

**THE CORRELATION BETWEEN STUDENTS UNDERSTANDING OF
SIMPLE PAST TENSE AND THEIR ABILITY TO WRITE NARRATIVE
TEXT**

A Paper

Submitted to the English Language Education Study Program, Faculty of Teacher
Training and Educational Sciences Pakuan University as Partial fulfillment of the
Requirements for the *Sarjana Pendidikan* Examination

By

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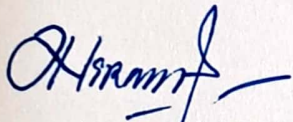
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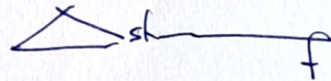
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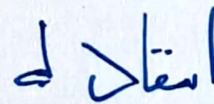
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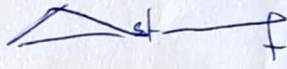
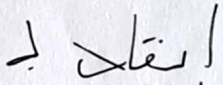
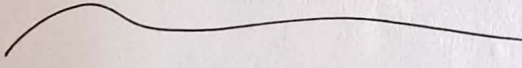
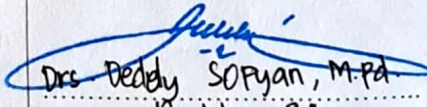
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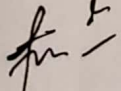


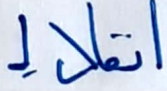
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DECLARATION

I hereby declare that the paper entitled "The Correlation of Students' Understanding of Simple Past Tense and Their Ability to Write Narrative Text" is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the text. Should there be any claim on the originality or ownership of this paper, I would be prepared to take any legal responsibility.

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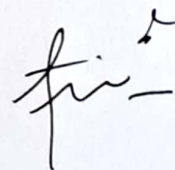
PREFACE

Alhamdulillahirabbil'alamiin, all the praises and gratitude should be to Allah SWT because only with His blessing, the researcher has strength, health, and patience to finish the paper entitled, "The Correlation of Students' Understanding of Simple Past Tense and Their Ability to Write Narrative Text".

To fulfill one of requirements for the *Sarjana Pendidikan* Examination at English Language Education Study Program, faculty of teachers training and educational sciences, Pakuan University this paper is written.

This paper is still far from being perfect because there were many mistakes made in writing this paper. Perfection belongs to Allah SWT, so all constructive criticisms and comments in the future are needed for a better paper.

Bogor, December 2020



The Researcher

ACKNOWLEDGMENT

The researcher would like to express her greatest gratitude to Allah SWT who has made it possible to finish this paper and appreciation to those who had helped her and given her pray, advice, and support for her to reach the completion of this paper. She would also like to express her deepest gratitude and appreciation to Atty Herawati, M.Pd. as the first supervisor and Asih Wahyuni, M. Pd. as the second supervisor for their time and guidance throughout completing this paper.

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With all the greatest appreciation, she dedicates this paper to her precious family: Papah, Mamah, Suami, and Clei for their love, pray, and support. She also wants to thank to her best friends Ega, Tri U, Tri A and Dhea, Gladys, Listia, Putri M who always encourage and support her in writing this paper. The last, this paper would not be completed without helping from her beloved classmates in class A, and all her friends in FKIP Pakuan University who cannot be mentioned one by one. Thank you for helping her to finish this paper and hopefully Allah SWT gives reward for their kindness.

ABSTRACT

The paper entitled “The Correlation of Students’ Understanding of Simple Past Tense and Their Ability to Write Narrative Text” is aimed to find out whether there is a significant correlation between students’ understanding of simple past tenses and their ability in writing Narrative text. This research was correlation study. Research population was eight grade students of SMPN Dharma Nusa academic year 2020/2021, it consists of 56 students that divided into two classes (VIII1, and VIII2). In selecting sample, the researcher used systematic sampling technique. The researcher collected the data by using multiple choice and writing recount text test because in this research, the researcher study about Correlation of Students’ Understanding of Simple Past Tense and Their Ability to Write Narrative Text. After the researcher know that there is a Correlation of Students’ Understanding of Simple Past Tense and Their Ability to Write Narrative Text, the researcher analyzed how many level correlations between two variables with prove it. It can be seen from the computation of the average result of students’ understanding of simple past tense and the average result of students’ ability in writing descriptive text. The average result of students’ understanding of simple past tense is 70.9 and the average result of students ability in writing narrative text is 62.65. By using product momen correlation formula by Pearson, the result of the computation is r_{ratio} is 0.60 which is higher than r_{table} with $N=40$ and 5% significant level is 0.28. The result of r_{ratio} is also between 0.400–0.700 which means the relationship between these two variables is in the average relationship.

Keywords: Simple Past Tense, Narrative Text, writing.

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CHAPTER I INTRODUCTION

A. Background of Study

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. There are four language skills in English, such as speaking, listening, writing and reading. One of the skills that should be mastered is writing. Writing is one of skills in language teaching that is important to learn. Nowadays, many people communicate in writing by sending message through e-mail or other tools. In addition, "Writing skill is a predictor of academic success and a basic requirement for participation in civic life and in the global economy." Graham and Perin (2007:3).

