

UNDERGRADUATE THESIS

**THE CORRELATION
BETWEEN THE STUDENTS' SIMPLE PAST TENSE MASTERY
AND THE RECOUNT TEXT WRITINGABILITY
AT THE EIGHTH GRADE OF MTs AT-THOHIRIYAH
SUKAJAWA CENTRAL LAMPUNG**

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Tarbiyah Department
English Education Study Program



**STATE ISLAMIC COLLEGE (STAIN)
OF JURAI SIWO METRO
1437 H / 2016 M**

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Presented as a Partial fulfillment of the Requirements
for the Degree of Sarjana Pendidikan Islam (S.Pd)
in English Education Study Program

By:

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ABSTRACT

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The primary aim of the research was to find out the description of the students' simple past tense mastery and the recount text writing ability among the eighth graders of of MTs At-Thohiriyah Sukajawa. And to know whether a positive and significant correlation between the students' simple past tense mastery and their recount text writing ability. This research was correlation research by using quantitative research which had been conducted in the MTs At-Thohiriyah Sukajawa in academic year 2015/2016, it was about 40 students which are divided into two classes. The writer was taking all population as the sample of this research. The sampling technique that was used in this research was total sampling.

To collect the data the writer used test, documentation, and observation. The writer used the test are to measure correlation the students' simple past tense and the recount text writing ability. To consider whether there is correlation positive and significant between the students' simple past tense mastery and the recount text writing ability among the eighth graders of of MTs At-Thohiriyah Sukajawa in the Academic Year of 2015/2016, the writer has been analyzed the data by using Product-Moment Pearson correlation.

Finally, the data is confirmed that $r_{\text{observed}} = 0,863$ with the level significant of "r table" 5% = 0,320 and the level significant of "r table" 1% = 0,413 from the data above, it can be understood that "r observed" is higher than "r table". Therefore it can be inferred that H_1 is accepted and H_0 is rejected. It means there is a positive and significant correlation between the students' simple past tense mastery and the recount text writing ability among the eighth graders of MTs At-Thohiriyah Sukajawa in the Academic Year of 2015/2016. And the writer used Suharsimi Arikunto's criteria. It showed that $r_{\text{observed}} 0,863$ is located between 0.800 – 1.00 and that means that the degree of correlation between students structure mastery and their writing ability is high correlation.

**KORELASI ANTARA PEMAHAMAN TENTANG *SIMPLE PAST TENSE*
DAN KEMAMPUAN SISWA DALAM MENULIS TEKS *RECOUNT*
DI KELAS VIII MTs AT-THOHIRIYAH
SUKAJAWA LAMPUNG TENGAH**

Oleh:

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Tujuan penelitian ini adalah untuk mengetahui deskripsi tingkat tingkan penguasaan simple past tense dan kemampuan menulis teks recount siswa kelas delapan MTs At-Thohiriyah Sukajawa. Dan untuk mendeskripsikan tingkat hubungan antara penguasaan simple past tense siswa dan kemampuan mereka dalam menulis teks recount. Penelitian ini merupakan penelitian korelasi yang bersifat kuantitatif yang dilakukan di MTs At-Thohiriyah Sukajawa in academic year 2015/2016, sekitar 40 siswa yang terdiri dari 2 kelas. Peneliti telah mengambil semua populasi sebagai sempel penelitian. Teknik sampling yang digunakan dalam penelitian ini adalah total sampling.

Dalam pengumpulan data penulis menggunakan metode tes, dokumentasi, dan observasi. Peneliti menggunakan metode tes untuk mengukur tingkat hubungan antara penguasaan simple past tense siswa dan kemampuan mereka dalam menulis teks recount. Untuk memadukan apakah ada hubungan yang positif dan signifikan antara penguasaan simple past tense siswa dan kemampuan mereka dalam menulis teks recount pada siswa kelas 8 MTs At-Thohiriyah Sukajawa di tahun ajaran 2015/2016, penulis menganalisis data dengan menggunakan Product-Moment Pearson correlation.

Akhirnya data menunjukkan bahwa $r_{hitung} = 0,863$ dengan level signifikan $r_{table\ 5\%} = 0,320$ dan $r_{table\ level\ signifikan\ 1\ \%} = 0,413$. Dari data diatas dapat dipahami bahwa r_{hitung} lebih besar dari pada r_{table} . Oleh karena itu dapat disimpulkan bahwa H_0 diterima dan ada hubungan yang positif dan signifikan antara penguasaan simple past tense siswa dan kemampuan mereka dalam menulis teks recount pada siswa kelas 8 MTs At-Thohiriyah Sukajawa di tahun ajaran 2015/2016. Dan peneliti menggunakan kriteria Suharsimi Arikunto yang menunjukkan bahwa $r_{hitung} = 0,863$ ditempatkan antara 0.800 – 1.00 dan artinya bahwa tingkat hubungan antara penguasaan simple past tense siswa dan kemampuan mereka dalam menulis teks recount adalah tingkat hubungan yang tinggi.



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Assalamu'alaikum Wr. Wb.
Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setujui dan dapat dimunaqosahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

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APPROVAL PAGE

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RATIFICATION PAGE

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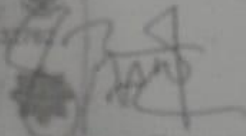
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan daftar pustaka.

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MOTTO



Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is acquainted with what you do.

(Qs. Al-Mujadilah : 11)

)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to :

- Allah SWT, the Most Gracious, the Most Merciful, who has taught us with pen and has taught human beings of what they don't know.
- My beloved mother (Wiwin) and father (Kaulan). Thanks for everything that the smile and advice you bring to me.
- The headmaster, teachers, Staff, Students of Mts At-Thohiriyah Sukajawa who has support me.

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Finally, the writer conscripted all effort hard work for this thesis. The writer hopes that this thesis can be useful for him and all of the readers and also can give a little bit contribution or suggestion for education system. Especially, for English lesson at Mts At-Thohiriyah Sukajawa.

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CHAPTER I

INTRODUCTION

A. Background of the Study

In Indonesia, English as a foreign language in our country is learned from primary school up to university is learned as a compulsory subject at a school. So, the process of learning English is not a new thing for junior high school. In fact they still have difficult in learning English, eventhough English is not a new one for Junior High School.

The four skills of the language that must be mastered by all language learners are listening, speaking, reading and writing. In this case the researcher will to underline about writing. Writing is one of the four basic skills in learning a language. It is a process communication by using written. To Improve writing skill, it needs structure and grammar mastery well to make a sentences. Due to construct the sentence is part of writing.

There are many kinds of text for writing skill. In this case the researcher just focuses on the recount text. It uses the past tense sentence. There are many kinds of past tense. One of them is simple past tense. So that students must master it to understand and to write recount text. Simple past tense and recount text are very important, so that are written in syllabus of english junior high school. So students must master them.

To know the problems so far the researcher conducted pre survey in MTs At-Thohiriyah Sukajawa on May 4, 2015. The researcher did pre survey by

interviewing to the English teachers at MTs At-Thohiriyah Suka Jawa. From data in generally, there some students got low mark in grammar but on the contrary the writing's mark was better than it. Even opposite, there are some students who got low mark in writing but they could do task of grammar well.

Besides, the problems of the students are their motivation in learning English. Because they think that the learning English is difficult, many students felt hard to learn writing because they do not only need good vocabulary in diction and grammatical function but also good in arranging the words and the sentences to make a good paragraph and after that, the students have to correlate one paragraph to another. For grammatical function the mistakes are happened on the using its tenses. Especially, writing the recount text. The researcher took the teacher's archives about the result of the recount text score.

Table I
Result of the Recount Text Writing Test at the Eighth Graders

No	Name	Recount text writing test	
		Score	Interpretation
1	AB	35	Low
2	AS	65	Low
3	BSP	65	Low
4	DHP	55	Low
5	DA	40	Low
6	FN	45	Low
7	FMH	40	Low
8	FF	80	High
9	FNM	35	Low
10	FAN	50	Low
11	FA	75	High
12	GIH	30	Low
13	HA	66	Low
14	HMA	60	Low
15	IA	55	Low

16	IS	50	Low
17	IAS	60	Low
18	LH	60	Low
19	MAA	80	High
20	MFAA	60	Low
21	MFR	50	Low
22	MFA	60	Low
23	MNA	60	Low
24	MSA	80	High
25	MS	60	Low
26	MZA	65	Low
27	NAK	50	Low
28	NUD	60	Low
29	NLK	60	Low
30	RHS	75	High
31	RPS	50	Low
32	S	55	Low
33	S	50	Low
34	TA	80	High
35	TP	75	High
Total		2.036	
Average		58,1714	Low

Source: The teacher's Archives, taken on May 4, 2015.

From the table above we know that just 7 students have high scores and 28 students have low scores.

At MTs At-Thohiriyah Suka Jawa, the English teacher has decided 70 as the minimum standard. And in fact a lot of students get low in writing ability, especially at the eighth graders. Furthermore, the researcher interviews to the English teacher that it is caused by low students' mastery toward the simple past tense.

Regarding to that background of the problem, the researcher is interested in investigating the correlation between simple past tense mastery and writing ability in recount text which can be measured through writing test with the following criteria:

No	Score	Interpretation
1	>70	High
2	<70	Low

Source: Ledger of the English teacher at MTs At-thohiriyah Suka Jawa.

