

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Language is the tool of communication system that uses vocal symbols. Symbols are given meaning to something that can be observed by five senses. Language is not the number of elements that are not uniformly collected, but it is as a unifier. Language can develop a mutual social relationship each other between human being. It conveys ideas, opinions, and feelings. There are many languages that in this word one of them are English.

English is one of international languages that very important to be learnt. People study English language for adding their knowledge or to improvesocial life. The primacy of English in the global area is attributable to the fact that it is the language through which international trade and diplomacy are conducted, scientific and technological break through are highlighted news and information are disseminated.English function's as a mediator between different socio-cultural and socio-paradigms. In Indonesia English as a foreign language is compulsory subject in national curriculum

Teaching English in Indonesia is begun from kinder garden up to university level. Teaching English is the practice and theory of learning and teaching for the benefit of people whose first language is not English. In teaching English, there are four skills that students should have such as listening, reading, speaking and writing skills.

Teaching Writing is an important skill in teaching and learning English process. Writing is a productive skill. Writing involves some language components such as

grammar, spelling, vocabulary and punctuation. There are various ways to organize sentences in a piece of writing. One of them is narrative text.

Narrative text is a text that describe about someone experienced that happened in the past. The writer has to choose the correct tenses and should know many vocabularies to make good narrative because text is an arrangement of words, sentences, and paragraph. The common tense that often used is past tense in writing narrative text. The past tense is the form of time that is used to describe the event that happened in certain time in the past.

The problem arises when the writer was doing PPL in the second grade of SMP Swasta Gajah Mada Medan. The writer found that most of students are weak to write a good narrative text. The mistaken that students made such as incorrect past tense (V2) usage, to identify regular irregular verb, lack of vocabulary, and sometimes students use Indonesia language.

Simple past is related with narrative text. The weakness of using past tense means students are less capable in writing narrative text. Based on the writer's experience, there are two classes who wrote narrative text. The result is 16,67 % students categorized good and 83,33 % bad. It means ten students are good and fifty students are bad. This research is needed to be examined. The purpose of this research is to examine the correlation between writing narrative and past tense usage. The negative effect is constantly incorrect of students' writing text. The positive effect of this research is to avoid constantly incorrect of students' writing. It means, from the researcher finding, English teacher can create another technique as an alternative teaching. In order to improve writing ability (Narrative Text)

According to Jhon W. Best (2000:362) Correlation is the relationship between two or more paired variables or two or more sets of data. The degree of relationship is measured and represented by the coefficient of correlation. Correlation coefficients (usually represented by  $r$ ) are indices indicating both the direction of the correlation (either positive or negative) and the strength or the degree of the relationship between variables. In this case simple past tense is the independent variable and narrative text is dependent variable.

Based on the background of the study above, the writer will conduct a study with the titled: The correlation between students' mastery in simple past and writing narrative text of second grade at SMP ADVENT 4 MEDAN.

### **1.2 The Problem of the Study**

Based on the background of the study above, the writer formulates the research problem as follow:

Does the students' mastery of past tense correlate with their skill in writing text?

### **1.3 The Objective of the Study**

The objective of this study is to formulatdoes students' mastery in past tense correlate with their skill of writing Narrative text is.

### **1.4 The Scope of the Study**

The scope of this study is limited to find out the correlation between students' mastery of past tense and their achievement in writing text of second grade students of SMPADVENT 4 MEDAN.

### **1.5 The Significances of the Study**

The study about the correlation between students' mastery of past tense and their achievement in writing Narrative hopefully will be useful to give some contributions to

1. The teachers, the finding of the research will inform them about grammatical components that need to be given emphasis to assist students to write a grammatically accurate in writing narrative text.
2. The students, they can be motivated to practice more than they did before and they are encouraged to learn grammar seriously so they can work with various text types without much difficulty.
3. The reader can inform them about the correlation between students' mastery of past tense and their achievement in writing narrative text.

### **1.6 The Hypothesis**

The hypotheses of this study are as follows:

Ha : There is a correlation between students' mastery in simple past and their ability in writing Narrative text of second grade of SMP ADVENT MEDAN.

Ho : There is no correlation between students' mastery in past tense and their skill in writing Narrative text.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1. Definition of Grammar**

Talking about the definition of grammar, there would probably be as many definitions as the number of linguists who manages to define it. Those definitions, however, essentially convey the same idea. According to Mark Tredinnick (2008:12)

“Grammar is the logic of the language. Grammar is the body of knowledge that allows you to master sentences and, making them more deftly and unambiguously, to say what you mean, neatly and memorably. For grammar starts and finishes, pretty much, with the sentence, that beautiful and robust tool for the manufacture of meaning.

