



**THE CORRELATION BETWEEN STUDENTS' MASTERY OF
PAST TENSE AND WRITING SKILL IN RECOUNT TEXT
AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL**

A THESIS

*Submitted to the Faculty of Tarbiyah and Teachers Training, State Islamic
University of North Sumatra (UIN-SU) Medan as a Partial Fulfilment of the
Requirements for the Degree of Sarjana Pendidikan (S1)*

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FACULTY OF TARBIYAH SCIENCE AND TEACHERS' TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATRA MEDAN**

2020



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2020

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Skripsi berjudul

THE CORRELATION BETWEEN STUDENT'S MASTERY OF PAST TENSE
AND WRITING SKILL IN RECOUNT TEXT AT ELEVENTH GRADE OF
SENIOR HIGH SCHOOL

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Assalamualaikum Wr.Wb

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Dengan ini kami menilai skripsi tersebut disetujui untuk diajukan dalam sidang
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Utara.

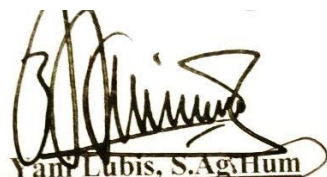
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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian Hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, Februari 2020

Yang Membuat Pernyataan

A yellow rectangular stamp with the text "PETERAI TEMPEL" at the top, "NO. 1345" in the middle, and "6000" at the bottom. A handwritten signature in black ink is written over the stamp.

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ABSTRACT

Nikmadarisa Sinaga, Registration Number :34153075. The Correlation between Students' Mastery of Past Tense and Writing Skill in Recount Text at Eleventh Grade of Senior High School. A Thesis, English Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera Medan, 2020

This study aims to determine the relationship between students' past tense mastery and writing recount text skills. This research is a quantitative study with a correlation design. The population in this study was 100 students of class XI SMA Cerdas Murni Tembung. They are divided into three classes XI IPA-1, XI IPA-2 and XI IPS. Sampling was done by cluster random sampling with a sample size of 30 students. The data collection instruments were carried out through tests: grammar tests and writing tests. Then the data were analyzed using Product Moment Correlation by Pearson. This is used to determine the relationship between students' past tense mastery and writing recount text skills. From the research findings, it was found that the average value of students' past mastery was 79.06 and the average value of the ability to write recount text was 86.96. The total result of r_{xy} was 0.915 and r_{table} value was 0.361. That is, the results obtained from the calculation are higher than the critical value. Therefore, based on the results found, it can be concluded that there is an average relationship between past tense mastery and writing recount text skills in class XI students of SMA Cerdas Murni Tembung..

Key words: Correlation, Past Tense, Writing Skill, Recount Text, Senior High School.

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In the name of Allah, the Beneficent, the Merciful

Praise be to Allah the Lord of the world, which has provided health and strength to the author in completing the "thesis" The May peace, grace and prayer of God upon Prophet Muhammad, his family and his company.

This thesis submitted to the Department of English Language Education and Teaching Faculty of MT State Islamic University of North Sumatra, Medan as a partial fulfillment of the requirements for undergraduate level-1 (S1). With the title Correlation of Students' Past Tense Mastery with Recount Text Writing Skills in Class XI SMA.

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The Researcher

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a foreign language in Indonesia which is an international formal language. Therefore, the English language shall be studied in the Indonesian education so that students can compete in the international world. English classes have been introduced to students from grade 1 junior, and in some areas in Indonesia starting in primary school.

According to the draft curriculum created by the Indonesian government, the purpose of the English language is "equip students with the ability to develop communicative competence in spoken and written language skills in four areas, namely listening, speaking, reading and writing". But among the four skills, one of the skills that make it difficult for students to learn is to write. According Fithriani, EFL writing learning conditions in Indonesia raised the perception of students about writing English as one of the most difficult skills¹.

In Curriculum 2013 (K13) High School Curriculum requires students are expected to analyze the social function, structure, and language characteristics of various genres. Each genre has a different function, structure and language characteristics. One genre that should be studied eleventh grade students are Recount text. Recount text describes the experience of someone who happened in the past. Therefore, recount text used the past tense in the text.

¹RahmahFithriani, UtamiDewi, SholihatulHamidah Daulay, MaryatiSalmiah, WidiaFransiska, (2019), *Using facebook in EFL writing class: Effectiveness from students' perspective*.Uinsu Medan: AICLL 2019, P.636

Moreover, the past tense is part of the grammar and tenses function is to explain the coincidences in the story happened. Grain states "tense as a tool for English speakers to express time in their own language so that you learn to think like a native speaker. Therefore students have to understand the part of the tense in writing a paragraph or essay. One form of the sentence is the simple past tense, this form describes the events that occurred in the past ". In fact many constraints faced by students in writing skills, especially in writing recount text. One of them is their inability to choose the right form of words according to the type used in the writing tense recount text. As a result, their writing is grammatically ill. Therefore, in order to produce good writing, students must master the grammar well.

Given the importance of grammar skills in writing recount text, the writer wants to do research on the relationship between students' grammar mastery in this case past tense and writing skills on recount text. This is due to the fact that the recalculation uses the past tense. In addition, grammar also plays an important role in improving students' writing skills. It is assumed that there is a positive correlation between students' simple past tense mastery and writing recount text skills.

Therefore, the research that has been proven by Wafda was carried out in previous studies, the result was that there was an average relationship between students' understanding of past tense and their skills in writing recount text in class VIII MTs students. Mathla'ul Anwar, Tangerang, and supported by Masriqon, the test result is a score of 0.745 and the product moment table is $N = 28$ using 5% confidence limiting the score of 0.374 and 1% = 0.478, where the

score of 0.745 is between 0.600 - 0.800. This means that the relationship between mastery of the simple past tense and writing skills is sufficient. Based on the results of the study, it can be concluded that there is a significant relationship between the mastery of simple past tense and the ability to write recount text.

Based on the above, the same researchers to continue research with previous research in a different class to prove the theory that acquired earlier researchers. Learn more about this source text Required text translation information sources to obtain additional. The intended research to be conducted was under the title: **“The Correlation between Students’ Mastery of Past Tense and Writing Skill in Recount Text at Eleventh Grade of Senior High School”**.

B. Identification of Problem

Based on the background of the study above, there are some problems that can be found. The researcher classifies them into three aspects:

1. The students have difficulties in writing especially at writing recount text.
2. The students have lack of grammar particularly in past tense
3. The students’ own difficulty in organizing the idea into words.

C. Formulation of the Problem

Based on the Identification of the study above, the research question that was formulated to guide this research was “Is there any Correlation between Students’ Mastery of Past Tense and Writing Skill in Recount Text at Eleventh Grade Class of Senior High School?”

D. Objective of the Study

Based on the formulation of the study above, the study is carried out to improve the students' writing skill of recount text through there is Correlation between Students' Mastery of Past Tense and Writing Skill in Recount Text at Eleventh Grade Class of Senior High School.

E. Significance of Study

This research is expected to contribute to the learning process of teaching English in Indonesia. Mainly on two particular aspects, namely the theoretical and practical aspects. Through both of these aspects is believed that the innovation and development of English language teaching. Especially in the teaching of writing skills can be created. In detail, the theoretical and practical significances can be seen as follows:

1. Theoretical Significance

Theoretically, the results of this study are expected to contribute a new knowledge and support of those theories in the later study of the relationship between mastery past tense to recount text writing skills.

2. Practical Significance

In practical terms, the results of this study will be the input for teachers of English for teaching them about how affective in teaching writing. This will encourage the teaching of English teaching alternatives that will improve and enhance the learners' mastery of the past tense and writing skills in the recount. Learners will know if the mastery of grammar will help or not in making a good

article and provide a reference and reflection for learners so that mastery of the past tense and writing skills in recount text increases.

- A) For the students, it is expected that the students can be motivated to practice their writing more than they do before. They are also expected to have encouragement to learn grammar seriously so that they can work with various text types without much difficulty.
- B) For the teachers, the finding is expected to give them information about the correlation between simple past tense mastery and writing skill in recount text. Therefore, the teacher will have innovative approach and strategy in teaching learning process.
- C) For further researchers, who are interested in teaching recount text and past tense they will get information from this study to do further research. Thus their research will be deeper and better than this research.

CHAPTER II

THEORETICAL REVIEW

A. THEORETICAL FRAMEWORK

To support the idea of the study, some theory and some information will be included as a tool in designing and implementing research. It also serves as a reference to prove the findings and conclusions of this study. Therefore, clarification of the concept would avoid possible misunderstandings between writer and reader. Sequentially, it is important to discuss so that the reader can understand the meaning clearly. These points are written as language skills, writing instruction in the EFL context of Indonesia, recount text as a literary genre EFL, the role of grammar in EFL Writing and tenses mastery of the English language. Thus they will be deeper study and better from this study.

1. Writing as a Language Skill

Writing is one of the four skills in the language used to communicate and provide information to others by using language in written form. In addition, according to Harmer, skills are the result of learning activities, training, experience and they are the same as writing skills. Writing skills are the result of student activities in doing a writing assignment. Writing is also an action that has processes such as finding and arranging ideas, putting them on paper, and revising them. Therefore, writing is what we write for what we see, what we think and what we feel. About people and events. People who want to improve their skills, especially in writing, must exercise regularly. They can search what they know on

their mind, and even consult dictionaries, grammar books, or other reference material to help them. Writing encourages students to focus on using accurate language because they think as they write, it can trigger language development as they solve the problems they put into their minds. Writing is a language expression in the form of letters, symbols or words.