B. Problem Identification

The problems identification are got by interviewing to the English teacher, the researcher identifies the problems as follow:

1. The low of students' motivation learn English.
2. The students have not mastered yet the simple past tense well.
3. The students have negative perception toward writing. They think that to learn writing is difficult.
4. The students found difficulties in writing, especially the recount text.
5. The students have not mastered yet to use past tense in recount text.
6. There are some students still use present tense in writing recount text.

C. Problem Limitation

Related the limitation of the problem, the researcher limits the problems only:

1. The students have not mastered yet the simple past tense well.
2. The students found difficulties in writing, especially the recount text.
3. The students have not mastered yet using of past tense in recount text.

D. Problem Formulation

From problems will be studied in this research can be formulated that is “Is there any positive and significant correlation between simple past tense mastery and writing recount text ability at at MTs At-Thohiriyah Suka Jawa?”

E. The Objectives and Benefit of the Study

1. The objective of the study

- a. To know the description of the students’ simple past tense mastery of MTs At-Thohiriyah Suka Jawa.
- b. To know the description of the students’ recount text writing ability.
- c. To know whether a positive and significant correlation between the students simple past tense mastery and their recount text writing ability.

2. The benefit of the study

a. For the students

As motivation the student in learning English especially in learning simple past tense mastery toward writing recount text ability.

b. For the teacher

The result of this research can be used as alternative media or interesting explanation for the teacher to teach recount text.

c. For the grandmaster

The result of this research can be as contribution of knowledge in learning English for the future time.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Simple Past Tense

In the course of writing must use the structure and grammar well. Unlike speaking skills, it does not must use the structure and grammar well. The important thing, the message has been delivered eventhough many mistakes in structure and grammar.

Structure is way in which the parts of something are put together, etc.¹ Based on the above statement that the structure of the sentences from left to right. And it is based on the rules used.

According to Douglas Brown, grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.² So the students must be able to master of structure and grammar to make good writing especially the recount text. The tenses that will be used in recount text is past tense. Due to the past tense has wide explanation, so the researcher just focuses on the simple past tense. so that are written in syllabus of english junior high school.

1. The Definition of Simple Past Tense

Tense is a verb that indicates the time when the action and where the action happend. Tense a verb in the English language that aims to show the time (past, present, and future) as well as the occurrence of an

¹ Oxford University, *Oxford Advanced Learner's Dictionary*. (New York Oxford University Express.1995). p. 967

² H.Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (California: Addison Wesley Logman, 2000), p. 362.

act or event. The tense divides to three parts, there are Past Tense, Present Tense, Future Tense.³

Past tense indicates an event or events that happened in the past.⁴ Past tense is generally showing action that happen during the days before now. Then the past time can be understood as a time that has passed. For instant, yesterday, an hour ago, a year ago, a century ago, and so on. One of kinds of past tense is simple past tense.

Simple past tense indicates that an activity or situation began and ended at a particular time in the past.⁵ Example : *I walked to shcool yesterday*. So simple past tense is a action or events that heppened in the past and the action or events is not relationship with events now. All of action or events has heppened in the past. All of kinds of tense use verb, and then in simple past tense uses verb two. There are two verb, that is verb **be** (am, is, are) and verb **other than be or action verb** (go, come, sit, end etc.).

2. The Form of Simple Past Tense

In the simple past tense, if the sentence contains *when* and has the simple past tense in both clauses, the action in the *when* clause happens first. More understand it, see the example below:⁶

Example: Rita stood under a tree *when* it began to rain.

³ Akh. Kardimin, *Essential English Grammar*, (Yogyakarta: Pustaka Pelajar, 2008), p. 300.

⁴ *Ibid*, p.319.

⁵ Betty Schramper Azar, *Understanding And Using English Grammar Third Edition*, (United States of America: Longman, 1999), p. 27.

⁶ *Ibid*.

According to Kardimin that simple past tense has two forms, they are active voice and passive voice.⁷

a. Active voice

1) Nominal sentence⁸

We You They	+	To Be (were) + complement
I He She It Budi		To Be (was) + complement

Nominal sentence is a sentence that using verb be. Verb **be** is *am, are, is*. **Be** in the past is was and were.

Subject	Be (was and were)
I	Was
You, they, andi and budi	Were
She, he, it	Was
Mr. Johan	Was

Example :

a) Positive sentence⁹

- Mr. Smith was in the classroom.
- I was angry because they were late.

b) Negative sentence¹⁰

⁷ Akh. Kardimin, *Essential English Grammar*, (Yogyakarta: Pustaka Pelajar, 2008), p. 318.

⁸ *Ibid*, p.320.

⁹ *Ibid*, p.322.

¹⁰ *Ibid*, p.324

- The hotel was not very expensive.
- They were not able to come because they were busy.

c) Interrogative sentence¹¹

- Was the weather good when you were on holiday?
- Were they in the house last night?

2) Verbal sentence

Formulas:

S	+	Verb 2 + object/adverb
---	---	------------------------

There are two verbs, irregular verb and regular verb. Verbal sentence in the simple past tense in regular verbs is formed by adding **ed** to the infinitive.¹²

For example of verbal sentence:

a) Positive sentence

- Gorge washed clothes this morning.¹³

b) Negative sentence¹⁴

- They did not invite her to the party, so he did not come.
- Susan did not submit her assignment on time.

c) Interrogative sentence¹⁵

¹¹ *Ibid*, p.326

¹²Zumakhsin & Yulia Mufarichah, *Progres A Contextual Approach To Learning English For Senior High School Grade X*, (Jakarta: Ganeca Exact, 2007), p. 25.

¹³Akh. Kardimin, *Essential English Grammar*, (Yogyakarta: Pustaka Pelajar, 2008), p.320.

¹⁴ *Ibid*, p.323

¹⁵ *Ibid*, p.324

- Did the students understand your lesson?
- Did Arabic people accept islam for the first?

b. Passive voice

Passive voice sentence patterns in the form of the past tense is to explain the events that occurred in the past, yesterday, last year, last month and so forth and passive voice sentences to be using was and were, which *was* is used for the subject *he, she, it, I,* and *were* used to subject *you, they, we.*¹⁶ While for negative sentence with to add *not* after *to be*. In the passive , the object of an active verb becomes the subject of the passive verb: **the boy** in (a) become the subject of the passive verb in (b). Notice thatthe subject of an active verb follows **by** in passive sentence. The noun that follows **by** is called (a) and (b) have the same meaning.¹⁷

For examples:

Active: (a)	<u>Mary</u>	<u>helped</u>	<u>the boy.</u>
	Subject	verb	object
Passive: (b)	<u>The boy</u>	<u>was helped</u>	by Mary.
	Subject	verb	

3. The Use of Simple Past Tense¹⁸

- a. Used to show an event or action occurring or done in the past called the time of occurrence clearly.

Example:

¹⁶ Akh. Kardimin, *Essential English Grammar*, (Yogyakarta: Pustaka Pelajar, 2008), p. 71.

¹⁷ Betty Schramper Azar, *Understanding And Using English Grammar Third Edition*, (United States of America: Longman, 1999), p. 208.

¹⁸ Anne Juwinta, *English Express*,(Jakarta: Generasi Cerdas, 2009), p. 54.

- They were not here yesterday.
 - Did you come her house last night?
- b. Used to show event or events that occurred in the past is known or implied by the question about the time of events.
Example:
- When did you buy that camera?
 - When did they visit you?
- c. Used to declare an action or event that has clearly happened or done in the past but it is not mentioned in the exact time of event.
Example:
- My uncle bought this house from a friend of my father.
- d. To declare a habit which in previously usually to do, but now no to do. Used a verb *used to*.
Example:
- My father used to smoke when he was young.
- e. Used as the *if clause* in the sentence conditional sentence type while the *main clause* is in the future tense past.
Example:
- I would tell you if i knew it.

4. Modal Auxiliary

Modal auxiliary is a group of words that are part of the auxiliary who provide additional meaning in a sentence.¹⁹ To understand auxiliary is more than before and as like what the auxiliary, see the table one.

**Tabel II
of auxiliary²⁰**

Present tense	Past tense
Can	Could
May	Might
Will	Would
Shall	Should
Must	
Need	
Ought to	

¹⁹ Dhanny R. Cyssco, *Comprehensive English Grammar Prepparation For Toefl*, (Jakarta: Kesaint Blanc, 2007), p. 95.

²⁰ *Ibid.*

Dare	
------	--

If the modal auxiliary is used in the past form, so the verb is must used the infinitive verb. For example:

- He could come to my party last night.
- The might stay here for a few days last week.
- He would visit me in the hospital last night.

Eventhough, could is the past form from can, but there is could that no past time, but it declares a polite request. For example:

- Could you help me? (*a polite request*)
- Could you take me a glass of pure water? (*a polite request*)

5. The Kinds of Verb

a. Transitive verb

Transitive verb is a verb that the subject need of object as a complement to declare a complete understanding.²¹

Example: Agus *reads* a book.

A word *read* in above is transitive verb, because of needing object (a book).