Moreover, the students of junior high school are expected to be able to use English communicatively in written language. People who want to acquire technological and scientific advantages have to master and know the elements of English language. One of the language elements is grammar. Grammar is very crucial portion because it is the basic knowledge for developing language skill. Tenses are a part of grammar. There are 16 tenses, one of them is simple past tense. Simple past tense is used to talk about actions in the past (Allyn (2001: 22).

The ability to understand simple past tense is very important. Simple past tense is always found in English material and in final examination. So the students should master it well. And it is necessary to help them by knowing the problem faced by students in learning

simple past tense. So the students can make better improvement.

Writing is a very important skill because with writing convey people can put their ideas in the written form. Students should develop and train to write their idea in the form of sentence, paragraph, or story. Meanwhile, written activity is regarded as merely a means of recording something that has spoken or that has been said. According to Nunan (2003: 88) writing is the mental work of inventing ideas, thinking, about how to express them, and organizing them into statement and paragraph that will be clear to a reader. In short, the process of organizing into the statement and paragraph is appropriate to the material such as narrative, report, analytical exposition, etc. Narrative is one kind of the writing material that is learned. Narrative is a text that amuse or certain the readers and to tell a story?

Writing is one of main skills that is taught as the center of learning language. Writing also leads to guaranteed improvement in academic achievement. It means that the mastery of writing is very useful for enhancing students' achievement. Allyn (2001: 1) states that writing helps kids develop critical thinking skills. Writing helps them understand and communicate complicate ideas. In the classroom writing activity, one of the goals of learning is to make the students able to write in a good way.

B. Reason for Choosing the Topic

Writing is difficult for foreign language students. Based on the pre

observation conducted by the writer, the eighth grade students of junior high school still face difficulties in writing. In conducting this research, the researcher has three reasons for choosing the topic.

First, writing is important for students in order that they are able to communicate and apply it in real life. Thus, an appropriate way of teaching writing is needed for improving students' writing ability.

Second, the second grade students of Dharma Nusa Junior High School still have difficulties in writing. For example, they are still confused to writing in English.

Last, grammar is the basic knowledge for developing language skill. Tenses are a part of grammar.

C. Research Problems

In conducting the research, there should be a problem investigated and it has discussed in the background of the study. The researcher states the problem as follow: "Is there any significant correlation between Students' Understanding of past tense and their ability to write a narrative text?"

D. Purposes of the Study

Related to the research problem, the purpose of the study is to find out the correlation between Students' Understanding of past tense and their ability to write a narrative text of eight grade students in SMP Dharma Nusa in the academic year of 2020/2021.

E. Significance of the Study

The result of the study is expected to give a contribution to the teaching and learning process of writing in English as a foreign language.

1. For the Students

Through this study the researcher expected this technique can be used to help the students in generating ideas which might help them to write easily. Besides, it helps students to improve their writing ability.

2. For the English teacher

The researcher hopes that this technique able to give information for the teacher in order to consider the free writing as additional technique in teaching writing for EFL/ESL students and as a contribution of the study about English language teaching and learning, particularly in the way on how to improve students' writing skill.

CHAPTER II

THEORETICAL FOUNDATION

A. Writing Skill

1. Definition of Writing

Writing is one of important language skills which is needed in learning of foreign language. According to Brown (2001: 34) trends in teaching writing of English as a Second Language and other languages are integrated with teaching in other skills, particularly in the speaking and listening. When a teacher asked students to find ideas in writing, the students will try to search the source in the internet, newspaper, magazine, radio, and television. During searching the information, they do not only use one skill but also apply some skills like speaking, listening, and writing. Spratt, Pulverness, and William (2005:26) state that writing is a productive skill. They said that it produces a language rather than receive it. Hayland (2004:09) also mentions that writing is a way to share personal meanings. It means that it can share the ideas or purpose in the written form.

Brown (2001:335) also defines writing as a written product of thinking, drafting, and revising that requires specialized skill on how to generate ideas, how to recognize them coherently, how to use discourse makers and rhetorical conventional to put them cohesively into a written text, how to revise a text for clear meanings and how to produce a final product. Writing is actually a development process. In the development process, the students try to express their ideas well with the teachers' guidance. The teachers have to provide students with a chance to create meaning within a positive and cooperative environment. So, they need to practice more and more.

2. The Stages of Writing

Brown (2001:34) states that writing is like swimming. It means that when people want to be able to swim, they must have an instructor to show them the basics ways or tricks to swim and practice it. After they get the basic ways to swim, they will develop their swimming ability based on their own style. In writing activity teachers act as an instructor. They must guide their students in writing.

Based on Harmer (2004:55) there are some stages in writing. First, the teacher guides students to write a text. Then, the teacher shows them the principles of writing until they understand. After that, the teacher tries to develop their writing according to their own style. Last, the teacher gets sufficient writing practices to acquire good writing ability to stimulate their skill in expressing their thought in a good passage. It can be concluded that there are four stages in writing: the students should write a text, the students should understand the principles of writing, the student should develop their writing according to their own style, and the teacher should stimulate the students skill in writing.