For second language learners (L2), Fithriani states that writing is a skill that is considered to have significance in learning because it serves as a communication tool and a means of learning, thinking, and organizing knowledge and ideas ". Therefore, writing is one of the important skills in a second language. This will support the learning system to improve student learning abilities. Furthermore, the main purpose of writing is communication. Writing is more than just public communication: it's a way of thinking. Writing is used to express and explain ideas and feelings. That is suitable with Allah decrees in the whole Qur'an:.



The meaning:

"Nun (is one of the miracle of the Qur'an, and no one except Allah who knows the meaning). By the pen and by that which the writers are writing"
(Q.S.AQalam:1)²

This verse is an oath of God and warning to his servant about the blessings that have been given to them in the form of reward write , which is a means to get various kind of knowledge. That is why God says "and what they write".

²The Holy Qur-an English translation of the meanings and commentary. King Fahd Holy Qur-an Printing Complex. P.O. Box 3561, Al-Madinah Al-Munawarah).p.1792

Surah Al-Alaq: 4-5



“He Who taught (that use of) the pen. Taught man that which he knew not”³

Based on the above verse, God explains that he taught man with a pen (Qalam). And with a pen, people can write and transfer knowledge to the next generation, and to make the writing pen is a tool to convey ideas. It shows the stationery and writing itself has an important role. You can explore all of the ideas in your mind into articles, paragraphs or text and make you understand about something new. Based on all the above description writings can be interpreted as activities create knowledge and information, writing is also done on paper by using tools such as pens and pencils. Then, what we write is what we get.

2. Writing Instruction in Indonesian EFL Context

Writing skills needed to succeed in college and the workplace. Therefore, the instruction received by students in schools need to prepare students for a variety of writing assignments that may be required for them to do in college or in the workplace. Although there are various ways to get involved in writing all day, teaching writing is often restricted during the school day or not done at all. Writing instruction need to be enforced in a teacher education program so that new teachers are very supportive and teaching the students in writing.

Fithriani states “Students need to transfer their ideas from their first language, Indonesian to English. In addition to this reason, the difficulty may stem to the fact that English writing instruction in most Indonesian classroom do

³ Ibid.p.320

not provide students with authentic task that they can closely relate. From the teaching approach point of view, English writing instruction is usually dominated by teacher-centered activities with the stereotype pattern in which the teacher provides a topic on which the students write their paper on it. This type of activities cause students to focus more on how to get good final grades than on how to produce good writing piece for their reader”.⁴

Therefore, students in Indonesia are still difficulties in writing English. It is caused by a system of teacher-centered learning. In addition, students have the opportunity to express their creativity in writing. Writing is one of language skills in which a person can express their ideas in writing. These skills are taught to high school students so they can learn to write correct sentences can compile them into a good paragraph. According to the curriculum in 2013, the goal of English teaching is to develop students' ability to communicate in that language. This includes the ability to write, speak, listen and read. To be able to write in English students must master the grammar⁵.

However, writing skills is considered the most difficult and challenging for matser, especially in the EFL context in which English is not required to be used in everyday interactions. In such a context, the school becomes the major source of exposure to formal English while training students to produce written work well constructed. Unfortunately, L2 learner is also considered as one of the most difficult skills to master because it involves solving the problem in addition

⁴RahmahFithriani, (2018),), *Integrating online blogging into EFL writing instruction: Exploring students' perceptions*, UNNES International conference on English language teaching. Literature and translation (ELTLT)p.1

⁵ Rani Prihastuti. (2017). An analysis of learning activities based on the curriculum 2013 by English teacher in SMP N1 Singaraja. Universitas pendidikan ganesha. Singaraja. Volume41

to the implementation of strategies to achieve communicative goals for students L2. Difficulty in writing a doubled L2 because they need to transfer ideas from their first language to the target language and organize those ideas into new and different pattern than their first language L1. Challenges faced by learners in L2 Writing all for teachers and researchers to find better ways to instruct writing.

3. Recount Texts as a Genre of EFL Writing

Recount text is one of text type that retell past events.usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened⁶.

Mulyono and Widiyanti said, "Genre recount used to retell the events with the aim of informing and entertaining". Additionally, Hayland said that the purpose of a recount is to reconstruct past experiences to recount the events in the original order. Other experts such as Mark and Kathy Anderson, states that "The recount is part of the text recounting past events, typically in the order they occur. The aim is to give an overview to the audience about what happened and when it happened." Most importantly, recount reconstruct past events according to the time it happened. It involves telling what happened and interpret or evaluate the experience in some way ".⁷

Based on the above definition, recount text is the text that retells some experiences or events that occur in the past. Because this text recounting something that happened in the past, it is the form used in this text is the past

⁶ M. arafian Rosydi. *Learning Material junior high school grade Vii*, p.1

⁷Targeting Text: *Recount, Procedure, Exposition* Middle Primary, (Blake Education,2011), p. 4.

tense. Furthermore, one of the texts studied by high school students is a recount text.

a. Generic Structure of Recount Text

In writing recount text, there are three generic structures of the recount text that the writer should know in order to make coherence to each paragraph. According to Arfian the generic structures of Recount text are:

- a. Orientation: Introducing the principals, place and time.

The orientation provides all the necessary background information to make sense of the text. To ensure that the orientation is detail and thorough, it uses 5w (what, who, where, when and why).

- b. Events: Describing a series of event that happened in the past

The event must be carefully chosen to add to the reader's understanding of the topic. Students must be prepared to discard the events and details are unimportant or uninteresting, events are usually sorted in chronological order, but students should be encouraged to experiment with organizing events in order of importance. Unity between paragraphs be made through the use of connectors of time (before, during, eventually) so that a separate event for a coherent text section.

- c. Reorientation: It is optional, Stating personal comment of the writer to the story.⁸

This final section concludes the recount summarizing results, evaluating the topic, or offering personal comments.

b. Language Features

Beside the generic structure of recount text, the writer also should know about the language features that used in recount text. The language feature that used in recount text are.⁹

- a. Use of simple past tense: Recount text is a text that retell someone experience in the past of course it used simple past tense
- b. Use of Chronological connection: The text used chronological connection such: First, second, then, after that, etc.
- c. Use of linking verb: This text used linking verb such as: was, were, saw, heard, etc.
- d. Use of action verb: This text used action verb such as: look, go, change, etc.
- e. Use of introducing participant: This text used introducing participant such as: I, my group, etc.

⁸ M.Arifian Rosyadi, *Learning Material Junior High School Grade vii*. P.1

⁹ Alice Oshima and Ann Hogue, (2007). *Writing academic English, third edition*. (New York: Pearson longman). P.3

The Example of Recount Text

The table below shows an example of recount text by Anderson¹⁰

Table I
The Example of Recount Text

STRUCTURE	Visiting to Bali
Orientation	There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on kuta beach. He visited some tour agent and selected two tours. The first one was to Singaraja, the second was ubud.
Events	On day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quit town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta. The second tour to Ubud was very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubuluan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and golden smiths. After that he stopped a little while for lunch at sukawati and to mass. Mass is tourist center.
Reorientation	My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surlboarding every day. He was quite satisfied.
Language features	-Use of simple pa st tense: My friend stayed in Kuta on arrival.

¹⁰Anderson and Anderson, *op. cit.*, p. 25

	-Use of chronological: One day, then, and after that -Use of linking verb: was, spent, watched - Use of introducing participant: My friend, He, they
--	--

4. The Role of Grammar in EFL Writing Mastery

Fithriani stated "The role of teaching grammar has been considered important for the ability to use language. In addition, grammar gets its edge in language teaching, especially in the context of English as a foreign language (EFL) and English as a second language (ESL), because without good grammar knowledge, the learner's language development will be severely hampered.

As a result, many methods and approaches in teaching grammar have been proposed to get the best learning outcomes. Unfortunately, in practice, many English teachers in a foreign language context still teach grammar deductively; That is, students are given examples and grammar rules, told to memorize them, and then asked to apply these rules to other examples. This particular teaching method is believed to produce students who are unable to use language communicatively even though they have sufficient knowledge of grammar rules. It has also been seen as a contribution to learner passive participation and negative feelings towards grammar learning. ".¹¹

Based on the above, it is known that many teachers of English in a foreign language to teach grammar deductively. Therefore, students still lack grammar

¹¹Rahmah Fithriani. (2018). *Communicative game-based learning in EFL grammar class: Suggested activities and students' Perception*. JEELS, Volume 5, Number 2, November 2018, p.172-173

skills. The results of grammatical knowledge is not significantly increased. Speaking about the definition of Grammar, there may be as many definitions set number of linguists who define it. The definition, however, conveys the same idea. "Grammar is a set of rules by which people speak or write. This rule does not always consciously understood, and if you ask people what the rules of English grammar, they may offer one or two, or say they do not know. The reason is because the rules that we refer to is almost never thought of anyone, but it allows people to use their language easily and naturally most of the time " ¹²

West Stated "Grammar is not a code of rules; it, like etiquette and table manners, conventions statement, it summarizes, what the culture of the people, and as etiquette, it was in a state of constant change That is, to be able to read a text in a foreign language well, we must know the grammar of the language. Knowing grammar means understanding the meaning of the text correctly. In addition, the role of grammar becomes more important when we have to speak or write in a foreign language.

5. English Tenses

In English when we have to connect with tense, automatically we have to work with verbs of change. In addition, the absence of a system tense in one's language, including Indonesian, resulting in a negative perception of students toward English, that English is difficult subjects. According to Franks "is special verb tense or companion auxiliary verb endings signal the time a event is place".

¹² Cook and Sutter (1980). The scope of grammar of English. New York: Mc. Graw. P.1

The authors concluded that the English tenses are used to form sentences in English by time and events, the sentence needs good grammar.