Example of the transitive verbs

Transitive verbs	Past tense	Meaning
Ask	Asked	Meminta
Bring	Brought	Membawa
Buy	Bought	Membeli
Give	Gave	Memberi

b. Intransitive verb

²¹Anne Juwinta, *English Express*, (Jakarta: Generasi Cerdas, 2009), p. 40.

Intransitive verb is a verb that the subject does not need of an object as a complement to declare a complete understanding.²²

Example: Agus *cries*.

A word *cry* in above is intransitive verb, because unnecessary object.

Example of the intransitive verbs:

Intransitive verbs	Past tense	Meaning
Appear	Appeared	Tampak
Die	Died	Meninggal
Go	Went	Pergi
Cry	Cried	Menagis
Sleep	Slept	Tidur
Stand	Stood	Berdiri
Bark	Barked	Menggonggong
Fall	Fell	Jatuh
Laugh	Laughed	Tertawa
Sit	Sat	Duduk

c. Regular and irregular verbs

1) Regular verbs

According to Anne Juwita that regular verb is a verb that changes from infinitive become past tense or past participle by adding the suffix -ed or -d. as like, *dance*, becomes *danced*, *delete* becomes *deleted*.²³

For example, of regular verbs:

To infinitive	Past tense	Past participle	Meaning
Admit	Admitted	Admitted	Mengakui
Believe	Believed	Believed	Percaya
Carry			

²²*Ibid.*, p. 40.

²³ *Ibid.*

	Carried	Carried	Membawa
--	---------	---------	---------

2) Irregular verbs

While irregular verb is a verb in the English language that the formation of its past (past tense or past participle) could not be added the suffix -ed or -d but the word is according to the rules that exist. As like, *see* become *saw*, *give* become *given*.²⁴

For example of irregular verbs:

To infinitive	Past tense	Past participle	Meaning
Go	Went	Gone	Pergi
Come	Came	Come	Datang
Bind	Bound	Bound	Mengikat

B. THE CONCEPT OF RECOUNT TEXT WRITING

1. The Concept of Writing

a. Definition of writing

According to Thomas S. Kane that,

You can't become a genius by reading a book. But you don't have to be a genius to write clear, effective English. You just have to understand what writing involves and to know how to handle words and sentences and paragraphs. *That* you can learn. If you do, you can communicate what you want to communicate in words other people can understand.²⁵

Based on the statement that if we or students will be a genius in writing skill by understanding what writing and to know how to

²⁴ *Ibid.*

²⁵ Thomas S. Kane, *The Oxford Essential Guide To Writing*, (New York: Berkly Books, 2004), p. 3.

handle words, sentences, and paragraphs. In English learning, writing is the last skill of four skills that is, listening, speaking, reading, and writing. Writing has been characterized as a written thinking. Writing can make students to express their idea experience, feeling and improve them. The students will understand of the message, if the words are arranged correctly to make the sentence with the correct English verb pattern or structure grammar.

The good writing can be begun from making how to arrange the word to be a good sentence and know types of text. A sentence is a group of words that contains at least one subject and one verb. Subject is like persons, things, and a concept of talking. So sentence in English is a full predication containing a subject plus a predicate with affinitive verb.

Another statement that a sentence is the unit of independent meaning, that includes a subject and a verb, and may also have an object, or a complement, or both.²⁶

b. Types of text

Types of text at a glance²⁷

Text type	Purpose	Structure
Narrative	To tell a story	Orientation (who, where, when) Complication (need for action) Valuation (response by characters)

²⁶ Oxford University Press, *How To Write*, (New York: Alastair Folwer, 2006), p. 62.

²⁷ Kate Grenville, *Writing from Start to Finish a Six-Step Guide*, (Australia: Allen & Unwin, 2001), p. 194.

		Resolution
Recount	To tell about a series of events happening one after the other	Orientation (who, where, when) Record of events Reorientation (reason for recount)
Report	To give information	General statement Descriptions (of different aspects of the topic)
Review	To assess the value of an art work	Context (background to art work plus a synopsis) Description (of characters, key events, style) Judgment (balance of strengths and weaknesses)
Historical recount/account	To write about events of the past	Background (general information about the period) Record of events (in equence) Evaluation (of the significance of the period)
Procedural recount	To record a procedure	Aim (scientific purpose) Record of events (what was done) Results (what happened) Conclusion (what was found, even ifnothing)
Exposition	To argue for a point of view	Thesis Arguments supporting thesis Restatement of thesis
Discussion	To discuss both sides of an argument	Introduction of issue (both sides) Arguments for one side Arguments for other side Judgement

2. The Concept of Recount Text

a. Definition of recount text

Recounts “tell what happened.” The purpose of a factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary recount is to relate a sequence of

events so that it entertains, and this generally includes the researcher's expressions of attitude about the events.²⁸

Based on statement above that recount text is retelling the experience in the past. It presents the past experience in the series of events. In the recount text there are events that happened smoothly. Actually, recount texts do not talk about someone's experience. There are many kinds of form of recount text, for example newspaper reports, conversations, speeches, television interviews, and letters. Because they retell in the past experience. In fact, junior high school usually focuses the form of recount text based on students' experience. It needs be known that recount text can also be in the form of letters because it retells the past events to the reader.

Recount text has dominate language features, they are:²⁹

- 1) Past tense (specific event that only happened once).
- 2) Time connectives and other devices to aid chronological structure.
- 3) Focus on specific participants (this often means proper nouns).

While according to Anderson and Anderson, the linguistic features of recount texts are:³⁰

²⁸ Ken Hyland, *Second Language Writing*, (Hong Kong: Cambridge University Press, 2003), p. 124.

²⁹ Sue Palmer, *How to Teach Writing Across the Curriculum: Ages 6-8*, (New York: Routledge, 2011), p. 42.

³⁰ Anderson, M., And Anderson, *Text Types In English*, (South yarra: vic: macmillan education, 1997) In Bambang Yudi Cahyono (ed), *Theaching English By Using Various Text Types*, (Malang: State University of Malang Press, 2011), p. 15.

- 1) Proper nouns to identify those involved in the text.
- 2) Descriptive words to give about who, what, when, where, and how.
- 3) The use of past tense to retell the events.
- 4) Words that show the order of events (for example, first, next, then)

As stated above, the most important that students must know about recount text that is, recount texts use past tense to retell the past events in their experience.

b. Structure of recount text

According to andreson and andreson recommended the steps for constructing recount texts; they have three main parts:³¹

- 1) A first paragraph that gives background information about who, what, where, and when (orientation)
- 2) A series of paragraphs that retell the events in the order in which they happened.
- 3) A concluding paragraph that may include a personal comment (not always necessary)

In short, the generic structure of recount text is:

1) Orientation

The orientation is detailed by using the five w-questions (who, what, when, where, and why).³² Thus the researcher or speaker can

³¹ *Ibid.*, p. 16.

³² Katrina Wood and Sue Stubbs, *Targeting: Recount, Information Report, Explanation*, (Blake Education, 2000), p. 9.

provide information about what happened, who or what was involved, when and where the events occurred and why.

2) Series of events

In series of events, the events are sequenced chronologically, but students have to be encouraged to experiment with flashbacks or arranging events in order of importance.³³

3) Re-orientation

This final section concludes the recount by summarising outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next.³⁴

c. Example of recount text

My First Experience to Ride Motorcycle³⁵ (created by Resdwitarini)

One day, when I was ten years old, my father bought an old motorcycle. That was "Honda 75". I think it was small light object and easy to ride it. I persuaded my father to teach me to ride "Honda 75". Firstly, my father refused my request and promised that he would teach me two or three years later, but I still whimpered. Finally, my father surrendered and promised to teach me.

He began to teach me riding the motorcycle around a field in my village. My father was very patient to give me some directions. I was very happy when I realized my ability to ride a motorcycle. " Yes, I can ".

³³ *Ibid.*

³⁴ *Ibid.*

³⁵ Jazilatul Masruroh, *Recount Text (Full Materi + Contoh) Beserta Analisisnya*, in www.englishindo.com, downloaded on 20 May 2015.

One day later, when I was alone at home, I intended to try my riding ability. So, myself tried bravely. All ran fluently in the beginning, but when I was going back to my home and I passed through a narrow slippery street, I got nervous. I lost my control and I fell to the ditch.

After that, I told my father about the last accident. I imagined my father would be angry and never let me ride again. But the reality is exactly on the contrary, my father was very proud of me. He just gave me some advices and since that accident, I got my father's permission to ride motorcycle.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research they are independent variable (X) and dependent variable (Y). The independent variable (X) is simple past tense mastery and the dependent variable (Y) is writing recount text ability.

Simple past tense is on of aspect which has important role in mastering structure of sentense, especially in to write a sentence about event that happened in the past. So, simple past tense is knowledge which the students must mastery it to write a sentence about a event in the past.