3. The Process of Writing

The process of writing not only focuses on final output, but also pays attention to practice. Hyland (2004:10) states that instructor stages of writing give students clear understanding that writing process is significant to produce a good writing. There are stages in process of writing. The first stage is the students and teachers select the topics. The student can select the topic to write. Second is pre-writing. In this stage, the students are involved in brainstorming, collecting data, note taking, and outlining. The third stage is composing (drafting). In this stage, the students begin to write down their ideas in a piece of paper. The next stage is responding to revision. It is done by the teacher or

pairs. It is about developing ideas and organizing the texts. The fifth is evaluation. The teacher evaluates the students' works. It means that the teacher judges the progress that they achieve within the process. After that, it is publishing, which is about the students' performance. It means that students can present or show their writing in front of the class. The last stage is follow-up task. It is conducted to evaluate the weaknesses of writing.

According to Harmer (2004:11), writing has four stages. They are planning, drafting, editing (revising), and final revision. In planning, the students gather information by planning about what they are going to write. They also decide to the purpose of writing, the text style, language used, and the information choice. They also have to consider the organization of the ideas and the content structure. In these stages, the teacher can act as the motivator and facilitator. They can help students to generate their ideas. Then, the next stages is drafting, drafting is the first production stage of getting the ideas down using complete sentences and reflecting the general conventions of writing. In these stages, the students also express their ideas in the sentences and then a paragraph. After drafting, the next stage is editing (revising). It is about the revising the students' draft. The teachers give feedback to the students' draft before they finish their final drafting. The last stage is final drafting. It is about the last revision of the students' writing draft.

4. The Importance of Teaching Writing

The importance of writing for the students of English as a foreign language include reinforcement, language development, learning style, and the most important writing as a skill in its own right (Harmer, 2002:79).

Hyland (2002:105) states that there are many advantages of teaching writing such as:

- a. Discourse rehearsal: help learners establish way of engaging in spoken and writing interaction by stimulating real-world events.
- b. Learning to write: provide opportunities to employ genres under realistic conditions.
- c. Rhetorical consciousness rising: promotes understanding of reader needs and of writing as means of achieving social and persuasive purpose.
- d. Motivated involvement: provides the student with the reasons for writing based on their target needs and current interest.
- e. Cooperative engagement: requires student to work with others to collect data, exchange information and make decision.
- f. Learner control: offer learners opportunities to determine their own routes and strategy to achieve the goal established by the stimulation.
- g. Real feedback: requires student to respond immediately judge the effectiveness of their communication and develop reader sensitivity.

B. Simple Past Tense

1. The Definition of Simple Past Tense

Simple past tense is a verb which explains activities or situation that began and ended in the past. It can refer to short, quickly finished actions and events, to longer actions and happenings (Swan, 1980:469). Azar says that Simple past tense (1993:18) is used to talk about activities or situations that began and ended in the past, for instance *I bought an English dictionary yesterday*. The verb *bought* is a past verb and the word *yesterday* is the past time, signal that both of them indicates the past tense. The simple past tense is used for an action that is known. We use simple past tense for a past action and

situations, when we use definite.

2. The Form of Simple Past Tense

According to Suroso (2006;38) the pattern of simple past tense can be illustrated as follow:

Simple past tense

pattern 1

Positive sentence

Subject	verb 2	(object adverb).
I	Bought	a magazine yesterday
They	Found	a book
She	Finished	the report in one hour

Negative sentence

Subject	did not	verb 1	object adverb
I	did not	come	here yesterday
He	did not	buy	anything there
She	did not	leave	anything to me
They	did not	go	out last night

Verbal question (yes no question)

Did	Subject	verb 1	object adverb
Did	You	sleep	here last night?
Did	You	send	your letter?
Did	They	work	last week?
Did	You	choose	this school?

Question sentence with interogative Asking for subject

who/what, etc	verb 2	object adverb
Who	Drew	this ball?
What	caused	the Diponegoro war?
How many students	followed	this competition?
Which colour	Gave	new situation?
Which team	Won	the last world cup?

Asking for non subject

quest word	Did	Subject	verb 1	object adverb
What	Did	We	write	last week?
Why	Did	You	forbid	me?
When	Did	Bayu	die?	

If the sentence use noun, adjective, adverb etc, as the predicate, in Indonesia its called nominal sentences, we use auxiliary verb be. The form be of simple past tense are "*was* or *were*". We use *was* to first and third person singular and *were* to the other persons.

S	to be (was/were)
I He She It	was
You We They	were

Patterns

(+) S + was/were + C

(-) S + was/were + not + C

(?) Was/were + S + C

Examples:

- I was angry yesterday.
- I was not angry yesterday.
- Was I angry yesterday?

C. Narrative Text

1. Description of Narrative Text

Narrative is a spoken or written account of a story (Hornby, 1995:772). It means that narrative is a kind of text that tells about sequence of events in the past. On the other hand, Mark and Kathy Anderson (1997:1) state that the narrative text are constructed to appeal to our emotical and imagination that can make us laugh or cry think about our life or consider our benefit. The narrative can be communicated using radio, television, computer files, film, videos, books, newspaper and magazine. This gives the idea that the narrative text can influence the feeling of reader or listener after they read the text. The reader and listener not only understand the event in the text but they can also feel it happen for them.