Tenses in English can be classified into 16 forms of time.

1. Simple present tense: It is used to denote scientific facts, universal truths and work done on daily basis. Example: She writes a letter
2. Present continuous tense: It is used to express an action taking place at the time of speaking. Example: She is writing a letter
3. Present perfect tense: It is used to show an action that started in the past and has just finished. Example: She has written a letter
4. Present perfect continuous: This tense shows the action which started in the past and is still continuing. Example: She has been writing a letter
5. Simple past tense: Used to indicate an action complete in the past. Example: She wrote a letter
6. Past continuous tense: Used to denote an action going on at some time in the past. Example: I was driving a car
7. Past perfect tense: Used to describe an action complete before a certain moment in the past, usually a long time ago. Example: She had written a letter
8. Past perfect continuous tense: Used to denote an action that began before a certain point in the past and continued up to sometime in the past. Example: She had been writing a letter
9. Future tense: which has not occurred yet and will occur after saying or in future. Example: She will write a letter

10. Future continuous tense: about something that will be in progress at or around a time in the future. Example: She will be writing a letter
11. Future perfect tense: something will be finished by a particular time in the future.
12. Future perfect continuous tense; about actions that will commence a fix time in the future and will continue for some time in future. Example: She will have been writing a letter.
13. Past future tense: to reveal events that will occur in the past. Example: He should be in Banten next month
14. Past future continuous tense: happening in the past. Example: My brother would be finishing thesis last week.
15. Past future perfect tense: Presuppositions are definitely not possible because it shows past events. Example: My mother should have been here at nine o'clock tomorrow
16. Past future perfect continuous tense: To show actions that would have been and still being carried out in the past, but actually not happening. Example: I would have working in leading companies for 10 years.

Therefore, any 16 tenses in English but in this study use one of tense, namely: simple past tense.

a. Definitions of Simple Past Tense

The past tense is the tense that indicates an event occurred in the past. Definition past tense, according to some experts there are many. Frank says "the past tense showed definite ending time in the past, both said the time given or

not". Moreover, Azar argued that the simple past tense is a tense that indicates a situation or activity that begins and ends at a certain time in the past. Simple past tense is used for actions that the time was not given but (1) occupies a period of time now discontinued, or (2) occurs in a period of time which is now discontinued. The past tense uses two patterns. First: the pattern of use of the verb, the verb patterns. can be affirmative, negative, interrogative, and negative interrogative.

First, there are pattern of past tense by using verb:

- a. Affirmative Statements: To make an affirmative statement, the verb other than be, we use the following formula:

$S + V_2 (O/ADV)$

Example: I went to Bandung last month.

- b. Negative Statements: To make a negative statement, the verb other than be, we use the following formula:

$S + DID + NOT + V_1 + (O/ADV)$

Example: I didn't drink juice yesterday

- c. Interrogative statements: To make interrogative statement of verb other than be, we put did before the subject, the formula is:

$DID + S + V_1 + (O/ADV)$

Example: Did you send a flower last week?

- d. To make interrogative negative form of verb other than be based on this formula:

$DID + NOT + V_1 + (O/ADV)$

Example: Didn't you study English lesson last night?

Didn't she bring the umbrella?¹³

Second, here is the pattern of past tense of verb "Be" as following¹⁴

a. Affirmative statements

S + WAS/WERE + Substantive (Adverbial of Phrase)

Example: She was at home last night

Mr. Bean was a doctor two years ago

Some students were absent last Friday

All those action are in the past, and they are all finished: they do not carry over into the present. Two of them are singular noun (she and Mr. Bean): one of them is plural noun (some students) used.

b. Negative Statements

S + WAS/WERE + NOT + Substantive (Adverbial of Phrase)

Example: I was not in my room last night

We were not hungry for dinner yesterday

c. Interrogative statements

WAS / WERE + S + NOT + Substantive (adverbial of phrase)

Or

WASN'T/WEREN'T + S + Substantive (Adverbial of phrase)

Example: Was Mario at home last night?

Were they in the farewell party last week?

¹³ A. Faidlal Rahman Ali, (2007). *Cara cepat belajar 16 Tenses*, (Yogyakarta: Pustaka Widyatama). P.73 - 74

¹⁴ McGraw-Hill, (2002). *Interaction I grammar*, (New York: McGraw – Hill Companies. Inc., p.117

Wasn't the dog fed this afternoon?

Weren't those sofas expensive?

The examples above, show that the use of "was" is used for pronoun I, she, he, it, and this, however, the Be "were" is used for pronouns you, we, these, and those. The use of "was" is only for the singular noun and the use of "were" only for the plural noun. The negative statement use "not" after the verb be in the sentence. Meanwhile, the contraction for "was not" is "wasn't", the contraction for "were not" is "weren't. The contraction is used to make the sentence easier in written or utterance. Therefore, the researcher will be research using two pattern of simple past tense.

B. Related Studies

To support this study, researchers examined several related research. Only two of the studies conducted in this study because few studies relating to the correlation Mastery Past Tense Student Class XI High School. This is the explanation of the two previous researchers below:

First, a study conducted by Wafda, where the aim of the study was to determine the "Relationship between Students' Past Tense Understanding and Recount Text Writing Skills". The method used in this research is correlational study using purposive sampling technique, with a sample size of 40 students. Based on these results it can be concluded that there is a relationship between the average of the past tense understanding of students with writing skills recount text in class VIII MTs. Mathla'ul Anwar, Tangerang. This study differs from the study

because the study involves learners SMA Muhammadiyah 6 Palembang and writing independent variables.¹⁵

Finally, Masriqon's research entitled "The Relationship between Simple Past Tense Mastery and Recount Text Writing Ability in Class X SMA Ibnu Sina Braja Selebah Academic Year 2011/2012". The research objective was to determine the mastery of simple past tense and the ability to write recount text. He uses quantitative research as a research method. The research population was 30 students of class X SMA Ibnu Sina Braja Selebah. The instrument used was a test. He decided to give a grammar test and a writing test. The type of grammar test is multiple choice and the writing test is a essay test that asks students to make sentences into paragraphs. The test results obtained a score of 0.745 and the product moment table $N = 28$ with 5% confidence limiting the score of 0.374 and $1\% = 0.478$, where the score of 0.745 is between 0.600 - 0.800. This means that the relationship between mastery of the simple past tense and writing skills is sufficient. Based on the results of the study, it can be concluded that there is a significant relationship between the mastery of simple past tense and the ability to write recount text in class X SMA Ibnu Sina Braja Selebah in the academic year 2011/2012.¹⁶

From the above explanation, researchers interested in continuing their studies to prove the same theory. Thus, the function of previous studies is to compare the results obtained in this study.

C. Conceptual Framework

¹⁵ Wafda (2014), the relationship between students; Understanding of past tense and their skill writing recount text. Tangerang

¹⁶ Masriqon, (2011), the correlation between simple past tense mastery and writing ability in recount text at tenth grade of SMA Ibnu sina braja Selebah: Lampung

As indicated by the topic of this study, this study tries to reveal whether there is a relationship between Students' Past Tense Mastery and Recount Text Writing Skills. Therefore, to determine the possible correlation between the two variables through correlational statistics. Past tense is a form of English which illustrates that something happened in the past. Therefore, the mastery of the past tense is reflected in the students' ability to understand and use the past tense correctly in the sense of writing recount text. The past tense includes the simple past tense using a verb and the Simple past tense used to be.

Meanwhile, recount is a type of English text whose purpose is to recount past events in sequence. Recount, therefore, is an orientation structure stating who was involved, when and where the event occurred, etc. This indicates an introduction or the starting point of the recalculation. Orientation is usually followed by a sequence of events. Here what happens is the sequence of events from beginning to end. The recount ends with a comment expressing the author's opinion on the event.

Therefore, the writing skill in recount text referred to here is the ability to retell past events based on the general structure of the recount state above. Since the purpose of writing recounts is to retell past events, mastering the past tense is a must. Therefore, the researcher wanted to conduct a research that aims to determine whether there is a relationship between students' past tense mastery and writing recount text skills.

D. Hypothesis

Based on the theories above, the theoretical hypothesis can be formulated as follow:

(Null Hypothesis) H_0 : There is no significant correlation between students' mastery of past tense and writing skill in recount text.

(Alternative Hypothesis) H_a : There is a significant correlation between students' mastery of past tense and writing skill in recount text.

CHAPTER III

METHODOLOGY OF RESEARCH

A. Location and Time of the Research

This study was conducted in one of the High School in SMART PURE Tembung Deli Serdang in the academic year 2019/2020. The study was conducted at this school because of the school's students have a poor ability to learn the English language skills, especially in writing. This study was conducted over two sessions or two weeks at the school start date of January 8, 2020 until January 17, 2020.

B. Population and Sample

A. Population

Creswell argues, "The population is a group of individuals who have the same characteristics. While Frankael, Wallen, Hyun, Argues, "Population is the total number of objects of research that will be examined in a study". Thus, the population studied in this research is class XI SMA Smart Pure Tembung. The total number of this class is 100 students. Because they learned texts recount based on the syllabus and the numbers of students from other classes. They are divided into three classes XI-1, XI-2 and XI IPS. Two class consists of 35 students and one class consists of 30 students. For specific information we can see from the table below:

Table 3.2**Distribution of Population**

No	Class	Population
1	XI IPA-1	35
2	XI IPA-2	35
3	XI IPS	30
	Total	100

B. Sample

The sample is a sample selection of individuals who will participate (observation and analysis) in a study. In the selection of the sample, Arikunto stated that, "the sample is representative of the population to be studied. If the total population of less than 100 should all be sampled but if the population is 100 students then samples can be taken between 10-15% or 20-25% or more ". In addition, Sharp found a correlation sample for the study were selected using sampling methods are acceptable, and 30 subjects are generally regarded as the minimum sample size is acceptable. Based on the theories above, in this study a population sample selected based on the number of subjects who were 30 students. Thus, the only class that has 30 students in the eleventh grade is XI-IPS. This class consists of 13 boys and 17 girls.