Recount text is an important skill for the students. Based on syllabus which there is the recount text material in junior high school. So, the students are must able to mastery and to write the recount text. While Recount text is retelling the experience in the past. It presents the past

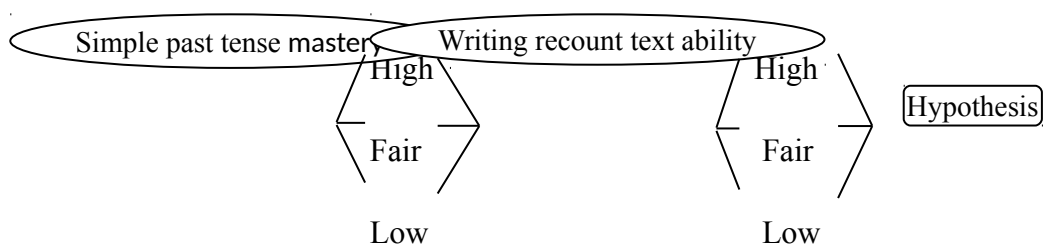
experience in the series of events. So, the student must mastery simple past tense first to understand and to write it.

According to the statement above, if the students master simple past tense well, they are going to write recount text well too and if the students don't mastery simple past tense well, they can not write recount text well.

2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm is if the students master simple past tense well and perfectly, they are going to write recount text well too, the contrary that if the students don't mastery simple past tense well and perfectly, they can't write recount text well.

This is a paradigm in this research:



D. Hypotheses Formulation

Hypotheses are a temporary answer toward the problem research until proven data collected.³⁶

³⁶ Suharsimi Arikunto, *Prosedur Penelitian*, (Jakarta: Rineka Cipta, 2010), p. 110.

There are two forms of hypotheses in this research, they are:

1. Alternative Hypothesis (Ha)

There is a positive and significant correlation between simple past tense mastery and writing recount text among the eighth graders students of MTs At-thohiriyah Suka Jawa.

2. Null Hypothesis (Ho)

There is not a positive and significant correlation between past tense mastery and writing recount text among the eighth graders students of MTs At-thohiriyah Suka Jawa.

Based on the explanation above, the researcher can make a conclusion that hypothesis is:

- a. If “r observed” is bigger than r table. Alternative Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected.
- b. If “r observed” is smaller than r table. Alternative Hypothesis (Ha) is rejected and Null Hypothesis (Ho) is accepted.

The hypothesis that reseacher asks there is a positive and significant correlation between simple past tense mastery and writing recount text among the eighth graders students of MTs At-thohiriyah Suka Jawa.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The research will be used is the quantitative's type. According to Daniel Muijs that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based method (in particular statistic).¹

This research is correlation research by using quantitative research. Correlation research has goal to detect how far variations of factor relate to variations of the other factor base on correlation coefficient.² So the researcher can explain that correlation research is a research to relate two factors or more. So quantities research is a research can be measured by statistic method and because of this research is some quantitative the data which was collected by researcher in the form of numeral data.

Based on This research will be conducted at MTs At-thohiriyah Suka Jawa. And then the researcher will investigate the eighth graders of MTs At-thohiriyah Suka Jawa in the academic year of 2015/2016.

¹ Daniel Muijs, *Doing Quantitative Research in Education*, (London: SAGE Publication Ltd, 2004), p.1.

² Sumadi Suryabrata, *Metode Penelitian*, (Jakarta: PT Raja Grafindo Persada, 1998) p. 67.

B. Population, Sample, and Sampling Technique

1. Population

The main object of research plan is population. Population is the generalization region consisting of objects/subjects that have certain qualities and characteristics are set by the researchers to learn and then be concluded.³ So the population in this research is all of the eighth grades of students at MTs At-thohiriyah Suka Jawa. The total population in this research is 40 students that consist of two classes.

2. Sample

Sample is part of the number and characteristics possessed by this population.⁴ So, part of number population that taken as a data research and it can be one of all. Moreover, Suharsimi Arikunto explain that if the number of population is less than 100 people, it will be better take all the population as subject, than if the number of population is more than 100 people, the sample can be used about 10-15% or 20-25% or more.⁵

³ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2012), p. 80.

⁴ *Ibid.*, p. 81.

⁵ Suharsimi Arikunto, *Prosedur penelitian edisi Revisi cetakan ke 15*, (Jakarta: Rineka Cipta, 2006), p. 107.

Based on the explanation above, the sample of this research are 40 students at the eighth graders of students of MTs At-Thohiriyah Suka Jawa in academic year 2015/2016.

3. Sampling Technique

In this research the sample is 40 students, because its population is less than 100 people. So the researcher takes all of the population as sample and it is taken by using total sampling.

C. The Operational Definition of Variables

The operational definition of variable is the definitions that based on the properties that are defined and can be observed.⁶ And then variable is everything that is formed and defined by the researchers to be studied in order to obtain information about it, and then be concluded.⁷ The operational definition of variables in this research are:

1. Independent variable

The independent variable (X) in this research is simple past tense mastery. Past tense mastery is to mastery about past tense. So it influences

⁶ Sumadi Suryabrata, *Methodology Penelitian*, (Jakarta: PT Raja Grafindo Persada, 2012), p. 29.

⁷ Suharsimi Arikunto, *Prosedur penelitian edisi Revisi cetakan ke 15*, (Jakarta: Rineka Cipta, 2006), p. 38.

dependent variable that is writing recount text ability. In this research the researcher will research the correlation between simple past tense mastery and writing recount text ability the students in the eighth graders of MTs At-thohiriyah Suka Jawa in academic year 2015/2016.

This variable will be measured through written test. The first test is in form multiple choice that consist of 25 questions where the score of each the item is 4, so the biggest grade is 100. And the lowest grade is 0. With the indicators as follow:

1. Complete the sentence the spaced sentence with *to be* in the form of the past tense is appropriate so that it becomes a meaningful sentence.
2. Complete the sentence the spaced sentence with *verb* in the form past tense which is appropriate so that it becomes a meaningful sentence.
3. Change the forms of sentence (from positive into negative and interrogative forms, from negative into positive and interrogative forms, and from interrogative into positive and negative forms) based on the sentence pattern of the simple past tense with be.
4. Change the forms of sentence (from positive into negative and interrogative forms, from negative into positive and interrogative forms, and from interrogative into positive and negative forms) based on the sentence pattern of the simple past tense with the verb II.

2. Dependent variable

Dependent variable (Y) in this research is writing recount text ability.

How the students can write recount text.

With indicators as follow:

1. Write a short text and simple in form of recount/narrative with the rhetoric of the right.
2. Revealing the nuances of meaning and measures of developing the right rhetoric in written texts shaped recount.

This variable will be measured through Writing Test. This test is in form Essay Writting Test with the theme is my holliday. The researcher also establish the measurement of good paragraph in writing. The good paragraph must consist of some sentences that have good content, organization, grammar (simple past tense), vocabulary, and mechanic.

Furthermore, the highest grade of the second test (making paragraph) is also by using this standard.

Table III
The scoring criteria for writing test.

Writing	Score	Predicate	Indicators
Content	30-27	Excellent	Highly understand; very wide and complete; very clear; very suitable with the title.
	26-22	Good	Understandable; wide and complete; clear; suitable with the title, although less detail.
	21-17	Fair	Less understand; incomplete; less clear; less detail.
	16-13	Poor	Not understand the content; missed; not enough to be mark.
Organization	20-18	Excellent	Very organized and orderly; very

	17-14	Good	clear; rich of idea; very logical order; very high cohesion. Organized and orderly; clear; a lot of idea; very logical order; high cohesion.
	13-10	Fair	Less organized and orderly Less detail; less of idea; less logical order, less of cohesion.
	9-7	Poor	Not organized; not detail; poor of idea; not in logical order; no cohesion; not enough to be mark.
Vocabulary	20-18	Excellent	Very wide; the use very effective Vocabularies; very mastery word formation; very appropriately choosing the words
	17-14	Good	Wide; use effective Vocabularies; mastery word formation; appropriately choosing the words.
	13-10	Fair	Limited; less effective; less of formation mastery; inappropriately choosing the word.
	9-7	Poor	Like translation; do not understand the words Formation; do not mastery the words; not enough to be mark.
Language	25-22	Excellent	Highly master the grammar; a little mistake in used and composed sentences and word.
	21-18	Good	Used and composed simple sentence; a little grammatical error, without vague the meaning.
	17-11	Fair	Difficult to used and composed simple sentence; grammatical error, that vague the meaning.
	10-5	Poor	Do not master the sentences; not communicative; not enough to be mark.
Writing	5	Excellent	Highly master the principle of words writing and spelling.
	4	Good	Master the principle of words writing and spelling a little

	3	Fair	mistake.
	2	Poor	Less master the principle of words writing and spelling a lot of mistake Do not master the principle of words writing and spelling; the writing difficult to be read; not enough to be mark.
Total score: ⁸	100	Excellent	

D. Data Collection Methods

1. Test

To collect and measure the data of students' grade usually use test method. According to Suharsimi Arikunto test is a technique used to measure the presence or absence and level of object observed ability.⁹ To get good data, test is adjusted to the object of research. The object of the research is class eighth students at MTs At-Thohiriyah Suka Jawa.

In this research there are two kinds of test. They are simple past tense test and recount text writing ability test. Simple past tense test are multiple choice with 25 items. Each item consists of five options, while recount text writing ability test is given a theme, that is my holiday, the students write a recount text based on the theme.