Mark and Kathy Anderson (1997:14) state that a good narrative uses words to paint a picture in our minds of:

- a. What the characters look like (their appearance)
- b. Where the action is taking place (the setting)
- c. How things are happening (the action)

From statement above we can conclude that in making a good narrative text the narrator has to describe about someone's appearance, setting and the action so that the audience have a picture about the text in their mind and they understand about content of the text.

2. Structure of Narrative Text

Mark and Kathy Anderson (1997:8) state there are five steps or

structures in constructing a narrative text. They are:

- a. First is Orientation (can be a paragraph, a picture or opening chapter) in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening.
- b. Second is a complication of event chain or action that influence what will happen in the story.
- c. Third is sequence of events; it is the step where the character's reach to complication. It can be called the action of the character to complication.
- d. Fourth is a resolution, it is the step which the characters finally short out the complication.
- e. And the last is Coda, it is the step that provides a comment or moral value based on what has been learned from the story.

3. Language Features of Narrative Text

According to Mark and Kathy Anderson (1997:8), the narrative text usually has the following language features:

- a. Time words that connect events to tell when they occur.
- b. Verbs to show the actions that occur in the story,
- c. Descriptive word to potray the characters and setting.

4. Types of Narrative Text

According to Mark and Kathy Anderson (1997:18-30) there are several different types (or genres) or narrative text.

- a. Humor : a humorous narrative is one that aims to make the audience laugh as part of telling story. Humor consist of some features, they are Orientation, Complication, Sequence of events and Resolution.
- b. Romance : the romance narrative typical tells of two lovers who overcome difficulties to end up together. Romance tells about a couple that has problem in their relationship and their battle for happy life. Romance has the same features with humor.
- c. Historical fiction : tells about chracteristic of history and takes events of that time, reconstructed from an event, custom, or style in the past. The features of historical fiction are like the previous two genres.
- d. Diary novel : this type of narrative has the text presented like diary entries. It means that diary novel is the diary entries about the writers experience, feelings, hopes, and happenings. It has the same features with historical fiction.
- e. Science Fiction : science fiction uses a setting involving science and technology. The features of science fiction are orientation, complication, sequence of event, resolution and coda.
- f. Fantasy fiction : in fantasy fiction there is a good and evil characters in every story. The features of fantasy fiction are orientation, complication, sequence of event, and resolution.

Fantasy tells about impossible events and is full of imaginations, for example s hero who has magical powers to defeat evil force. The fantasy narrative has the aim of entertaining the readers or listeners.

D. Related Research

There were some relevant studies related had been researched by some researcher. First is Azmi in 2011 by the title a correlation between students' mastery of past tense and their ability in writing recount text.

The objective of his study was to find the correlation between the students' mastery of past tense and their ability in writing recount text. He used a correlation study as his method of this research. For sample, he took 40 students by applying a purposive sample technique. The instrument of the research he used in this study was a test, grammar test and writing test. The results of this research were 66.15 for the average scores of students' mastery of past tense and 71.075 for the average scores of students' ability in writing recount text. For the final result, he used product moment pearson formula to analyzed the data and he found the result was 0.8107 which is mean that the result obtained from the computation is greeter from its critical value. Based on the result above it can be concluded that there is a correlation between students' mastery of past tense and their ability in writing recount text.

Another researcher who did this research is Masriqon in 2011 by the title of the thesis the correlation between simple past tense mastery and writing ability in recount text at tenth grade of SMA Ibnu Sina Braja Selehah in the academic year of 2011/2012. The objective of his study was to find out simple past tense mastery, writing ability in recount text, and whether there was any correlation between simple past tense mastery and writing ability in recount text. He used a quantitative research as the method of the study. The populations of his study were 30 students of tenth grade of SMA IbnuSinaBrajaSelehah. The instrument he used was a test. He decided to give grammar test and writing test. Type of grammar test was multiple choices and writing test is essay test which asked students to make sentences into a paragraph. The result of the test was 0.745 score and the product moment table $N=28$ using 5% confidence limited the score 0.374 and 1% = 0.478, where the score 0.745 is between 0.600 – 0.800. It means that the

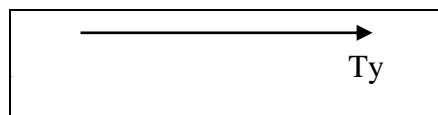
relationship between simple past tense mastery and writing ability was enough. $r_{ratio} = 0.745 > r_{table} = 0.374$, it means that there was positive relationship between both of variables. Based on the research it can be concluded that there is the significant relationship between simple past tense mastery and writing ability in recount text at tenth grade of SMA Ibnu Sina Braja Selehah in academic year 2011/2012.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

To conduct the research, the correlation method with *Ex Post Facto* design is used to conduct this research. The method is used to find out the correlation between students' understanding of simple past tense and their ability to write narrative text. The research has two variables in this research; the first variable is understanding of simple past tense as independent variable (x) and the second variable is students' ability to write narrative text as dependent variable (y). The researcher uses *Ex Post Facto* design to investigate the correlation between those variables. The design is as follows: Arikunto (2013:317)



Tx: students' understanding of simple past tense

Ty: Students' ability to write narrative text

In conducting the research, simple past tense in questionarre is given about the steps, technique, and cognitive elements to be the raw data of variable X (simple past tense), and the result of a test to interpret

students' ability to write narrative text is used to be the raw data of variable Y (students' ability to write narrative text). After that, both raw data are calculated using Pearson Product Moment Formula to find out the result.