C. Research Design

This study uses a type of correlation research in a quantitative design. Generally, quantitative research is concerned with numerical collection drawn from samples and designs from several populations. Therefore, in this study the researcher used the test method as a procedure. This study involved two variables, namely students' mastery of past tense and students' writing skills in recount text. This shows the degree of correlation between the two variables. This statement is supported by Gay and Airasian who state that the purpose of correlation studies is to determine the relationship between variables or to use relationships to make predictions. This means that research data collection has a significant influence between the two variables.

After the researcher obtained all the data, the researcher continued the data analysis using the product moment correlation study. There are two kinds of instruments to be analyzed, namely: a past tense mastery test and a test of writing recount text skills. First, the data were analyzed by assessing students' past tests. Second, the data were analyzed by assessing the students' writing skills in recount text. These two instruments are very important to analyze because the purpose of this study is to determine the relationship between the two skills.

D. The Instrument of the Research

To collect the data, this study uses a multiple choice test to measure students' mastery of the test as an instrument of the past tense. Consists of 30 multiple choice items to test. Test material is taken from the book of eleventh grade students who have not been used in schools. Second, to collect data write

recount text used as a writing test instruments. The instrument used is the description of the test, the students were given a choice of three topics recount text test. Thus, each test given to eleventh grade students was carried out individually.

E. Data Collection Procedure

In collecting the data there were two kinds of instrument of the research: The first was a mastery of simple past tense test and the second test writing skill in recount text test to the eleventh grade of SMA Cerdas Murni Tembung. In detail, can be seen as follows:

a. Past tense test

Past tense tests distributed at the first meeting. Researchers move the test from the book to the answer sheet. Then students work about grammar test and the researchers asked students to answer 30 multiple choice questions with four alternative answers to the past tense. Students are given 30 minutes to answer all questions individually. Furthermore, in the tests carried out documentation.

b. Writing test

Shared writing test after test is past tense (the second meeting). The test topic is based on the recount text material. Researchers gave the task to class XI IPS. Students do assignments in class. Students are given 60 minutes to write a recount text by selecting one of the topics on my last vacation, my personal diary and sweet moments in high school. The text must be composed of at least 3

paragraphs (Orientation, Event, and Reorientation). Furthermore, from one class there are 30 students in the sample so that a total of 30 writing students to be analyzed. Thus, the instrument used in this study is the individual tests and documentation value Class 2 high school students in SMA INTELLIGENT PURE Tembung..

F. Technique of Data Analysis

In analyzing the data obtained, it presents analysis of students score in grammar test, analysis of students' score in writing test, data descriptions, correlation analysis, and statistical hypothesis..

1. Analysis of students' score in mastery of past tense test

Data analysis technique used to analyze the students' score in mastery of past tense was Correlation Pearson Product Moment. The researcher gave the task to first meeting which was mastery of past tense test. The researcher gave the task to the students' class XI IPS. The students will get 0 – 100 score. The students were answered 30 multiple choice question, when the students can do it all of the test, they will get score 100, but if one of the test was wrong, the students got 3.3 by point. This range will get students from the result test. We can see range of students' simple past tense from in the table below:

Table 3.3

The classification of students' simple past tense

No	Range	Mastery Categories
1	96 – 100	Excellent
2	95 – 70	Very Good

3	69 – 55	Good
4	≤54	Bad

2. Analysis of students' score in writing test

In analyzing the students' writing skill in recount text, the obtained data from the students' writing test were analyzed by Hughes Analytical Score. The total points from them determined the students' writing skill in recount text. In addition, there was a classification used in assessing the students' writing performance. The researcher prepared the result of students' writing from their good answer. If the grammar and their writing are good based on of Hughes rubric, they are getting 95 point. Meanwhile, if the students did a mistake in writing a word their score will be decreased 5 score and the lower score get 50 score. The interval score of students' writing in recount text can be seen in appendix II table 2.2:

3. Correlation Analysis

In analyzing the whole data, the researcher used correlation product moment. It was used to find out whether there is the correlation between students' mastery of past tense and writing skill in recount text, the product moment correlation formula can be seen below ; ¹⁷

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{N \sum x^2 - (\sum x)^2} \sqrt{N \sum y^2 - (\sum y)^2}}$$

R_{xy} : Correlation coefficient between students' mastery of past tense and their ability in writing recount text.

¹⁷Anas Sudjono. *Pegantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2005), p. 206.

- N : Number of Respondents
 X : Distribution of students score in grammar test
 Y : Distribution of students score in writing test.
 $\sum X$: Total score of students score in grammar test.
 $\sum Y$: Total score of students score in writing test.
 $\sum XY$: Total numbers of X multiplied by Y
 X^2 : Guarded from X
 Y^2 : Guarded from Y

In giving some simple interpretations for the result of “ r ” in product moment(r), some people commonly used this guide as an interpretation. The figure below showed some interpretation of correlation coefficients.

Table 3.5
Interpretation of Correlation Coefficient

(Rxy)	Interpretation
0,00 – 0,20	There is very weak correlation between two variables. Because the correlation is too weak, it is reputed as thereis no correlation between those two variables.
0,20 – 0,40	There is a weak correlation between two variables.
0,40 – 0,70	There is some average correlation between two variables
0,70 – 0,90	There is strong correlation between two variables.
0,90 – 1,00	There is very strong correlation between two variables.

4. Statistical Hypothesis

This research is going to test the hypotheses using simple correlation. Therefore, the conclusion can be drawn from the result of statistical hypothesis. Whether there is the correlation between x variable (students' mastery of past tense) and y variable (writing recount text). In the eleventh grade of Senior High School. The formula can be seen follows:

X = Students' understanding of past tense

Y = Students' skill in writing recount text

$H_0 = XY = 0$

$H_1 = XY \neq 0$

Significant critical value : 0.05 and 0.01

Criteria : If $r_o > r_t$ mean there is correlation and H_o is accepted , H_o is rejected

If $r_o < r_t$ means there is no correlation and H_a is rejected, H_o is accepted.

(Null Hypothesis) H_o : There is no significant correlation between students' mastery of past tense and writing skill in recount text

(Alternative Hypothesis) H_a : There is a significant correlation between students 'mastery of past tense and write skill in recount text.

G. Validity and Reliability

In conducting the research you need to know whether the test questions used to obtain the data can be applied or not. Therefore, the data obtained can be regarded as reliable data. Here, the researchers tried to find the validity and reliability of the tests used. According to Heaton, "The validity of a test is the extent to which a test measures what it is supposed to measure certain skills that

are intended to measure the extent to measure external knowledge and other skills at the same time it would not be a valid test". The test instrument used in this study is multiple choice questions and descriptions are taken from their book entitled Okay-Zone exclusively for high school. Thoha stated that the tests were taken from the book already has validity and reliability because it has been tested and meets the requirements of the measuring object. This means that there is a relationship between the measuring instrument, measuring function and measurement purposes.

CHAPTER IV

DATA FINDINGS AND DISCUSSION

A. Research Findings

A.1 Description of Data

The data obtained in this study was the score of students' mastery of past tense and writing skill recount text. This study was conducted at SMA CERDAS MURNI TEMBUNG in which eleventh grade students. It is located at Jl. Pasar 7 No 33 Tembung, Percut Sei Tuan, Deli Serdang district, Sumatera Utara. The research was conducted from January 8th 2020 up to January 17th 2020. In this study, the researcher used quantitative correlation method. To collect the data, the writer used tests. There were two tests given to the participants. It was past tense mastery test and writing test. The test of past tense was conducted by the writer in multiple choices form and the test of writing test that was conducted by the writer was writing recount text test. To find out the correlation between students' mastery of past tense and writing skill in recount text the writer used product moment correlation.