2. Document

⁸ Soenardi Dji Wandono, *Tes Bahasa Dalam Mengajar*, (Bandung: ITB, 1996), p. 130 in Novita Anita, *an Undergraduate Thesis; The Implementasi of Picture Scquence Media to Increase the Students' Ability in Recount Paragraph Writing at the Eighth Grade of State Junior High School I Pekalongan*, (Metro: State Islamic College, 2010).

⁹ Suharsimi Arikunto, *Prosedur penelitian*, (Jakarta: Rineka Cipta, 2010), p. 266.

The method of documentation is seeking data on things such as notes, transcripts, books, newspapers, magazines, inscriptions, notulent, lenger, agenda, and so on.¹⁰

According to the statement above, the researcher can conclude that document method is a way to collect data that is needed in research by using written notes. The document method is used to get information about the condition and situation of MTs At-Thohiriyah Suka Jawa. Specially to know past tense mastery and writing recount text ability from the notes of English teacher over there.

3. Observation

Observation method is a complex process, a process that is composed of a variety of biological and psychological processes. Two of the most important is the processes of observation and memory.¹¹

Therefore, observation method here is a way that is used in data collection by investigation and recording systematically and be planned. Then researcher will use the method to get description generally the research area, past tense mastery and writing recount text ability of the class eighth students at MTs At-Thohiriyah Suka Jawa.

E. Research Instrument

¹⁰ *Ibid.*, p. 274.

¹¹ Sutrisno hadi, *Metodolog Research*, p. 144.

The instrument is a tool used to measure the natural and social phenomena are observed.¹² So, Research instrument is tool or facilities that are used by researcher, collecting the data better, completely, and systematically, so that data is easy to be used. The research instrument that used in this research is below:

1. The instrument which will be used in test in this research, as follow:

a. Simple past tense mastery

The researcher uses the objective test that is multiple choice tests. It consists of 25 items, each item consists of four options: A, B, C, and D.

b. Writing recount text ability

In recount text writing ability test, the researcher give a theme, that is my holiday, the students write a recount text based on the theme.

2. The instrument for observation method is data which got by direct observation at MTs At-Thohiriyah Suka Jawa.

3. The instrument which will be used in documentation is documentation guidance, as follow:

a. Documentation about condition of the teacher, and officials at MTs At-Thohiriyah Suka Jawa.

¹² Sugiyon, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2009), p. 102.

b. Documentation about the students of Mts At-Thohiriyah Suka Jawa.

c. Documentation about the organization structure of MTs At-Thohiriyah Suka Jawa.

According to sugiyono that the drafting of the instrument more systematically, so that it is easy to be controlled, corrected and be consulted on the experts before the instrument is drawn up into items instruments it needs to be made to the instruments of the lattice.¹³ While the instrument of the lattice is design drafting instruments.¹⁴

In this research the instruments used to test method, the lattic is in the table below.

Table IV

Lattice Instrument

Research variable	Indicator	The item number of the instrument
Independent variable: simple past tense mastery	1. Complete the spaced sentence with <i>to be</i> in the form of the past tense is appropriate so that it becomes a meaningful sentence.	1, 2, 3, 4, 5, 6, 7, 8

¹³ Sugiyon, *Metode Penelitian Pendidikan Pendekatan, Kuanitati, Kualitatif dan R&D*, (Bandung: Alfabeta, 2014), p. 160.

¹⁴ Suharsimi Arikunto, *Prosedur Penelitian*, p. 138.

	<p>2. Complete the spaced sentence with <i>verb</i> in the form past tense which is appropriate so that it becomes a meaningful sentence.</p> <p>3. Change the forms of sentence (from positive into negative and interrogative forms, from negative into positive and interrogative forms, and from interrogative into positive and negative forms) based on the sentence pattern of the simple past tense with be.</p> <p>4. Change the forms of sentence (from positive into negative and interrogative forms, from negative into positive and interrogative forms, and from interrogative into positive and negative forms) based on the sentence pattern of the simple past tense with the verb II.</p>	<p>9, 10, 11, 12, 13, 14, 15</p> <p>16, 17, 18, 19, 20</p> <p>21, 22, 23, 24, 25</p>
<p>Dependent variable: writing recount text ability</p>	<p>1. Write a short text and simple in form of recount/narrative with the rhetoric of the right.</p> <p>2. Revealing the nuances of</p>	<p>Essay Writing Test</p>

	meaning and measures of developing the right rhetoric in written texts shaped recount.	
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F. Data Analysis Techniques

To investigate whether there is any positive and significant correlation between vocabulary mastery and reading comprehension in the eighth grade students of MTs At-Thohiriyah Suka Jawa in academic year of 2015/2016, the research analyzes the data by using Product-Moment Pearson correlation. The formulation of Product-Moment Pearson correlation as follow:

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

Explanation:

r_{xy} = correlation coefficient

n = Total of sample

$\sum X$ = Total of X score

$\sum Y$ = Total of Y score

XY = total of result multiplication between X and Y score.

CHAPTER IV
RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

- a. A brief history about the establishment of Mts At-Thohiriyah Sukajawa.

Mts At-Thohiriyah Sukajawa is located in Jl. Brawijaya No. 09 Kroya Sukajawa, sub district of Bumiratu Nuban, Central Lampung. It was established on 1989 based on SK NO. 001/ LP.MTS.AT / 1989. It was built on the land area of $\pm 12.850\text{m}^2$ with the following borders: East, west, and south side bordering by dwelling of Kroya Sukajawa village, and north side bordering by the rice fields.

Since its establishment until 2016, MTs At-Thohiriyah Sukajawa has undergone a change of leadership as much as 6 times, namely:

Table V
The Headmaster of MTs At-Thohiriyah Sukajawa

No	Name	Working Years
1.	Imam Mukhtar, BA.	1988 until 1989
2.	Drs. Sudarmadi	1989 until 1992
3	Nurkhamid	1992 until 1997
4	Madarwis	1997 until 2000
5	Nurkhamid, S.Ag	2000 until 2011
6	Alfan Nu'mansyah, S.Pd.I	2011 until now

Source: Observation Result in MTs At-Thohiriyah Sukajawa on Jaunary 9, 2016

- b. The profile of school

1. Name of school : Mts At-Thohiriyah Sukajawa
2. Address :
- Street : Jl. Brawijaya No. 09 Kroya Suka
Jawa
- Province : Lampung
- District : Bumi Ratu Nuban
- Village : Sukajawa
- Street : Jl. PT. Srikaloko, Donomulyo,
East Lampung
- Zip code : 34161
- Kategori Geografis Wilayah : Dataran Rendah

- c. The condition of bulding of Mts At-Thohiriyah Sukajawa MTs At-Thohiriyah Sukajawa has a permanent infrastructure which devided into several rooms, such as:

Table VI
The Condition of Building of MTs At-Thohiriyah Sukajawa

No	Building	Total	Condition
1.	Headmaster room	1	Good
2.	Vice Headmaster room	1	Good
3.	Teacher room	1	Good
4.	Administration room	1	Good
5.	Reception room	1	Good
6.	Library	1	Good
7.	Canteen	1	Good
8.	Kitchen	1	Good
9.	Classroom	6	Good
10.	Toilet Teacher	1	Good
11.	Toilet Student	2	Good
12.	BK room	1	Good

13.	UKS room	1	Good
14.	Scout	1	Good
16.	Musholla	1	Good
17.	Volly Ball field	1	Good
18.	Football field	1	Good

Source: Observation Result in MTs At-Thohiriyah Sukajawa on January 9, 2016

- d. The condition of teacher and official employees at Mts At-Thohiriyah Sukajawa.

The number of teacher and official employees in the academic years of 2015/2016 are 26, then identified as follow:

Table VII
The Teachers of Mts At-Thohiriyah Sukajawa

No	Name	NIP/NUPTK	Occupation
1	Alfan Nu'mansyah, S.Pd.I	2633761662200 012	Principal
2	Jubaidah, S.Ag		Fiqih Teacher
3	Nurhayati, S.Pd.I	8946759660210 102	Al-Qur'an Hadits and Tahfidz Teacher
4	Endang Puji Rahayu, S.E	9655758659300 032	Social teacher
5	Wahyu Desi S, S.Pd	553676869220 003	Math teacher
6	Eny Nurhayati, S.Pd	10813280192 001	Science teacher
7	Ratna Rohmaningsih, S.Pd	6153767668210 023	Indonesian Teacher
8	Andri Febriansyah	10813280193 001	Science Teacher
9	Khumaidi, S.Pd		English teacher
10	Amirudin, S.Pd	8957767668110 022	Penjasorkes teacher, Pra- karya teacher
11	M.Sohib, S.Pd		Islamic History

			Teacher
12	Wahyudi, S.Pd	10813280189 002	Art & Culture teacher
13	Asyifaul Aevi M., S.Pd	2442767666210 003	Arabic, and Tahfidz Teacher
14	Siti Faizah	-	Lampung language teacher
15	M.Farid Nurma Huda	10813280194 002	Computer Teacher
16	Syafiqoh	3737763664300 132	Qur'an H. Teacher
17	Kaniatun	10813280185 001	Guidance & Counseling teacher
18	Ernawati	10813280176 001	Civilization Teacher
19	Siti Khotimah		Staff of administration
20	Syaikhun		Guardian scholl
21	Mirul Hartopo	10813280189 001	Head of Adminitrasion

Source: The documentation of teacher and employee of Mts At-Thohiriyah Sukajawa in the academic year of 2015/2016, taken on January 9, 2016.

