component in writing. They have a problem when they want to write a text with the correct tenses.

Based on the explanation above, the researcher was interested to apply short movie in her research to find the relation of students' grammar mastery and writing narrative text. She uses a movie as a media in this research because in learning, the students are more interested with audio visuals like a movie or film. So the researcher wants to do this research entitled "The Correlation Between The Second Year Students' Grammar Mastery (Simple Past Tense) and Their Skill in Rewriting Short Narrative Text after Watching Movies at The English Department of Bung Hatta University".

1.2 The Identification of the Problem

In this research, the researcher wanted to find the correlation between the grammar mastery and writing skill at English Department of Bung Hatta University. Correlation research involves collecting data in order to determine whether a relationship exists between two or more quantifiable variables and to what degree it is (Refnita, 2018). As of matter of fact, one of skills that must be mastered is writing. In writing, some of students at English Department in academic year 2020/2021 have difficulty putting their ideas and thoughts into writing with the correct grammar.

According to Jozsef in Marko and Said (2021:2), The development of ideas, the cover in presenting acquaintances, and the report of the incidence are all difficulties in writing. Writing is the most difficult skill for second language and foreign language learners (Richard & Renandya cited in Bungsu, Daud, dan Mansyur, 2021:55). Beside that, writing has components such us; content, organization, grammar, vocabulary, and mechanics. According to Heaton in Amir (2020:1), Content, organization (sentence structure models), grammar (grammar), vocabulary (vocabulary), and mechanics are the five special components of writing (compilation mechanism). Writing has several components that must be understood, one of which is grammar.

From the explanation above, the students can share and write their ideas or story after their watch the movie that researcher gives. To write and share their ideas, the students have to use correct grammar to become a short paragraph. Grammar is a set of logical and structural rules that govern that sentences,

phrases, and words are constructed in any natural language. According to Swan in Bungsu, Daud, and Mansyur (2021:1), grammar is the rule that says how words change to show different meanings, and they combine into sentences. It means grammar has rules that we should understand so that we can write with the writing correctly. According to Woods (as cited in Abduh & Algouzi, 2020:293), language learning experiences, early teaching experiences, and education courses may have influenced teachers' views on grammar teaching.

1.3 The Limitation of the Problem

Based on the identification above, the researcher wanted to limit this study to The Correlation Between The Second Year Students' Grammar Mastery (Simple Past Tense) and Their Skill in Rewriting Short Narrative Text after Watching Movies at The English Department of Bung Hatta University. The researcher focused on students' writing ability in the narrative text by watching a movies with the title "Snake Bite".

1.4 The Formulation of the Problem

Based on the problem above, the researcher formulated the problem as follows: “ *Is there any significant Correlation Between The Second Year Students' Grammar Mastery (Simple Past Tense) and Their Skill in Rewriting Short Narrative Text after Watching Movies at The English Department of Bung Hatta University*”.

1.5 Hypothesis

The hypothesis of the study are formulated as follows :

1. Ha: There is a significant correlation between the students' grammar mastery (simple past tense) (X) and their skill in rewriting short narrative text (Y) after watching movies.
2. H0: There is no significant correlation between the students' grammar mastery (simple past tense) (X) and their skill in rewriting short narrative text (Y) after watching movies.

1.6 The purposes of the Research

The main purpose of this research was to find the correlation between the second year students' grammar mastery (simple past tense) and their skill in rewriting short narrative text after watching movies at the English Department of Bung Hatta University.

1.7 The significance of the Research

By conducting the research about the correlation between the second year students' grammar mastery (simple past tense) and their skill in rewriting paragraphs of short narrative, the writer hoped that this research will give an advantage for the students and the researcher. For the students can understand about the grammar (simple past tense) to write a narrative movie. For the researcher, the study is useful to increase their knowledge in doing a study in the future.

1.8 The Definition of the Key Terms

The researcher defines some key terms to avoid misunderstanding in this research. They are as follows:

1. Correlation research involves collecting data in order to determine whether a relationship exists between two or more quantifiable variables and to what degree it is (Refnita, 2018).
2. Grammar is the rule that says how words change to show different meanings, and they combine into sentences (Swan in Bungsu, Daud, and Mansyur, 2021).
3. Writing is the most difficult skill for second language and foreign language learners (Richard & Renandya cited in Bungsu, Daud, dan Mansyur, 2021).
4. Simple past tense is an activity or action carried out by a subject within the past (Tanjung cited in Sari, 2019:40).
5. According to Elizabeth and Sumarsih in Rambe et al. (2019) define that short movie is one of motion pictures that can be used for teaching.