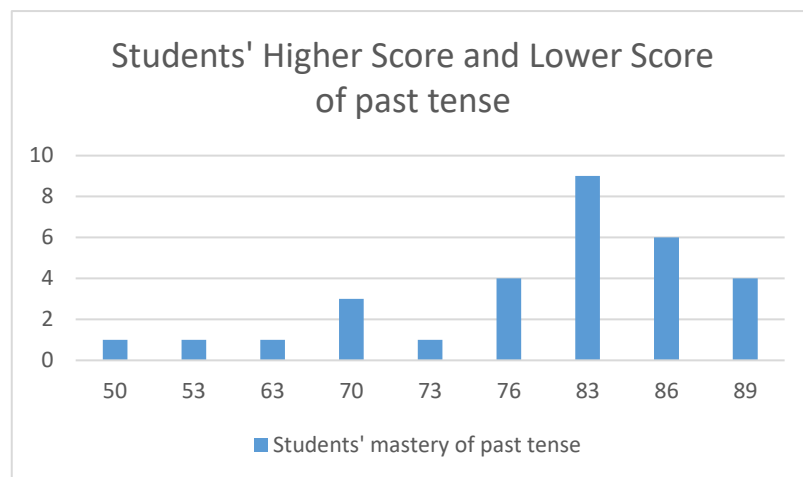
A.2 Result of Tests

1. Mastery of Past Tense score

Based on the test that was given to the eleventh grade students of SMA CERDAS MURNI TEMBUNG, the total score in terms of past tense mastery is 2372, the result average is 79, 06, the higher score is 89 and the lower score was

50. In detail, the chart below shows the data of higher and lower score of students' mastery in past tense. The chart can be seen as follow:

This chart explains about higher score and lower score of past tense. We can see below in **Graph chart 4.1**



Graph Chart 4.1 Students' higher score and lower score in mastering of past tense

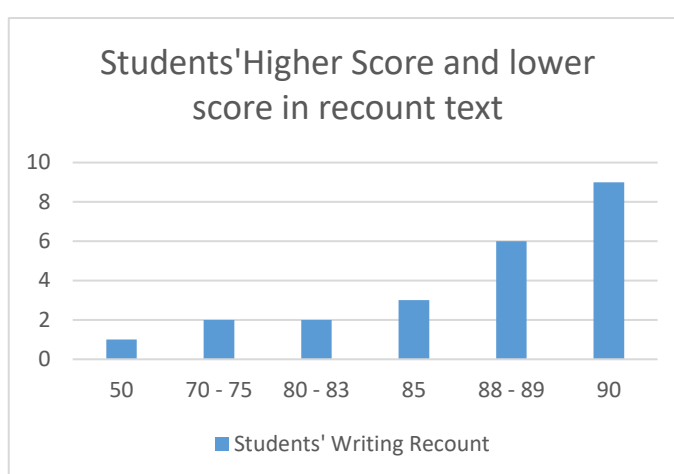
Based on the chart above, it shows that the students score in past tense is not stable because the graphing down up. Therefore, there is one student get score 50, There is one student get score 53, there is one student get 63, there are three students get 70, there is one student get 73, there are four students get 76, there are nine students get 83, there are six students get 86, and there are four students get 89.

2. Recount Writing Score

To know the students' skill in writing in recount text, the researcher used a writing test. The researcher asked the students to write at least three paragraphs

and the students chose one of the topics About “My last holiday, my personal diary and my sweet moment in Senior High School”. The total score of skill writing in recount text of eleventh grade students of SMA CERDAS MURNI TEMBUNG is 2609. The average score of the students was 86.83. The higher score is 93. The lower score is 50.

For specific information we can see from the chart below in **Graph chart 4.2**

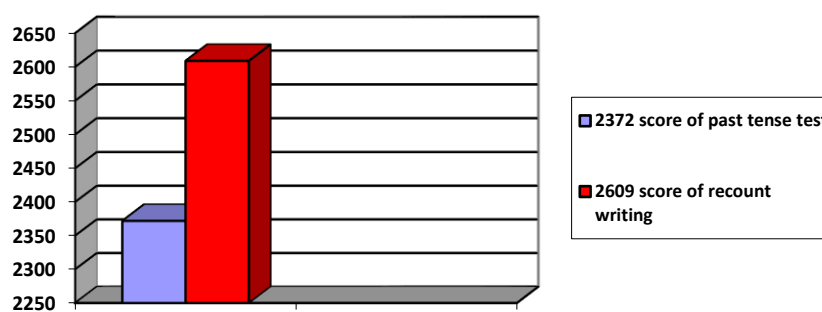


Graph Chart 4.2 Students' score in writing skill of recount text

Based on the chart above, it shows that the students score in writing past recount text is increasing in every point. There is one student gets 50, there are two students get 70 – 75, there are two students get 80 – 83, there are two students get 85. There are six students get 88 – 89, there are nine students get 90, Additional, there are seven students get 93.

3. Pearson Product Moment (r_{xy})

Based on the two data, the score can be calculated by continued to using by Pearson Product Moment. The aim of this chart because to prove the overall value of variable x and variable y. For specific information we can see from the chart below in **Graph chart 4.3**



Graph chart 4.3 Correlation mastery of past tense and Recount writing

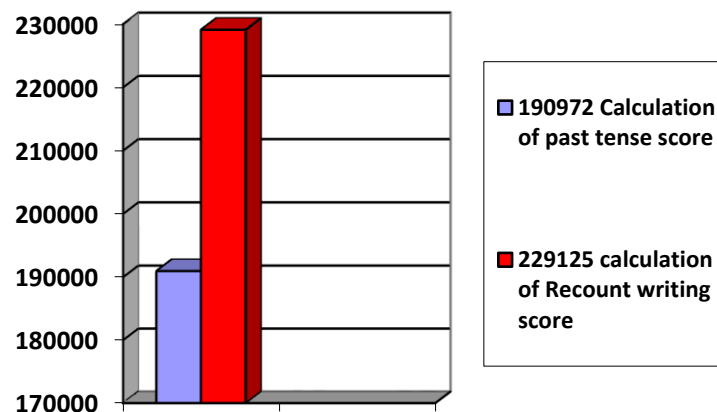
Based on the chart above, it can be seen that the total score of past tense mastery test was 2372 and the total score of recount writing was 2609. After calculating the total scores of the variables of this study, student's mastery of past tense (X) and students recount writing skill (Y), Pearson Product moment was used to investigate the correlation between both of the variables. The Pearson Product Moment correlation is symbolized with r_{xy} . The statistical calculations were used to get the score of r_{xy} that were presented in the following chart.

4. The Calculation of Pearson Product Moment Correlation (r_{xy})

Based on Pearson Product Moment a

bove, the data will be continued by the calculation of Pearson Product Moment. For specific information, we can see from chart below in **Graph Chart**

4.6

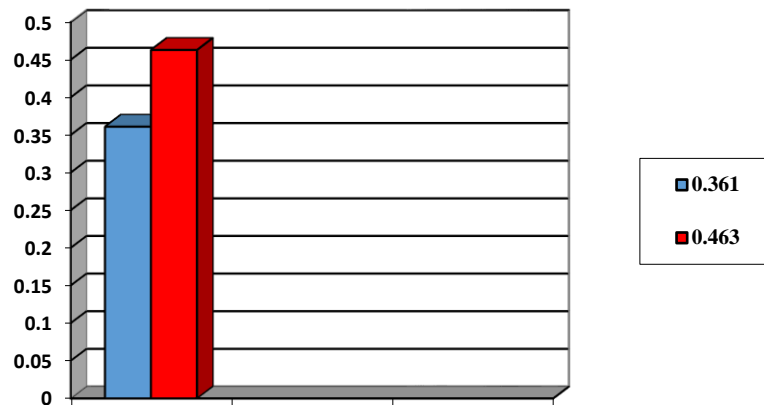


Graph Chart 4.6 The Calculation of Pearson Product Moment Correlation

Based on the calculation of Pearson product moment X^2 was the total of mastery of past tense score symbol. The total was 190972. Thus, the process of calculation presented Y^2 was the total of recount writing score symbol. The total calculation of Pearson product moment for the recount writing score was 229125. This chart showed the result of two variables test in calculation form. They are past tense score and recount writing score that made easier to find whether correlation of both variable. Thus, the next step was the level of significance correlation that used value 0.05 and 0.01 on this following chart:

5. Value of 0.05 and 0.01 levels of Significant

The significant level is described to show that the data fulfills the assumption that is has normal distribution. This chart explains about value and level significant. We can see further information below in **Graph chart 4.7**



Graph chart value of 0.05 and 0.01 levels of significant

The calculation process presents in table 4.4 appendix 3. This chart shows in table 4.4 appendix 3. The level of significance used value 0.05 (5 %) and 0.01 (1%). This research took 30 students as sample and this research had 2 variables Thus $Df = 30 - 2 = 28$. This research took the list value number 28 in the table of value 0.05 (5 %) and 0.01 (1 %). The value of 5 % was 0.0361 and 0.463. Thus, the result of the r_{xy} was higher than the value; it means that there was significance correlation between students' mastery of past tense and writing skill in recount text.

This score of r_{xy} were calculated by Pearson Product Moment correlation formula as follows:

$$N = 30$$

$$\sum X = 2372$$

$$\sum Y = 2609$$

$$\sum X^2 = 190972$$

$$\sum Y^2 = 229125$$

$$(\sum X)^2 = 5626384$$

$$(\sum Y)^2 = 6806881$$

$$\sum XY = 208816$$

$$\begin{aligned}
r_{xy} &= \frac{n \sum xy - \sum x \sum y}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}} \\
&= \frac{30(208816) - (2372)(2609)}{\sqrt{30(190972) - 2372^2} \sqrt{30(229125) - (2609)^2}} \\
&= \frac{6264480 - 6188548}{\sqrt{(5729160 - 5626384) - (6873750 - 6806881)}} \\
&= \frac{75932}{\sqrt{(102776) - (66869)}} \\
&= \frac{75932}{\sqrt{6872528344}} \\
&= \frac{75932}{82900} \\
&= 0.915
\end{aligned}$$

$$r_{xy} = 0.91$$

By this formula, the research found the result 0.09 as the correlation between students' mastery of past tense and writing skill in recount score that symbolized as r_{xy} . Thus the next step was find the significance correlation by using degree of significance. After the scores r_{xy} were calculated, it was compared with score of r_{table} with degrees of significance 5% and 1% as follow:

$$Df = N - nr$$

$$= 30 - 2$$

$$Df = 28$$

Notes:

Df = Degree of freedom

N = Number of cases

$$r_{table \text{ at the degree of significance } 5\%} = 0.361$$

$$r_{xy}: r_{table}(5\%) = 0.915: 0.361; r_{xy} > r_{table \text{ at } 5\%}$$

$$r_{table \text{ at the degree of significance } 1\%} = 0.463$$

$$r_{xy}: r_{table}(1\%) = 0.915: 0.463; r_{xy}: r_{table}(1\%)$$

The result of significance level 5% showed that r_{xy} was 0.915 and r_{table} was 0.361. It showed that the result of r_{xy} was higher than r_{table} thus the result of significance level of 1% showed that r_{xy} was 0.915 and r_{table} is 0.463 means that the result of r_{xy} was higher than r_{table} . Thus the result of r_{xy} was higher both of significance level means that there was significance correlation between students' proficiency in English mastery of past tense and their ability to writing skill in recount text.