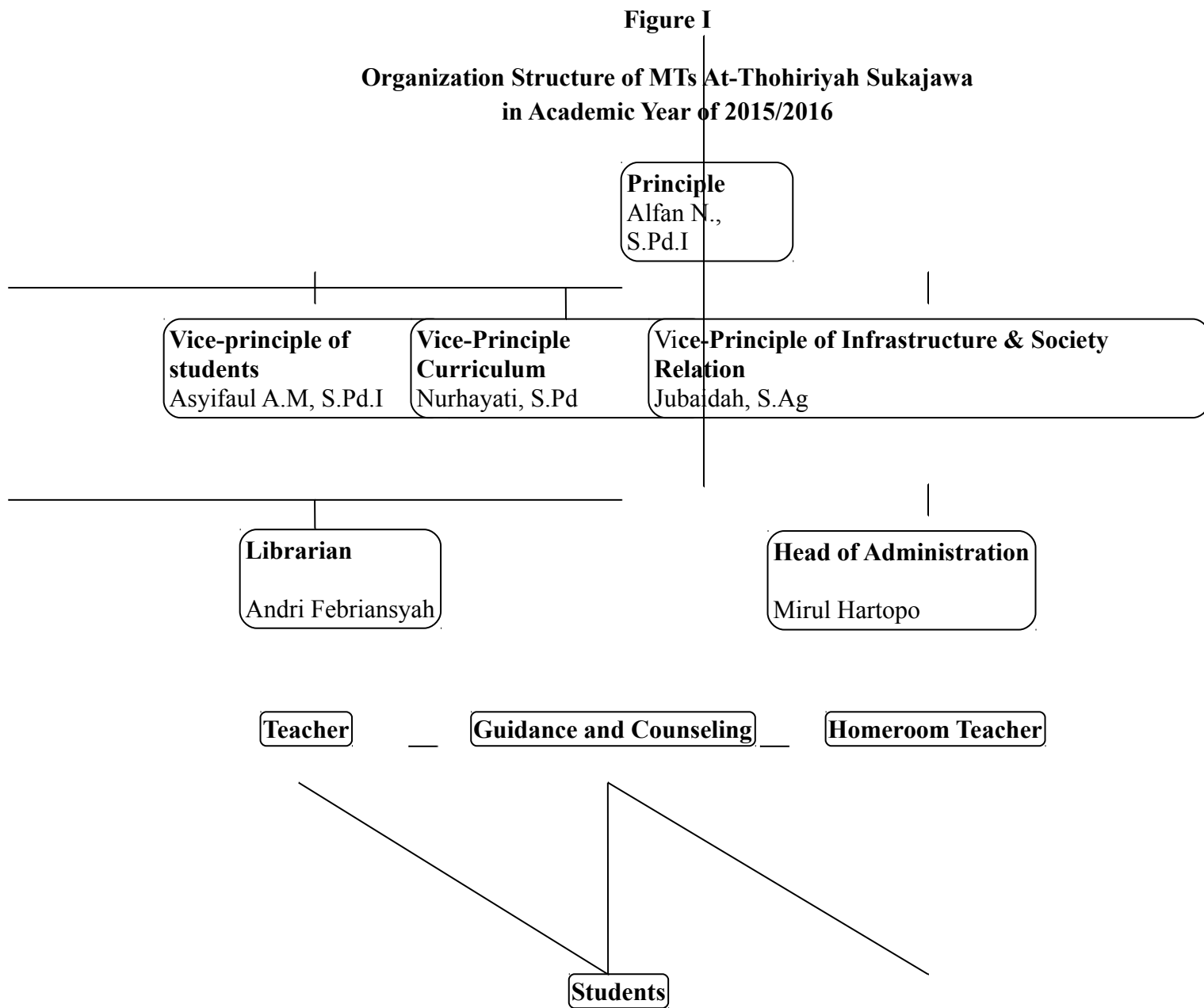
- e. The quantity of Mts At-Thohiriyah Sukajawa students in the academic year of 2015/2016

Table VIII
The Quantity of Mts At-Thohiriyah Sukajawa Students in the Academic Year of 2015/2016

No	Academic year	Classes	Total class	Total students
1	2015/2016	VII	2	37
2		VIII	2	40
3		IX	2	35

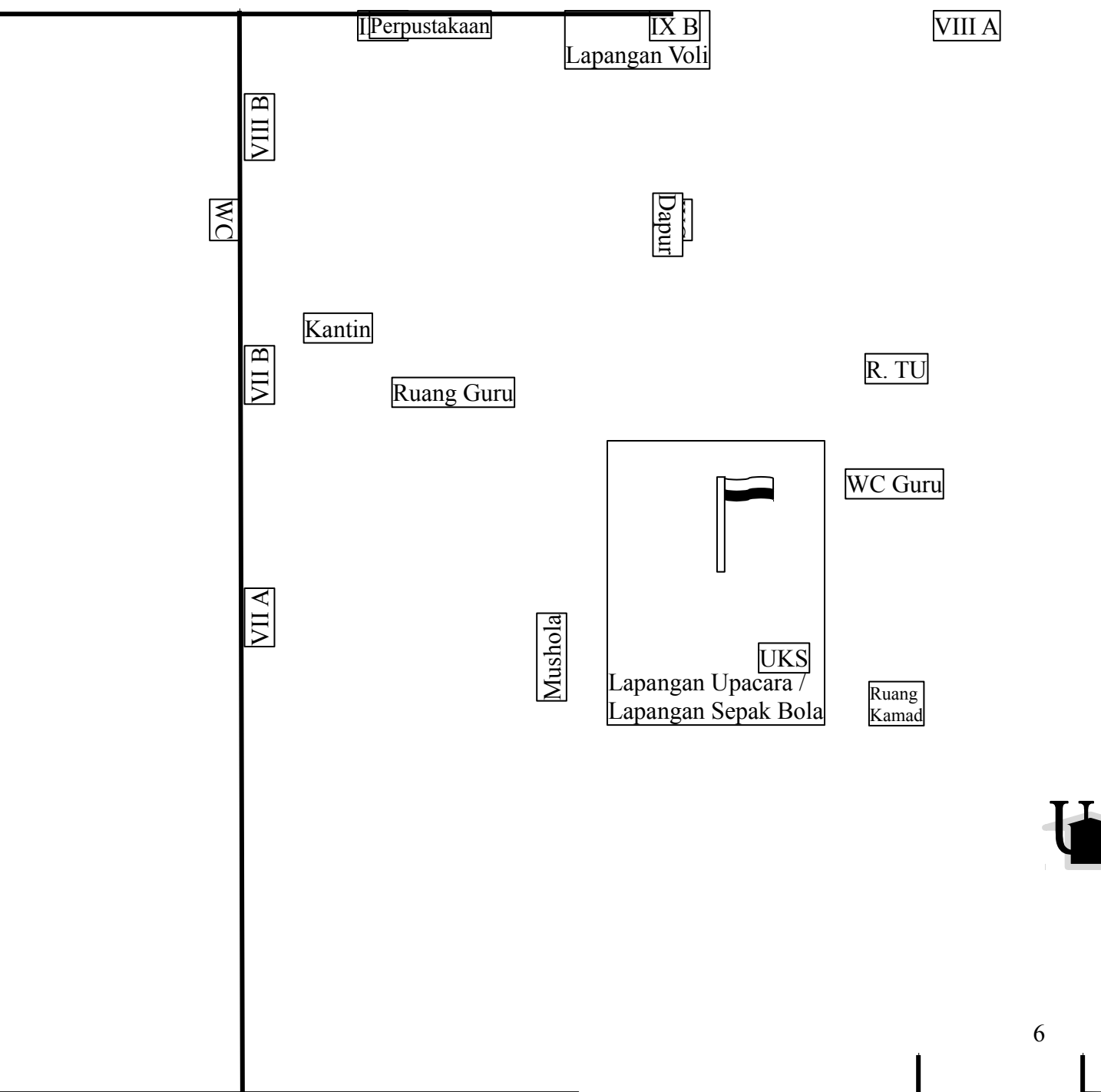
f. The Organization Structure of Mts Mts At-Thohiriyah Sukajawa

Figure I
Organization Structure of MTs At-Thohiriyah Sukajawa
in Academic Year of 2015/2016



g. The location sketch of Mts At-Thohiriyah Sukajawa

Figure II
Location Sketch of MTs At-Thohiriyah Sukajawa in Academic
Year of 2015/2016



2. Research Data

a. The Simple Past Tense Mastery

To measure the simple past mastery, the writer used test. The first test is in form multiple choice that consist of 25 questions where the score of each the item is 4, so the biggest grade is 100. And the lowest grade is 0. The result of the test as follows:

To know the level of student mastery of the English language teacher determines the Minimum Passing Grade (MPG) that is equal to 70. If the value obtained by the students under the KKM then the student is declared incomplete and if the students gained greater than or equal to KKM, the students expressed completed.

Table IX
The Result of Simple Past Tense Mastery Test Among The Eighth Graders of Mts At-Thohiriyah Sukajawa in the Academic Year of 2015/2016.