B. Population and Sample

The research population is the the second grade students of SMP Dharma Nusa Ciomas. There total population is 56 students from two class with same number of students. This school was chosen because the researcher had taught at SMP Dharma Nusa and had information about the students. This case is suggested by Arikunto (2002: 112) he suggested that 10-15% and 20-25% or more as sample when the population is more than 100 is enough. So, the researcher only takes 50% sample from the population. The researcher takes 28 students in 8 A Class.

C. Data Collection Technique

To collect the data, there are two steps that will be done. First, the researcher gives DCT (Discourse Completion Test) of cultural knowledge which contains of 20 multiple choice. Second step, the researcher gives a test to asses their ability to write narrative text that also contains of 20 multiple choice.

In assesing students' cultural knowledge and their ability to interpret idioms, the researcher uses assesment guidelines as the standart

assessment to assess objective test. Based on (Kurz, 2009), the scoring rubric is as follows:

Description	Score
The score of each correct answer	1 point
The score for incorrect answer	0 point

Table 3.1 Scoring Rubric

Therefore, the maximum score of all number is 20 for DCT of cultural knowledge and 20 for interpreting idioms score. Then, the final

Number of correct answer	
Maximum score	X100

D. Data Analysis

To find out the the result, all the data collected must be calculated.

There are three steps in calculating the data. These are the following steps:

1. Calculating the Mean

Measuring both mean score of the test regarding students' understanding of Simple Past Tense and their ability to write narrative text by using the following formula:

$$M_X = \frac{\sum X}{N} \quad \overline{M}_Y = \frac{\sum y}{N}$$

Where: M_X = the mean of DCT score

$\sum X$ = the sum of students' DCT

N = number of participant

M_Y = the mean of students' understanding of simple past tense

$\sum y$ = the sum of students' ability to write narrative text

2. Interpreting how good are students understanding of simple past tense and students' ability to write narrative text based on the following table:

No	Student's Score	Mark	Interpretation
1.	80 – 100	A	Excellent
2.	66 – 70	B	Good
3.	56 – 65	C	Fair
4.	46 – 55	D	Bad
5.	0 – 45	E	Failed

Table 3.2 Score Classification (Sudjiono, 2011:35)

3. Calculating the correlation coefficient data using Pearson Product Moment Formula, then compare the value with the correlation table. (r_{xy}). The formula is shown below. (Arikunto, 2013:317)

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Note:

- r_{xy} = The correlation coefficient
- $\sum X$ = sum up of students' DCT score
- $\sum Y$ = sum up of students' understanding of simple past tense.
- $\sum Y^2$ = sum of squared Y score
- $\sum X^2$ = sum of squared X score
- $(\sum Y)^2$ = the squares of total sum of Y score
- N = the number of respondent

The Interpretation of Correlation Coefficient (r)

Value of Product Moment (r)	Interpretation
0.800 – 1.000	Very High
0.600 – 0.800	High
0.400 – 0.600	Fair
0.200 – 0.400	Quite Low
0.00 – 0.200	Very Low

From this formula, it could be gotten the correlation coefficient value (r) of the two variables. By the interpretation table, the researcher can conclude the strength of the correlation.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Data Description

In this research, there were two data. The first is students' result of grammar test about their understanding of simple past tense, and second is students' result of writing test about their ability in writing narrative text.

a. Students' Understanding of Past Tense

The writer used a multiple choice test to measure students' understanding of past tense. There were 30 questions and 4 alternative answers for each question. The average result of the eight grade students of SMP Dharma Nusa, Ciomas is 70.9. It means that they had fair in past tense understanding test.

To find the frequency distribution of simple past tense mastery scores, the writer used the following formula:

$$IR = \frac{t-r}{N}$$

Where:

IR = class interval

t = the highest score

r = the lowest score

N = total of the categories

From the data, it could be seen as follows:

The Highest Score: 85

The Lowest Score: 43

While the criteria divided into 3 were high, average, and low, so the interval is:

$$IR = \frac{85-43}{3} = \frac{42}{3} = 14$$

The total interval IR for independent variable of this research was 14.