B. Hypothesis Testing

The hypothesis testing was used in this study because the writer should check whether there is not positive correlation between students' mastery of past tense and writing skill in recount text. The following are the hypothesis testing.

- a. The Correlation between Students' Mastery of Past Tense and Writing Skill in Recount Text.

This hypothesis has one dependent variable and also one independent variable. According to Sugiyono that a hypothesis has one dependent variable and also one independent variable, Product Moment Correlation can be used to the test the hypothesis. The writer used graph chart to prove the following hypothesis:

- H_a : There is no significant correlation between students; mastery of past tense and writing skill in recount text.
- H_o : There is a significant correlation between students' mastery of past tense and writing skill in recount text

C. Discussion

From explanation of the findings above, the result of the students' mastery of past tense and recount text writing test shows a significant correlation between

mastery of past tense and writing skill in recount text, the writer needs some language components such as grammar and spelling. In the case of recount text, past tense has an essential role to show the reader the moment when the actions happened.

Hariston stated that, "to write clearly, you have to pay attention to everything audience, sentence, structure and half dozens of other consideration". This theory is related to the research about the correlation between students' mastery of past tense and writing skill in recount text, because a tense is a part of the consideration in writing.

To compare to previous study, it can be seen that the score of r_{table} in this research is 0.915 and the value of r_{table} is 0.361. In Masriqon's finding there was the difference, it was in the score of r_{table} is 0.374 and value of r_{table} is 0.478. The previous research by Masriqon, about the correlation between simple past tense mastery and writing ability in recount text, he found the result of his research was 0.745 score and the product moment the score 0.374 and 0.478, where the score 0.75 is between 0.600 – 0.800.

Harmer also proposes writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. Thornburry argues that grammatical categories include subjects, objects, verbs, tense, and in grammar past tense as a tense and also one of the most part play important roles, when the students wrote. Thus, Grammar very important especially is past tense when the students write, for building sentence must be master structure into good sentence.

In addition, to support this finding is that all of students in participant were learned about past tense and recount writing in their previous class. The teacher has taught them about the material and gave them the exercise. So, when they wrote recount writing their grammar was good and their score was high. Other factor is: First, the time allocation and the topic of the test are suitable with their condition to answer the questions. Second, many students in the class are taking informal English course after their school and they know the structural of recount writing so it can influence their grammar. It is caused the students have a motivation to increase their score of past tense in order to increase their score in recount writing achievement.

Based on the wafda's study, she found that the students didn't have enthusiasm in doing the test but whereas the researcher have good enthusiasm in giving the test.

From the research, it can be concluded that there is significant correlation between students' mastery of past tense and writing skill in recount text. They also have higher correlation value. In this research, students' mastery of past tense should have been complied. Therefore, to get good sentence in past tense and find out the information about grammar to help language skill, indirectly, students will study about grammar of English by Tenses.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion of the research above, it can be concluded that there is significant correlation between students' mastery past tense and writing skill in recount text of eleventh grade students' in SMA CERDAS MURNI TEMBUNG, Medan. Furthermore, it can be seen from the computation of the average result of students' correlation of past tense which is 79, 06 and the average result of students' skill in writing recount text which is 86.96. By using Product Moment correlation formula by Pearson, the result of the computation is r_{xy} is 0.91, which is higher than r_{table} $N = 30$ and 5 % significant level is 0.463. The result of r_{xy} is also between 0.600- 0.800, which means the correlation between these two variables, is in the average correlation.

B. Suggestion

Based on the conclusion of the study above, the researcher suggests some of educational practitioners as follows:

1. For students in relation to this study. First, they should study hard in learning especially in learning recount text to discover their own strength not only to master grammar and to improve their skills in writing skill but also to improve other skills of English. Second, they should increase their knowledge how to transfer ideas before their write in learning English.

2. For English teachers, they are suggested to apply tenses past tense tenses in teaching learning process, especially in teaching writing because it can help the students make the text recount in writing a good text.

3. For the other researcher

It is considered that this research only gives an emphasis on students' writing on recount text. Therefore, the other researcher can conduct research on other genre of text which can improve their writing skill and also enrich their knowledge in different kind of both factual and literary text.

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APPENDIX I

INSTRUMENT I

Past Tense Bahasa Inggris

SMA Cerdas Murni TEMBUNG CLASS XI- IPS

Name :

Class :

A. Choose the right answer for the quation below!

1. My mother ____ a fried rice last night

- a. Cook b. Cooked c. Cooks d. is cooking

2. The phone ____ when I was walking to the bathroom last night.

- a. ring b. Was ringing c. Rung d. rang

3. I ____ the grass in front of my house yesterday

- a. cut b. is cutting c. had cut d. cuts

4. Someone ____ the door while I was sleeping last night

- a. Knocks b. is knocking c. Knocked d. knock

5. Wirda ____ the mouse last night in the kitchen

- a. is hitting b. hit c. had hit d. had been hit

6. I ____ the dress at 06.00 am last morning

- a. washing b. washed c. wash d. was wash

7Azka ____ loudly yesterday in her room

- a. cried b. cry c. had cried d. is crying

8. 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

9. Qomi ____ a letter to me yesterday.

- a. send b. is sending c. had sent d. sent

10. 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

11. Nita _____ to her mom money for buying a cellular phone last week

- a. begs b. Begging c. Begged d. Beg

12. Last January, I _____ snow for the first time in my life

- a. Saw b. is seeing c. seen d. See

13. 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

14. Write – not – she – a letter – did

- a. 5 – 3 – 2 – 1 – 4 b. 4 – 3 – 2 – 5 – 1 c. 3 – 5 – 2 – 1 – 4 d. 3 – 5 – 2 – 4 –

1

15. Zahra _____ milk last night before she went to bed

- a. drunk b. drink c. is drinking d. Drank

16. Did – wash – car – you – your -?

- a. 1 – 4 – 5 – 3 – 2 b. 1 – 4 – 3 – 5 – 2 c. 1 – 4 – 2 – 3 – 5 d. 1 – 4 – 2 – 5 –

3

17. Dian – not – diligent – was

- a. 1 – 2 – 3 – 4 b. 1 – 3 – 2 – 4 c. 1 – 4 – 2 – 3 d. 1 – 3 – 4 – 2

18. You – sell – did – flower - a

- a. 1 – 3 – 2 – 5 – 1 b. 1 – 2 – 3 – 5 – 1 c. 3 – 1 – 5 – 4 – 2 d. 3 – 1 – 2 – 5 – 1

19. I.....my drawing book two days ago

- a. loss b. lost c. was losing d. Losses

20.she read novel last morning

- a. do b. does c. did d. Was

22. She....a book last night

- a. buys b. buyed c. bought d. will buy

23. Dina.....her report

- a. didn't finished b. do not finished c. did not finish d. will finish

24. He.....a diligent student

- a. wasn't b. weren't c. aren't d. will not

25. Did you.....me a massage?

- a. sent b. send c. sended d. will send

25. They Very smart in her class

- a. were b. was c. is d. are

26. She you to her birthday last day

- a. Invites b. invite c. invited d. Was invited

27. My father and my mother invited me travelling last month

- a. invited b. invite c. were invite d. was invited

28. Yesterday, I ... To grandmother house in hometown

- a. Go b. gone c. went d. goes

29. They film joker in cinema last night

- a. Watched b. watch c. watching d. was watch

30. My friend Me a gift my birthday last month

- a. Gave b. give c. given d. giving

ANSWER KEY OF MASTERY OF PAST TENSE TEST

1. B	16.B
2. D	17.C
3. A	18.D
4. C	19.B
5. B	20.C
6. B	21.C
7. A	22.C
8. B	23.A
9. D	24.B
10. B	25.A
11. C	26.C
12. A	27.A
13. C	28.C
14. C	29.A

APPENDIX II

The Test of Writing recount

Table 2.1

The Example of Recount Text

STRUCTURE	Visiting to Bali
Orientation	There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on kuta beach. He visited some tour agent and selected two tours. The first one was to Singaraja, the second was ubud.
Events	On day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. I t is a busy but quit town. The street s are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta. The second tour to Ubud was very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubuluan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and golden smiths. After that he stopped a little while for lunch at sukawati and to mass. Mass is tourist center.
Reorientation	My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surlboarding every day. He was quite satisfied.

Table 2.2

Hughes Analytical Score

Score	Level	Criteria
C O N T E	30 – 27	EXCELLENT TO VERY GOOD: Knowledgeable – substantive – relevant to assigned Topic.
	26 – 22	GOOD TO AVERAGE: Some knowledge of subject – adequate range – limited development of thesis mostly relevant to topic, but lacks detail.
		FAIR TO POOR: Limited knowledge of subject – little substance – inadequate development of topic.
	21 – 17	Very POOR: does not show knowledge of subject – not

N G R A M M A R	16 - 13	pertinent – or not enough evaluate
	20 – 18	EXCELLENT TO VERY GOOD: Sophisticated range – effective word – word form mastery – mastery part of speech – verb and spelling
	17 – 14	GOOD TO AVERAGE: Occasional errors of word – choice – usage but meaning not obscured.
	13 - 10	FAIR TO POOR: frequent errors of word – choice usage – meaning confused or obscured
	9 - 7	VERY POOR: essentially translation – little knowledge about English grammar, word form – or not evaluate
L A N G U A G E U S E	25 – 22	EXCELLENT TO VERY GOOD: effective complex construction – few errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions.
	21 – 14	GOOD TO AVERAGE: effective but simple construction – minor problems in complex – several errors of agreement, tense, number, word order/ function, articles pronoun, preposition but meaning seldom obscured.
	17 – 11	FAIR TO POOR: major problem in simple/complex construction – frequent of negation, agreement, tense, number, word order/ function, articles, pronouns prepositions and fragments, meaning confused or obscured.
	10 5	VERY POOR: virtually no master of sentence construction rules- dominated by errors- does not communicated – or not enough to evaluate.