According to Patrick Hartwell (2008:6) there are three definitions of grammar,

“The first thing we mean by "grammar" is "the set of formal patterns in which the words of a language are arranged in order to convey larger meanings." It is not necessary that we be able to discuss these patterns self-consciously in order to be able to use them. In fact, all speakers of a language above the age of five or six know how to use its complex forms of organization with considerable skill; in this sense of the word-call it "Grammar 1"-they are thoroughly familiar with its grammar. The second meaning of "grammar"-call it "Grammar 2 "-is "the branch of linguistic science which is concerned with the description, analysis, and formulization of formal language patterns." Just as gravity was in full operation before Newton's apple fell, so grammar in the first sense was in full operation before anyone formulated the first rule that began the history of grammar as a study. The third sense in which people use the word "grammar" is "linguistic etiquette." This we may call "Grammar 3." The word in this sense is often coupled with a derogatory adjective: we say that the expression "he isn't there" is "bad grammar”

According to Klammer(2007:3) in Yuyus Nuraini said that “Grammar refers to the linguistic system that presumably exists in the mind of a speaker of a language, the knowledge that we refer to when we say that someone knows a language”

Based on the definitions above the writer can conclude that grammar is an important part of language which is made the language more perfect. Grammar is what enables people to understand the communication whether it is in reading, speaking, listening and even in writing in order make it better than before. This means to make our reading, speaking, listening and writing good should have a good grammar. Because grammar is rule that's making language has meaning. Knowing grammar means understanding what the text means correctly. In addition, the role of grammar becomes more important when speak or write in a foreign language. When

reading, even though keep thinking, not produce or writing. Rather, merely try to understand and interpret the text. When speak or write, on the other hand, have to produce utterances or writing and at the same time try to get the message understood so that getting the intended response. Considering those definitions and explanations, the writer comes into conclusion that grammar is a set of rules derived from a language that enable people to understand what they read or to be creative in constructing sentences or expressions when they communicate. In a grammar there are some types of rules. One of them is English tenses.

## 2.2 English Tenses

In the area of English as a second language learning, especially the learning of grammar, tense has probably been a quite complicated and demanding element to learn. In English, to deal with tense, it is automatically work with verb form changes. Moreover, the fact that in some languages, including Indonesian language, tense system does not occur has resulted in students' negative perception towards English, i.e., that English is a difficult subject. Discussing tense, may say refer to time; and the shifting of time is indicated by the changing of verb forms.

According to Laura A. Michaelis(2006:1)

”When describing the meanings of the tenses, linguists have relied on a specific instance of the space-time analogy: the TIMELINE. The timeline is a line (or, equivalently, an ordered set of points) that is unbounded at both ends and segmented into three parts: the past, the present and the future. The points on the timeline may be times by themselves or times paired with events. While we can describe various relations among points on the timeline, only one type of relation counts as a tense relation: that which includes the time at which the linguistic act is occurring”.

According to Howard Surgeant (2007:50) “Verbs have forms called tenses that tell you *when* the action happens”.

The main points here, regarding tense, is that we change the verb forms while changing the time. Consequently, when an action takes place or when a state exists by seeing the forms of the verb. It means that different forms of verb show difference in time.

M.J Lado(2010: 7) “Tenses is a verb that shows a time changes. It means the different information time can affect the verb in the sentence”. So, tenses can be defined as changes of verb in a sentence which is made by the changes of time. Tenses can be defined into two kinds namely: present and past tense.

The present tense indicates that something is taking place now, whereas the past tense indicates that something was completed in the past. This dichotomy is, therefore, considered the basic categorization of tense. However, those two tenses are, then, re-categorized into several different tenses. Another linguists may agree that there are other linguists may agree that there are three tenses in English i.e., present, past, and future tenses. Even sometimes tense is classified into twelve or sixteen or even more. Which classification to choose however is not importance. The thing is that they are all true because every linguist proposes different points of view. Summing up those definitions and elaboration above, tense is a particular form of a verb indicating the time of an action or a state. It is, thus, categorized into different kinds on the basis of the time changing.

### **2.3 Past Tense**

As pointed out in the previous section, based on the verb forms, tense is basically categorized into two, namely present and past tenses. As the name suggests, present tense indicates present happenings, something that is still related to the present, or a general truth. Past tense, on the other hand, is usually used to express an action or condition that occurred in or during the past time. In terms of definition, different linguists define past tense



differently. However, the definitions are more or less the same. According to Cowan(2008:359) in *Greatly Graceea* “The simple past tense is used for activities or situations that began and ended in the past”. According to A.J Thomson (2007:117) The simple past tense in regular verbs is formed by adding **ed** to the infinitive. According to M.J Lado (2010: 7) Simple past tense is the time form that is used to show the event or activity in the past.

It should be clear from the definition that past tense is used to indicate something that happened in the past and this is showed by the past form of the verb. The basis of the definitions above, there are four tenses indicating past form, they are simple past, past progressive, past perfect, and past perfect progressive tenses. They are discussed in details in the following subsection.