No	The Students' Initial	Score	Explanation
1.	AM	60	Low
2.	AKA	56	Low
3.	AS	40	Low
4.	ARO	60	Low
5.	AA	80	High
6.	AR	80	High
7.	AW	72	Fair
8.	BYP	72	Fair
9.	DV	56	Low
10.	DNI	40	Low
11.	DPS	64	Fair
12.	EA	60	Low
13.	E	72	Fair
14.	FNH	80	High

15.	HS	20	Low
16.	IH	60	Low
17.	IH	40	Low
18.	ITR	68	Fair
19.	IB	52	Low
20.	JS	36	Low
21.	AM	76	Fair
22.	ADF	20	Low
23.	ABP	72	Fair
24.	AS	72	Fair
25.	AS	68	Fair
26.	AFZ	80	High
27.	APS	52	Low
28.	AS	40	Low
29.	DJ	76	High
30.	EMA	60	Low
31.	ENF	72	Fair
32.	ISD	36	Low
33.	LL	52	Low
34.	MRZ	92	High
35.	MF	92	High
36.	M	84	High
37.	NA	88	High
38.	SH	72	Fair
39.	WP	52	Low
40.	WAP	20	Low
	Total score (ΣX)	2444	

Source: The result of the simple past tense mastery test in the eighth grader of Mts At-Thohiriyah Sukajawa in the academic year of 2015/2016, taken on January 9, 2016

Based on the table above, the writer measured the class interval using the formula according to Suharsimi Arikunto's opinion, as follows:

$$R = t - r$$

Note: R = Class Interval

t = the Highest Score = 92

r = the lowest Score = 20

$$R = 92 - 20 = 72$$

$$K = 1 + 3,3 \log 40$$

$$= 1 + 3,3 \cdot 1,6$$

$$= 1 + 5,28$$

$$= 6,28 \rightarrow 6$$

$$P = \frac{R}{K}$$

$$= \frac{72}{6}$$

$$= 12$$

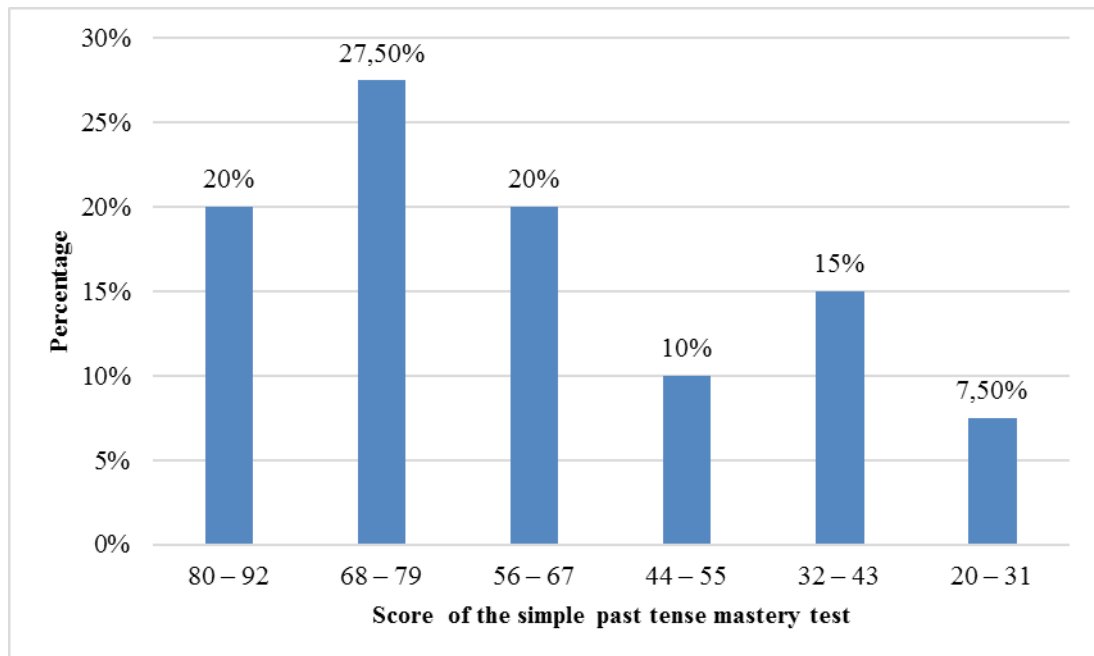
After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

Table X
The Frequency Distribution the Students' Simple Past Tense Mastery Test Result

No	Class Interval	Frequency	Category	Percentage
1	80 – 92	8	High	20%
2	68 – 79	11	Fair	27,5%
3	56 – 67	8	Low	20%
4	44 – 55	4	Low	10%
5	32 – 43	6	Low	15%
6	20 – 31	3	Low	7,5%
	Total	40		100%

Figure III

Chart of The Students' Simple Past Tense Mastery Test



Based on the table and chart, it shows that students' simple past tense mastery at the high level is 8 (20%) in score 80-92, at the fair level is 11 (27,50%) in score 68-79 and at the level low is 21 (52,50%) in score 20-67. So, the result of test of the students' simple past tense mastery is at the low level.

b. The recount text writing ability

The recount text ability is as the dependent variable of the research. This variable will be measured through Writing Test. This test is in form Essay Writing Test with the theme is my holliday. The result of the test as follows:

Table XI

The Result of Recount Text Writing Ability Test Among the Eighth Graders of Mts At-Thohiriyah Sukajawa in the Academic Year of 2015/2016.

No	The Students' Initial	Score	Explanation
1.	AM	50	Low
2.	AKA	50	Low
3.	AS	34	Low
4.	ARO	40	Low
5.	AA	65	Fair
6.	AR	75	High
7.	AW	65	Fair
8.	BYP	70	High
9.	DV	50	Low
10.	DNI	34	Low
11.	DPS	60	Low
12.	EA	55	Low
13.	E	70	High
14.	FNH	55	Low
15.	HS	34	Low
16.	IH	55	Low
17.	IH	34	Low
18.	ITR	70	High
19.	IB	34	Low
20.	JS	34	Low
21.	AM	65	Fair
22.	ADF	34	Low
23.	ABP	65	Fair
24.	AS	65	Fair
25.	AS	55	Low
26.	AFZ	75	High
27.	APS	34	Low
28.	AS	34	Low
29.	DJ	70	High
30.	EMA	55	Low
31.	ENF	70	High
32.	ISD	34	Low
33.	LL	34	Low
34.	MRZ	60	Low
35.	MF	70	High
36.	M	70	High
37.	NA	68	Fair

38.	SH	70	High
39.	WP	34	Low
40.	WAP	34	Low
	Total score ($\sum X$)	2130	

Source: The result of the simple past tense mastery test in the eighth grader of Mts At-Thohiriyah Sukajawa in the academic year of 2015/2016, taken on January 9, 2016

Based on the result test of recount text writing ability above, the writer measured the class interval using the formula according to Suharsimi Arikunto's opinion, as follows:

$$R = t - r$$

Note: R = Class Interval

$$t = \text{the Highest Score} = 75$$

$$r = \text{the lowest Score} = 34$$

$$R = 75 - 34$$

$$= 41$$

$$K = 1 + 3,3 \log 40$$

$$= 1 + 3,3 \cdot 1,6$$

$$= 1 + 5,28$$

$$= 6,28 \rightarrow 6$$

$$P = \frac{R}{K}$$

$$= \frac{41}{6}$$

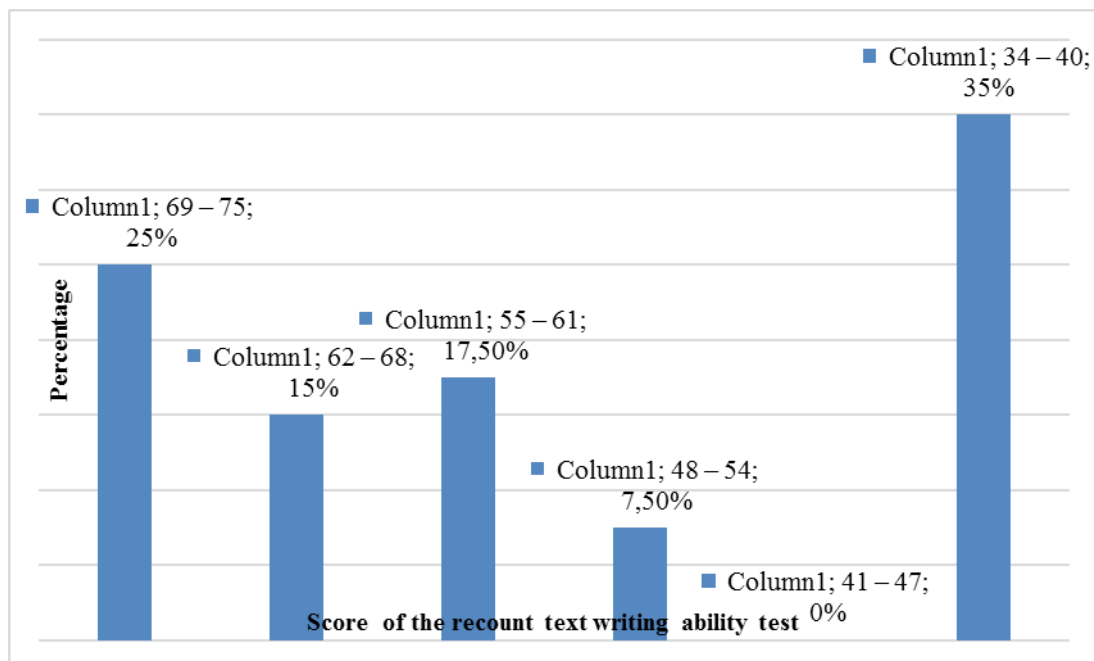
$$= 6,8 \rightarrow 7$$

After knowing the class interval, the data taken from interval above was put on the table of frequency distribution as follows:

Table XII
The Frequency Distribution the Students' Recount Text Writing Ability Test Result

No	Class Interval	Frequency	Category	Percentage
1.	69 – 75	10	High	25%
2	62 – 68	6	Fair	15%
3	55 – 61	7	Low	17,5%
4	48 – 54	3	Low	7,5%
5	41 – 47	-	Low	0%
6	34 – 40	14	Low	35%
	Total	40		100 %

Figure IV
Chart of the Students' Recount Text Writing Ability Test



Based on the table and chart, it shows that students' recount text writing ability at the high level is 10 (25%) in score 69-75, at the fair level

is 6 (15%) in score 62-68 and at the level low is 24 (60%) in score 34-61. So, the result of test of the students' recount text writing ability is at the low level.

B. Hypothesis Testing

After the writer applied the test method. The writer analyzed the data by using analysis Product Moment Pearson to know whether a positive and significant correlation between the students simple past tense mastery and their recount text writing ability at the eighth graders of Mts At-Thohiriyah Sukajawa in academic year of 2015/2016.

Table XIII

The Table as the Authentication of the Correlation Between Simple Past Tense Mastery and Recount Text Writing Ability Among the Eighth Graders Of Mts At-Thohiriyah Sukajawa in the Academic Year Of 2015/2016.

No	X	Y	X ²	Y ²	XY
1	60	50	3600	2500	3000
2	56	50	3136	2500	2800
3	40	34	1600	1156	1360
4	60	40	3600	1600	2400
5	80	65	6400	4225	5200
6	80	75	6400	5625	6000
7	72	65	5184	4225	4680
8	72	70	5184	4900	5040
9	56	50	3136	2500	2800
10	40	34	1600	1156	1360
11	64	60	4096	3600	3840
12	60	55	3600	3025	3300
13	72	70	5184	4900	5040
14	80	55	6400	3025	4400
15	20	34	400	1156	680
16	60	55	3600	3025	3300
17	40	34	1600	1156	1360

18	68	70	4624	4900	4760
19	52	34	2704	1156	1768
20	36	34	1296	1156	1224
21	76	65	5776	4225	4940
22	20	34	400	1156	680
23	72	65	5184	4225	4680
24	72	65	5184	4225	4680
25	68	55	4624	3025	3740
26	80	75	6400	5625	6000
27	52	34	2704	1156	1768
28	40	34	1600	1156	1360
29	76	70	5776	4900	5320
30	60	55	3600	3025	3300
31	72	70	5184	4900	5040
32	36	34	1296	1156	1224
33	52	34	2704	1156	1768
34	92	60	8464	3600	5520
35	92	70	8464	4900	6440
36	84	70	7056	4900	5880
37	88	68	7744	4624	5984
38	72	70	5184	4900	5040
39	52	34	2705	1156	1768
40	20	34	400	1156	680
N = 40	$\sum X = 2444$	$\sum Y = 2130$	$\sum X^2 = 163793$	$\sum Y^2 = 122652$	$\sum XY = 140124$

Putting the data above into the formula of Product Moment Pearson

Correlation in order to get “r observed”, as follow:

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \cdot \sum X^2 - (\sum X)^2][N \cdot \sum Y^2 - (\sum Y)^2]}} \\
 &= \frac{40 \times 140124 - (2444)(2130)}{\sqrt{[40 \times 163793 - (2444)^2][40 \times 122652 - (2130)^2]}} \\
 &= \frac{5604960 - 5205720}{\sqrt{\{6551720 - 5973136\}\{4906080 - 4536900\}}} \\
 &= \frac{399240}{\sqrt{\{578584\}\{369180\}}}
 \end{aligned}$$

$$= \frac{399240}{\sqrt{213601641100}} = \frac{399240}{462170,5758} = 0,863$$

Based on calculations and data analysis by using Product Moment Pearson Correlation formula obtained the value “r observed” is 0,863. Then the value is compared to “r table”. By looking at the table above, can be searched $dk = (k-1) (b-1) = (3-1) (3-1) = 4$. So the value of “r table” at the 5% significance level of 0,344 and the 1% significance level of 0,442. It can be understood that “r observed” is higher than “r table” ($0,344 < 0,863 > 0,442$). Therefore, the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected.

Table XIV

The table of interpretation to the grade of “r observed”

The grade of “r observed”	Interpretation
0.800-1.00	There is high correlation
0.600-0.800	There is average correlation
0.400-0.600	There is low correlation
0.200-0.400	There is lower correlation
0.000-0.200	There is lowest correlation

Source: Suharsimi Arikunto, p.276

If we interpret it based on the table above, It showed that r_{observed} 0.863 is located between 0.800 – 1.00 and it can be inferred that there is high correlation between the students’ simple past tense mastery and the recount text writing ability among the eighth graders of Mts At-Thohiriyah Sukajawa in the academic year of 2015/2016.

C. DISCUSSION

In this research, there are two variables. They are the students' simple past tense mastery (X) and the students' recount text ability (Y). The variable was tested by using calculation of Product-Moment Pearson correlation to investigate whether there is correlation between the students' simple past tense mastery and the recount text writing ability. It demonstrated that there was positive and significant correlation between the students' simple past tense mastery and the recount text writing ability.

Simple past tense is one of aspect which has important role in mastering structure of sentence, especially in to write a sentence about event that happened in the past. So, simple past tense is knowledge which the students must mastery it to write a sentence about a event in the past.

Recount text is an important skill for the students. Based on syllabus which there is the recount text material in junior high school. So, the students are must able to mastery and to write the recount text. While the Recount text is retelling the experience in the past. It presents the past experience in the series of events. So, the studentst must mastery simple past tense first to understand and to write it.

The result of this research can be got a understanding for teacher that to teach the recount text, so the first step is to give more explanation about simple past tense. Because it helps to understand the recount text. So, student found out insight and knowledge about recount text widely.

D. LIMITATION

This writer was prevailed in the lesson English about the simple past tense and recount text on eighth graders of Mts At-Thohiriyah Sukajawa in Academic Year of 2015/2016. So, the result of this research is only for this school. It could not be generalized as general result.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Some conclusions can be drawn as follow:

1. There is positive and significant correlation between the students' the students' simple past tense mastery and the recount text writing ability, this fact can be seen from the result of the computation that $r_{\text{observed}} = 0.863$ with the level significant of "r table" 5% = 0.344 and the level significant of "r table" 1% = 0.442. It can be understood that "r observed" is higher than "r table" ($0,344 < 0,863 > 0,442$). Therefore, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_0) is rejected.
2. Simple past tense is one of aspect which has important role in mastering structure of sentense, especially in to write a sentence about event that happened in the past. And then recount text is an important skill for the students. While the Recount text is retelling the experience in the past. It presents the past experience in the series of events. So, the studentst must mastery simple past tense first to understand and to write it.
3. This researcher was prevailed on the eighth graders of the MTs At-Thohiriyah Suka Jawa in the Academic Year of 2015/2016. So, the result of this research is only for this school. It could not be generalized as general result.

B. SUGGESTIONS

Based on the result and conclusion of the research stated previously, the writer purpose suggestions as follows:

1. For the students
 - a. The students are suggested in increase their mastery in simple past tense.
 - b. The students should improve their knowledge, especially in simple past tense and recount text, if they do not understand about them, they should ask to the teacher.
 - c. The students should study more to get understanding about the simple past tense and recount text by result well.
2. For the English teacher
 - a. The English teacher motivates the students to be more active in learning English
 - b. The English teacher is suggested using method and strategy to help the students to increase their mastery in simple past tense and recount text.
 - c. The English teacher is able to explain more to the students about simple past tense because, it can help them to write recount text well.
3. For the Headmaster

The headmaster is able to support the English learning process by preparing the facilitation and instrument completely.

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CURRICULUM VITAE



The writer was born on 2^{ed} August 1992 in Bina Karya Sakti, in the Central Lampung. Now he lives in 15 A of Metro city. He is the second child of the three children. His parents are Kaulan and Wiwin.

The writer had studied at The Elementary School for 6 years since 1999 to 2005 in SDN 1 Bina Karya Sakti. Then he continued his studying in Junior High School for 3 years from 2005 to 2008 in SMP BC Bina Karya Utama. After that he took the Senior High School at SMAN 1 Rumbia for 3 years and finished his studying in 2011. And the last he kept on his school at State Islamic College Jurai Siwo Metro in Education of English Program and began in 2011 then finished in 2016

When writer became the student of STAIN Jurai Siwo Metro, he was active in LDK Al- islah organization.