INSTRUMENT II

Name :

Class :

Test writing Recount

1. Choose one the topicsbelow and then write down into a recount text
at3 paragraphs
 - a. My last holiday
 - b. My personal Diary
 - c. My sweet moment in senior high school

APPENDIX III

The References that translate into English

Ana Sujono berpendapat bahwa “korelasi Produk Momen digunakan untuk menunjukkan apakah ada korelasi antara variable X dan variable Y. Korelasi Produk Momen disimbolkan dengan “r”. (Anas argued that “Correlation Product Moment is used whether there is correlation between X variable and Y variable. The symbol of the correlation Product Moments is “r”.

Thoha berpendapat bahwa suatu tes yang diambil dari dua buku sudah memiliki validitas dan reliabilitas karena tes tersebut sudah teruji dan melengkapi persyaratan dan mengukur suatu objek (Thoha stated that the test that was taken from the book already had validity and reliability because it had been tested as feasible and completed the requirements in measuring the object).

APPENDIX IV

THE RESULT OF STUDENTS' MASTERY OF PAST TENSE TEST AND RECOUNT WRITING DOCUMENTATION OF SCORE

Table 4.1

**The score Student's Mastery of past tense (X)
At Eleventh Grade Students of SMA CERDAS MURNI TEMBUNG**

NO	PARTICIPANTS	X
1	DA	83
2	NVA	89
3	TW	70
4	AAN	76
5	ASM	86
6	AADS	86
7	SZS	50
8	MRHS	83
9	RFH	86
10	ZSPSF	83
11	CSD	76
12	BA	73
13	MN	86
14	SA	53
15	APB	86
16	DNAZ	83
17	TZ	76
18	BS	76
19	SAAR	83
20	LYP	70
21	SN	83
22	CS	63
23	RMI	89
24	HIS	83
25	AYN	89
26	DSW	86
27	NES	89
28	PG	70
29	HN	83
30	JTA	83
TOTAL		2373

Table 4.2
The Score of Students writing skill in Writing Recount Text (Y)
at Eleventh Grade Students of SMA CERDAS MURNI TEMBUNG

NO	PARTICIPANTS	Y
1	DA	70
2	NVA	93
3	TW	90
4	AAN	83
5	ASM	90
6	AADS	89
7	SZS	93
8	MRHS	88
9	RFH	89
10	ZSPSF	75
11	CSD	88
12	BA	93
13	MN	90
14	SA	85
15	APB	90
16	DNAZ	90
17	TZ	93
18	BS	50
19	SAAR	90
20	LYP	93
21	SN	88
22	CS	93
23	RMI	90
24	HIS	88
25	AYN	90
26	DSW	90
27	NES	93
28	PG	85
29	HN	90
30	JTA	80
TOTAL		2609

Table 4.3
The Calculation of Pearson Product Moment
Correlation (r_{xy})

NO	PARTICIPANTS	X	Y	XY	X ²	Y ²
1	DA	83	70	5810	6889	4900
2	NVA	89	93	8277	7921	8649
3	TW	70	90	6300	4900	8100
4	AAN	76	83	6308	5776	6889
5	ASM	86	90	7740	7396	8100
6	AADS	86	89	7654	7396	7921
7	SZS	50	93	4650	2500	8649
8	MRHS	83	88	7304	6889	7744
9	RFH	86	89	7654	7396	7921
10	ZSPSF	83	75	6225	6889	5625
11	CSD	76	88	6688	5776	7744
12	BA	73	93	6789	5329	8649
13	MN	86	90	7740	7396	8100
14	SA	53	85	7055	2809	7225
15	APB	86	90	7740	7396	8100
16	DNAZ	83	90	7470	7389	8100
17	TZ	76	93	7068	5776	8649
18	BS	76	50	3800	5776	2500
19	SAAR	83	90	7470	6889	8100
20	LYP	70	93	6510	4900	8649
21	SN	83	88	7304	6889	7744
22	CS	63	93	5859	3969	8649
23	RMI	89	90	8010	7921	8100
24	NSP	83	88	7304	6889	7744
25	AYN	89	90	8010	7921	8100
26	NES	86	90	7740	7396	8100
27	NAS	89	93	8277	7921	8649
28	PG	70	85	5950	4900	7225
29	HN	83	90	7470	6889	8100
30	JTA	83	80	6640	6889	6400
TOTAL		2372	2609	208816	19097 2	229125

D _f (N- 2)	0.05	0.01
1	0.997	1000

2	0.950	0.990
3	0.878	0.959
4	0.812	0.917
5	0.755	0.875
6	0.707	0.834
7	0.666	0.798
8	0.632	0.765
9	0.602	0.735
10	0.576	0.708
11	0.553	0.684
12	0.533	0.661
13	0.514	0.641
14	0.497	0.623
15	0.482	0.606
16	0.468	0.590
17	0.456	0.575
18	0.444	0.562
19	0.433	0.549
20	0.423	0.537
21	0.413	0.526
22	0.404	0.515
23	0.396	0.505
24	0.3888	0.496
25	0.381	0.487
26	0.374	0.479
27	367	0.471
28	0.361	0.463
29	0.355	0.456
30	0.349	0.449

APPENDIX V

Documentation



APPENDIX IV

BIOGRAPHY

The writer's name is Nikmadarisa Sinaga. She was born on 5th February 1997 in Sorkam, North Sumatera. She is 23 years old. She is Indonesia and a Muslim. People around her usually call her name is Nikma. She is daughter of Mr.Hupni Sinaga (alm) and Mrs Nusrida Batubara. She has two brothers and one sister, their name is Zulfadly Sinaga, Abd Aziz sinaga, and Paijani sinaga S.pd.

Her Formal Education started from 2003-2009 in Elementary school, SD Negeri 156481 Sorkam, North sumatera. Then from 2009-2012 she continued her education in SMP N 2 SORKAM, North Sumatera. After that, she finished Senior High School in SMA N 1 Sorkam Barat, from2012-2015. Then in 2015-2020, she graduated from English Education Department of State Islamic University of North sumatera.

Medan, Februari 2020

Nikmadarisa Sinaga

Reg. No.: 34.15.3.075

ANSWER SHEET

NAME : PERTIWI GUNAWAN

CLASS : XI-115

DAY / Date of Test : Saturday January 18th 2020

70
Very Good

1	A	B	C	D	✓
2	A	B	C	D	✓
3	A	B	C	D	✓
4	A	B	C	D	✓
5	A	B	C	D	✓
6	A	B	C	D	✓
7	A	B	C	D	✓
8	A	B	C	D	✓
9	A	B	C	D	✓
10	A	B	C	D	✓
11	A	B	C	D	✓
12	A	B	C	D	✓
13	A	B	C	D	✗
14	A	B	C	D	✓
15	A	B	C	D	✗

16	A	B	C	D	✓
17	A	B	C	D	✗
18	A	B	C	D	✓
19	A	B	C	D	✓
20	A	B	C	D	✗
21	A	B	C	D	✓
22	A	B	C	D	✓
23	A	B	C	D	✓
24	A	B	C	D	✗
25	A	B	C	D	✓
26	A	B	C	D	✗
27	A	B	C	D	✓
28	A	B	C	D	✗
29	A	B	C	D	✗
30	A	B	C	D	✓

T = 21
F = 9

INSTRUMENT II

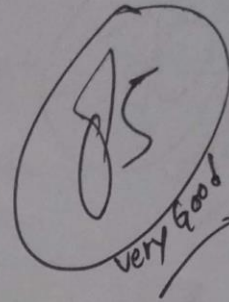
Name

Tito Zaidan

Class

XI IPS

Test writing Recount



1. Choose one the topics below and then write down into a recount text at last paragraphs

- a. My last holiday
- b. My personal Diary
- c. My sweet moment in senior high school

a) My Last Vacation Was in Kuala ~~tan~~ Tanjung
 We were there on vacation for three days. We
 went to the beach. The beach was very beautiful
 and ~~the~~ the scenery was cool and beautiful.
 before swimming we ate together and
 after that we swam together - we
 really enjoyed swimming there even once in
 a while my cousin almost drowned because
 of not being careful.
 it was already late afternoon and
 intend to return to the terrain on our
 way to a very long traffic long.
 and it is very tiring.