Figure 4.1

The Frequency Distribution of the Result of Past Tense Understanding

Interval	Frequency	Categories	Percentage
85 – 71	20	High	60%
70 – 56	8	Average	32,5%
55 – 41	3	Low	7,5%
	32		100%

Based on the figure above, it can be concluded that:

- a. There are 20 students (60%) who got the high score
- b. There are 8 students (32.5%) who got the Average score
- c. There are 3 students (7.5%) who got the low score

From the data of the research, the writer also found that in this test there are no students (0%) who get excellent result, 5 students (15%) get very good result, 15 students (45%) get good result, 6 students (20%) get poor result and 6 students (20%) get very poor result.

b. Students' ability in writing narrative text

To know the students' ability in writing narrative text, the writer used a writing test. The writer asked the students to write at least three paragraphs about narrative text. The average score of the students is 62.65. It means that the students had a fair score in writing test.

To find the frequency distribution of simple past tense mastery scores, the writer used the following formula:

$$IR = \frac{t-r}{N}$$

Where:

IR = class interval

t = the highest score

r = the lowest score

N = total of the categories

From the data, it could be seen as follows:

The Highest Score: 83

The Lowest Score: 23

While the criteria divided into 3 were high, average, and low, so the interval is:

$$IR = \frac{83-23}{3} = \frac{60}{3} = 20$$

The total interval IR for independent variable of this research was 20.

Figure 4.2

The Frequency Distribution of the Result of Writing ability in Narrative Text

Interval	Frequency	Categories	Percentage
83 – 63	18	High	62,5%
62 – 42	8	Average	27,5%
41 – 21	4	Low	10%
	32		100%

Based on the figure above, it can be concluded that:

- There are 18 students (62.5%) who got the high score
- There are 8 students (27.5%) who got the Average score
- There are 4 students (10%) who got the low score

From the data of the research, the writer also found that in this test there are no students (0%) who get excellent result, 1 student (2.5%) gets very good result, 9 students (25%) get good result, 11 students (35%) get fair result, 7 students (20%) get poor result and 6 students (17.5%) get very poor result.

2. Data Analysis

Based on the data above, the writer finds that there is an average correlation between students 'understanding of past tense and their ability in writing narrative text at the eighth grade students of Smp Dharma Nusa, Ciomas. From the statistical analysis it was found that there is a positive correlation between the students' understanding of simple past tense and their ability in writing narrative text. It was proved by the value of r_{xy} is greater than the value of r table. The value of r_{xy} is 0.60 and the value of r table with $N=38$ and 5% significant level is 0.28. It can be concluded that the students' understanding of simple past tense have a correlation with their ability in writing narrative text.

To see the correlation between the two variables, the writer used Pearson Product Moment Correlation formula to compute the data as follows:

$$\begin{aligned}
 r_{xy} &= \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}} \\
 r_{xy} &= \frac{40 \cdot 181090 - (2386)(2509)}{\sqrt{[40 \cdot 205192 - 8042896][40 \cdot 164434 - 6280036]}} \\
 r_{xy} &= \frac{7243419 - 7107016}{\sqrt{[164784][297324]}} \\
 r_{xy} &= \frac{136384}{(545.27)(545.27)} \\
 r_{xy} &= \frac{136378}{221341.45} = 0.60
 \end{aligned}$$

To find the critical value of r_{table} the writer firstly must find Df. Df is Degree of Freedom. The formula of Df is $Df = N - 2$. N is the total number of research Population.

$$\begin{aligned}
 Df &= N - 2 \\
 &= 32 - 2 \\
 &= 30
 \end{aligned}$$

After found the Df, it known that r_{table} with $N = 30$ and 5% significant level is 0.28.

B. Test of Hypothesis

From the computation above, it can be seen that the value of r_{xy} is 0.60. To know whether there is a significant correlation between the two variables or not, the r_{xy} value is consulted to the critical value of r table with $N=32$ and 5% significant level is 0.28. It can be concluded that r_{xy} value is greater than r table.

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

C. Discussion

Writing needs some language components such as grammar, spelling, vocabularies and punctuation. According to Brown (2001: 34) trends in teaching writing of English as a Second Language and other languages are integrated with teaching in other skills, particularly in the speaking and listening. In the case of narrative text, past tense has an essential role to show the reader when the actions take time. Hairston stated that, -to write clearly, you have to pay attention to everything: audience, sentence, structure, transition, choice of example, and half dozen of other consideration.

After analyzing the data, it can be seen that the score of r_{ratio} is 0.60 and the value of r_{table} with $N = 32$ and 5% significant level is 0.28. It means that there is a correlation between students' understanding of simple past tense and their ability in writing narrative text because $r_{ratio} = 0.60$ higher than $r_{table} = 0.28$.

Comparing to the previous research by Azmi in 2011, about the correlation between past tense and narrative text, he found the result of his research is 66.15 for the average scores of students' mastery of past tense and 71.075 for the average scores of students' ability in writing narrative text. For the final result is 0.8107 which means there is the

correlation between students' mastery of past tense and their ability in writing narrative text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the research above, it can be concluded that the correlation between students' understanding of simple past tense and their ability in writing narrative text of the eighth grade students of SMP Dharma Nusa, Ciomas is in the average relationship. It can be seen from the computation of the average result of students' understanding of simple past tense and the average result of students' ability in writing narrative text. The average result of students' understanding of simple past tense is 70.9 and the average result of students' ability in writing narrative text is 62.65. By using product moment correlation formula by Pearson, the result of the computation is r_{ratio} is 0.60 which is higher than r_{table} with $N=40$ and 5% significant level is 0.28. The result of r_{ratio} is also between 0.400–0.700 which means the relationship between these two variables is in the average relationship.