ANSWER SHEET

NAME : Devi Aprillia
 CLASS : XI - IPS
 DAY / Date of Test : Saturday / 10 - 1 - 2020

83
 Very Good

1	A	B	C	D	✓
2	A	B	C	D	✓
3	A	B	C	D	✓
4	A	B	C	D	✓
5	A	B	C	D	✓
6	A	B	C	D	✓
7	A	B	C	D	✓
8	A	B	C	D	✓
9	A	B	C	D	✓
10	A	B	C	D	✓
11	A	B	C	D	✓
12	A	B	C	D	✓
13	A	B	C	D	✗
14	A	B	C	D	✓
15	A	B	C	D	✓

16	A	B	C	D	+
17	A	B	C	D	✗
18	A	B	C	D	✓
19	A	B	C	D	✓
20	A	B	C	D	✗
21	A	B	C	D	✓
22	A	B	C	D	✓
23	A	B	C	D	✓
24	A	B	C	D	✗
25	A	B	C	D	✓
26	A	B	C	D	✓
27	A	B	C	D	✓
28	A	B	C	D	✓
29	A	B	C	D	✓
30	A	B	C	D	✓

T: 25
 F: 5

INSTRUMENT II

Name : Nayla Vito Attaya

Class : XI - IIS

Test writing Recount

85
very good

1. Choose one the topics below and then write down into a recount text at 3 paragraphs
 - a. My last holiday
 - b. My personal Diary
 - c. My sweet moment in senior high school

A. My last holiday

Visiting Siantar 200

Yesterday I and my ~~friend~~ family went to Siantar 200 to see the elephants and rhinos. Way kambas national park is a natural Park which is used as elephant and rhino sanctuary located in Siantar district, east Sumatra Utara, Indonesia.

When we got to there, we saw some elephant performance such as playing football → Etting → greeting the visitors, and other entertaining performance. Unfortunately → we could not see the Sumatran rhinoceros because visitors must have a special permit in advance to see them. Visitors or ordinary tourist cannot see the Sumatran rhino's natural breeding. In the afternoon we saw some animals which were being fed?

When we returned home we were tired but we were happy because we had so much fun in Siantar 200.

ANSWER SHEET

NAME : ADDHINI PUTRI BRYAN

CLASS : XI-115

DAY / Date of Test : Saturday, Jan 18th 2020.

86
Very Good

1	A	B	C	D	✓
2	A	B	C	D	✓
3	A	B	C	D	✓
4	A	B	C	D	✓
5	A	B	C	D	✓
6	A	B	C	D	✓
7	A	B	C	D	✓
8	A	B	C	D	✓
9	A	B	C	D	✓
10	A	B	C	D	✓
11	A	B	C	D	✓
12	A	B	C	D	✓
13	A	B	C	D	x
14	A	B	C	D	✓
15	A	B	C	D	✓

16	A	B	C	D	✓
17	A	B	C	D	x
18	A	B	C	D	✓
19	A	B	C	D	✓
20	A	B	C	D	x
21	A	B	C	D	✓
22	A	B	C	D	✓
23	A	B	C	D	✓
24	A	B	C	D	x
25	A	B	C	D	✓
26	A	B	C	D	✓
27	A	B	C	D	✓
28	A	B	C	D	✓
29	A	B	C	D	✓
30	A	B	C	D	✓

T = 26
F = 4

INSTRUMENT II

Name : JORDI TRI ADI
Class : XI-IPS

80
Very Good

Test writing Recount

1. Choose one the topics below and then write down into a recount text at 3 paragraphs

- a. My last holiday
- b. My personal Diary
- c. My sweet moment in senior high school

A) My last holiday

* A Trip to Tanjung Setia Beach *

Last year, at the end of the year, my brother and I decided to spend our holiday at Tanjung Setia beach, which located around 234 kilometers from Bandar Lampung.

When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold and windy, we realized that there not many people there. We thought that it happened because it was too windy there during that time but we finally realized that it was Christmas holiday so almost all of tourist who are used to spending time there went back to their country.

After spending few times swimming in the beach, we bought some hot chips at the takeaway store nearby, and we rode our bikes down the beach for a while, on the hard, damp part of the hard. The next day we visited Labuan Jukung beach. There, we were amazed to see the high wave owned by this beach. Because it was so high that nobody was brave enough to surf on it that time.

The third day there, we decided to go home when we family.

ANSWER SHEET

NAME

: AFIFAH SYAFINA M

CLASS

: XI-IPS

DAY / Date of Test

: 18-01-2020 Sabtu

70
very good

1	A	B	C	D	✓
2	A	B	C	D	✗
3	A	B	C	D	✓
4	A	B	C	D	✓
5	A	B	C	D	✓
6	A	B	C	D	✓
7	A	B	C	D	✓
8	A	B	C	D	✓
9	A	B	C	D	✓
10	A	B	C	D	✓
11	A	B	C	D	✓
12	A	B	C	D	✓
13	A	B	C	D	✗
14	A	B	C	D	✓
15	A	B	C	D	✓

16	A	B	C	D	✗
17	A	B	C	D	✗
18	A	B	C	D	✓
19	A	B	C	D	✓
20	A	B	C	D	✗
21	A	B	C	D	✓
22	A	B	C	D	✓
23	A	B	C	D	✓
24	A	B	C	D	✗
25	A	B	C	D	✓
26	A	B	C	D	✓
27	A	B	C	D	✓
28	A	B	C	D	✗
29	A	B	C	D	✗
30	A	B	C	D	✗

T = 21
F = 9

INSTRUMENT II

Name : Siti Ayu ANNISA RAHMA

Class : XI IPS

Test writing Recount

90
Very Good

1. Choose one the topics below and then write down into a recount text at 3 paragraphs

- a. My last holiday
- b. My personal Diary
- c. My sweet moment in senior high school

During the school holidays yesterday, my family and I went to visit to the happy Zoo. I love animals so I am very happy when my father invites me to the zoo the next day.

The next morning, I was ready to leave. Mother also prepares provisions and snacks to eat there if hungry. We departed since morning so that when he got there it was not too hot and still a little quiet from home, it takes about 1 hour to travel because there are so many red lights.

Arriving in front of the zoo, father went to the ticket window to buy two entry tickets. Then we entered the zoo. There, I saw many types of animals in the cage. I also saw a large aquarium containing unique jumbo-sized fish. Not to mention in the cage located below there are also some wild animals such as crocodiles. It feels scary but fun.

ANSWER SHEET

NAME : Halimah Nasution
 CLASS : XI-IPS
 DAY / Date of Test : Sabtu / 18 - Januari - 2018

83
 Very Good

1	A	B	C	D	✓
2	A	B	C	D	✓
3	A	B	C	D	✓
4	A	B	C	D	✓
5	A	B	C	D	✓
6	A	B	C	D	✓
7	A	B	C	D	✓
8	A	B	C	D	✓
9	A	B	C	D	✓
10	A	B	C	D	✓
11	A	B	C	D	✓
12	A	B	C	D	✓
13	A	B	C	D	✓
14	A	B	C	D	✓
15	A	B	C	D	✓

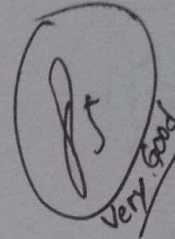
16	A	B	C	D	✓
17	A	B	C	D	✓
18	A	B	C	D	✓
19	A	B	C	D	✓
20	A	B	C	D	✓
21	A	B	C	D	✓
22	A	B	C	D	✓
23	A	B	C	D	✓
24	A	B	C	D	✓
25	A	B	C	D	✓
26	A	B	C	D	✓
27	A	B	C	D	✓
28	A	B	C	D	✓
29	A	B	C	D	✓
30	A	B	C	D	✓

T = 25
 F = 5

INSTRUMENT II

Name : PERTIWI GUNAWAN

Class : XI-115



Test writing Recount

1. Choose one the topics below and then write down into a recount text at 3 paragraphs

- a. My last holiday
- b. My personal Diary
- c. My sweet moment in senior high school



My Last Holiday.

Last years, I went to holiday with my family. We ~~were~~ ^{used} go by car. We were go Sidamanik tea garden. The trip we spent two hours. I saw beautiful view the trip and I was very happy. We finally arrived of the tea garden.

When we arrived at the tea garden, we took many pictures and enjoyed the beautiful Scenery there. I take a picture with my family in the tea garden. After enjoying the tea garden we went to the second vacation place that is Bah Damanik.

When we got there we ate food that was prepared by my mother. We was very happy and was very tired.



Scanned with CamScanner



YAYASAN ADLIN MURNI
PERGURUAN ISLAM
SMA CERDAS MURNI

Sekretariat : Jl. Beringin No. 33 Telp. (061) 7384039 Pasar VII Tembung Kec. Percut Sei Tuan Kab. Deli Serdang



SURAT KETERANGAN
NOMOR : 1564/SMA-CM/S.5/XII/ 2019

Yang bertanda tangan dibawah ini :

Nama : Ibrahim Arbi, S.Ag, S.Pd.I
Jabatan : Kepala SMA CERDAS MURNI
Alamat : Jl. Beringin No. 33 Pasar VII Tembung

Menerangkan bahwa, telah member izin kepada :

Nama : NIKMADARISA SINAGA
NIM : 34153075
Jurusan : Pendidikan Bahasa Inggris
Semester : IX

Untuk melakukan Penelitian guna memenuhi syarat penyusunan Tugas Akhir / Skripsi yang akan dilaksanakan di SMA CERDAS MURNI Kab. Deli Serdang dari 10 November 2019 sampai dengan 11 Desember 2019 dengan judul :

THE CORRELATION BETWEEN STUDENTS MASERY OF PAST TENSE AND WRITING SKILL IN RECOUNT TEXT

Perlu kami beritahukan bahwa dalam pelaksanaan pengambilan data yang bersangkutan telah memenuhi ketentuan yang ditetapkan.

Demikian Surat Keterangan ini diperbuat untuk dapat dipergunakan seperlunya.

Tembung, 21 Desember 2019



YAYASAN ADLIN MURNI

PERGURUAN ISLAM
SMA CERDAS MURNI
Jl. BERINGIN 33
TEMBUNG
SUMATERA UTARA
Ibrahim Arbi, S.Ag, S.Pd.I