B. Suggestion

Learning a foreign language, say, English is not an easy thing and of course consumes a very long and regular time. In this such a condition the school should be able to select the exact learning strategy, competent and responsible teacher that could be the sample for his/her students.

The writer would like to give some suggestions that may be able to be considered to overcome the student's difficulties in writing text. The suggestions are:

1. To make the students feel interested in learning English all the time, the teacher must be able to use method of teaching English effectively.
2. The students have to practice their writing and reading in order to enrich their vocabularies.
3. Teacher must be able to create his own to rise the students' interest in

following his teaching.

4. It would be better to use media in learning progress.

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APPENDICES

Appendix 1 - Surat Keputusan Bimbingan Skripsi

Appendix 2 - Surat Izin Penelitian



YAYASAN PAKUAN SILIWANGI
UNIVERSITAS PAKUAN
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Bermutu, Mandiri dan Berkepribadian
Jalan Pakuan Raya No. 45, E-mail: fak@pakuan.ac.id, Telp: (021) 8171408 Bogor

Nomor : 1773/WA/DEK/IFKIP/VI/2020

22 Juli 2020

Perihal : Izin Penelitian

Yth. Kepala sekolah SMP Dharma Nusa Ciemas Bogor
di
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : FIRA DAMAYANTI ANUGERAH
NPM : 031113015
Program Studi : PENDIDIKAN BAHASA INGGRIS
Semester : Akhir

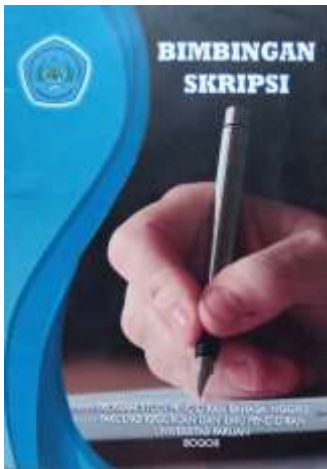
Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 22 Juli s.d 31 Juli 2020 mengenai: THE CORRELATION BETWEEN STUDENTS' UNDERSTANDING OF PAST TENSE AND THEIR ABILITY TO WRITE A NARRATIVE TEXT.

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.



Appendix 3 – Buku Bimbingan Skripsi



IDENTITAS MAHASISWA

Nama Mahasiswa: Dr. Dimpudji P.
 Nama: Dr. Dimpudji P.
 Tempat, Tanggal Lahir: Sumur, 19 Jan 1988
 Jenis: Pria
 Program Studi: PAIS
 Nama Dosen/Pengantar: PAIS
 Judul Skripsi: The Use of 3D Animation Software in Presenting the Video Narratives about the History of the Village of B.
 Nomer Skripsi: PAIS 2018 01
 Nama & Program Studi: _____

Scanned by TapScanner

Urutan	Isi	Uraian Pembahasan	Referensi
1	1	Teknik Desain Grafis (Desain Grafis)	
2	2	Teknik Desain Grafis (Desain Grafis)	
3	3	Teknik Desain Grafis (Desain Grafis)	
4	4	Teknik Desain Grafis (Desain Grafis)	

Scanned by TapScanner

Urutan	Isi	Uraian Pembahasan	Referensi
1	1	Teknik Desain Grafis (Desain Grafis)	
2	2	Teknik Desain Grafis (Desain Grafis)	
3	3	Teknik Desain Grafis (Desain Grafis)	
4	4	Teknik Desain Grafis (Desain Grafis)	

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Appendix 4 – The Question of Simple Past Tense

Soal Simple Past Tense Bahasa Inggris SMP Dharma Nusa

kelas 8

Nama:

Kelas:

A. Choose the right answer for the questions below!

1. My mother _____ a fried rice last night
a. Cook b. cooked c. cooks d. is cooking
2. Mira and Lina _____ about their homework last night
a. was thinking b. Are thinking c. Were thinking d. is thinking
3. The phone _____ when I was walking to the bathroom last night.
A. ring b. Was ringing c. Rung d. rang
4. I _____ the grass in front of my house yesterday
a. cut b. is cutting c. had cut d. cuts
5. Sinta and Tika _____ badminton at 05.00 pm yesterday
a. Was playing b. were playing c. is playing d. are playing
6. Someone _____ the door while I was sleeping last night
a. Knocks b. is knocking c. knocked d. knock
7. Wirda _____ the mouse last night in the kitchen
a. is hitting b. hit c. had hit d. had been hit
8. I _____ the dress at 06.00 am this morning
a. were washing b. is washing c. was washing d. are washing
9. In the library – reading – I – a book – was
a. 3 – 5 – 2 – 1 – 4 b. 3 – 5 – 2 – 4 – 1
c. 5 – 3 – 4 – 1 – 2 d. 4 – 3 – 5 – 1 – 2
10. Azka _____ loudly yesterday in her room
a. cried b. cry c. had cried d. is crying
11. My brother _____ at 07.00 am yesterday morning
a. ware eating b. Is eating c. Eats d. was eating
12. Studied – last night – English – I
a. 4 – 1 – 2 – 3 b. 4 – 1 – 3 – 2
c. 4 – 2 – 1 – 3 d. 4 – 3 – 2 – 1
13. Qomi _____ a letter to me yesterday.
a. send b. is sending c. had sent d. sent
14. Dono and Doni _____ after the school
a. are fighting b. Were fighting c. Was fighting d. fight
15. A movie – I – last – saw – week
a. 2 – 4 – 1 – 5 – 3 b. 2 – 4 – 1 – 3 – 5
c. 2 – 4 – 3 – 5 – 1 d. 4 – 2 – 1 – 5 – 3
16. My sister _____ a nap at 03.00 this afternoon
a. Was taking b. is taking c. are taking d. were taking

17. Isnha_____to her mom a money for buying a cellular phone last week
a. begs b. Begging c. Begged d. beg
18. Working – my father – was – at the hospital – not
a. 2 – 3 – 5 – 4 – 1 b. 3 – 2 – 1 – 4 – 5
c. 2 – 3 – 5 – 1 – 4 d. 4 – 1 – 3 – 2 – 5
19. Last January, I ___ snow for the first time in my life
a. Saw b. is seeing c. seen d. see
20. Daniel – did – you – call – not
a. 3 – 2 – 5 – 1 – 4 b. 3 – 2 – 1 – 4 – 5
c. 3 – 2 – 5 – 4 – 1 d. 3 – 2 – 4 – 1 – 5

Appendix 5 – Students work sheet

Soal Past Tense Bahasa Inggris
SMP Dharma Nusa kelas 8

A. Choose the right answer for the questions below!

1. My mother _____ a fried ice last night
a. Cook cooked c. cooks d. is cooking
2. Mira and Lina _____ about their homework last night
a. was thinking b. Are thinking Were thinking d. is thinking
3. The phone _____ when I was walking to the bathroom last night.
A. ring Was ringing c. Rang d. rang
4. I _____ the grass in front of my house yesterday
but b. is cutting c. had cut d. cuts
5. Sinta and Tika _____ badminton at 05.00 pm yesterday
a. << **playing** were **playing** c. is playing d. are playing
6. Someone _____ the door while I was sleeping last night
a. docks *b. is knocking - ~~c. knocked~~ d. knock
7. Virda _____ the mouse last night in the kitchen
his hitting b. hit c. had hit d. had been hit
8. I _____ the dress at 06.00 am this morning
a. were washing b. is washing was washing d. are washing
9. In the library — reading — I — a book — was
a. 3 — 2 — 2 — 1 — 4 3 — 5 — 2 — 4 — 1 c. 5 — 3 — 4 — 1 — 2 d. 4 — 3 — 5
10. Azka _____ loudly yesterday in her room
cried b. cry c. had cried d. is crying
11. My brother _____ at 07.00 am yesterday morning
a. were eating b. is eating c. Eats was eating
12. Studied — last night — English — I
a. 4 — 1 — 2 — 3 4 — 1 — 3 — 2 c. 4 — 2 — 1 — 3 d. 4 — 3 — 2 — 1
13. Qomi _____ a letter to his mother yesterday.
a. send b. is sending c. had sent sent
14. Dono and Doni _____ after the school

- a. are fighting Were fighting c. Was fighting d. fight
15. A movie — I — last — saw — week
- a. 2 — 4 — 1 — 5 — 3 2 4 — 1 — 3 — 5 c. 2 — 4 — 3 — 5 — 1 d. 4 — 2
- 1 — 5 — 3
16. My sister _____ a nap at 03.00 this afternoon
- ~~a.~~ was taking b. is taking c. are taking d. were taking
- Isnha _____ to her mom a money for buying a cellular phone last week

- | | | | |
|--|------------------------------------|--------------|--------|
| | a. begs | b. Begging | begged |
| 17. Vorâing — my father — v as — at the hospital — not | | | |
| a. 2- 3-5-4-1 | | b. 3-2-1-4-5 | -3- |
| 5-1-4 | | d. 4-1 | |
| -3-2-5 | | | |
| 18. Last January, I | snow for the first time in my life | | |
| Saw | | b. is seeing | c. |
| seen | | d. see | |
| 19. Daniel — did — you — call — not | | | |
| a. 3-2-5-1-4 | | b. 3-2-I-4-5 | 3-2- |
| 5-4-1 | | d. 3-2 | |
| -4-1-5 | | | |

B. Make a story about your activities Last Sunday! (Minimal 3 paragraphs)

My Activities Last Sunday

When we arrived, we wanted to see a lion first.
 After that we directed to see a giraffe. My sister were
 very excited with there giraffes. And then we go to the
 After the zoo, we were going to the restaurant.
 At the zoo. ~~we were going to the~~ At the restaurant
 we sent near the window outside the window.
 there was a lion there. We were it was an
 unforgettable memones! for the next ~~was~~ Sunday
 I am going to the beach.