### **2.3.1 The Description of Meaning, Form, and Function**

#### **1 Simple Past Tense**

Simple past tense generally expresses events or situations that existed or happened at a particular point in the past. They began and ended in the past. Thus, they have nothing to do with the present. The simple past tense is formed by using the simple past form of the verb. For regular verbs, the past form is made by adding –ed to the simple form (want + ed= wanted, enjoy + ed = enjoyed); for irregular verbs, the past forms are more or less idiosyncratic (write – wrote, catch – caught). The same form is used for all persons except with the verb be (They were....., She was.....). Negative statements and yes/no questions in the simple past tense include the word “did” and “did not” and the verb form used is the simple form of the verb (Lisa did not go to Malang; Did you find your book?).

In common, simple past tense is used to express something that happened in the past. It, however, has also specific uses. We can state a single event that completed in the past using simple past tense. For example, *we visited Uncle Sam in December*. Here, we find a time expression. It clearly shows that the event or the activity of visiting occurred in the definite time in the past, i.e. December. Nevertheless, past tense can also be used to express a past happening without giving any time expression. Yet it is clear from the context. For instance, *I worked in Jakarta*. In this case, no definite time expression is used, but it tells us that the action of working was in the past. Additionally, past tense is used to show a series of past actions.

The following sentences represent this use:

*He got out of bed, stretched himself, walked to the window and opened it.* This shows us that all those activities were done in the past and they were done consecutively. Besides, simple past tense usually expresses a single duration. It indicates an event with duration that applied in the past with the implication that it no longer applies in the present. The duration is usually represented with such expressions as “for four years”, “for a long time” etc. e.g. *Professor Nelson taught at the university for 30 years*. In addition, simple past tense is also used to indicate a past habit. It suggests that the habit stopped in the past and no more appears in the present, which also means that some changes in this habit have taken place.

Therefore, such expressions as “.....when I was a child, never, always, usually, and often” are usually included. For example, *I stayed with the family quite often when I was a child*. Last but not least, past tense is used to express a conditional sentence of unlikely type, e.g. *If he took better care of himself, he would not be absent so often*. Moreover, in indirect speech, simple past tense is used to replace simple present tense of direct speech, e.g.

Direct speech: “I know what it means,” he said.

Indirect speech: He said that he knew what it meant.

## **2 Past Progressive Tense**

Past progressive tense commonly describes an action that was in progress during a particular time in the past; or an event that was in progress when another event interrupted or when two or more events were still in progress at the same time. The past progressive (sometimes called past continuous) is formed by using a past tense form of the verb “be” with the progressive form of the verb. The verb “was” is used for singular subjects and “were” is used for plural subjects. As the name suggests, past progressive tense generally indicates something that was in progress at a specified time in the past. Hence the sentence “*He was walking to school at 8.30 o’clock this morning*” shows that the action of “walking” was in progress at the time mentioned. It is also possible to use past progressive tense to express an action that was happening while another action interrupted, and it usually in simple past tense. For example, *Karen was washing her hair when the phone rang* or when actions were simultaneously in progress, e.g. *While the band was playing, the people were dancing.*

Another usage of past progressive tense is to express a frequently repeated action in the past which often annoyed the speaker, e.g. *Mary was always losing her pen.* This statement implies that the speaker feels irritated with Mary’s keeping losing her pen. In addition, we frequently use past progressive tense in description. It is usually used to express a situation or atmosphere in the past. Note the following example of past progressive to show description.

*“The library was very crowded that morning. Some people were reading books and some others were busily walking from one shelf to another, trying to find the books they needed. Meanwhile in another part of the library some people were just talking.”*

## **3 Past Perfect Tense**

Past perfect tense gives an idea that one thing had happened before another time or before another event happened in the past. The past perfect tense is formed with “had” and past participle and it is used for all subjects. Generally, past perfect tense an action completed in the past before another time or action in the past. However, past perfect tense can be used to express a recently completed action in the past. Usually, the word “just” is used to show that the action occurred immediately before the time of speaking. For instance, *when I arrived, Bob had just left.* Besides, when “since or for” is used, past perfect tense shows an action which began in the past or was still continuing for a period of time before something in the past. For example, *we had had the car for ten years before it broke down.* Furthermore, past perfect tense indicates that something happened before another action in the past.

Besides, it can also show that something took place before a specific time in the past, e.g. *I had never visited the museum before I moved here.* Moreover, in conditional sentences, past perfect is used to indicate the impossible type, e.g. *If you had told him, he would have helped you.* When it is used with “if only, wish, etc.” It expresses a past wish that was not realized like in “*I wish that I had brought my torch with me.*” It is also usually used with “as if” when referring to a real or imaginary action in the past. For example, *he talks about Rome as if he had been there himself.* In indirect speech, past perfect tense is used to replace simple past and present perfect in direct speech.

#### **4 Past Perfect Progressive Tense**

In general, past perfect progressive tense indicates that one event was in progress immediately before, up to, or until another event in the past. The tense is used to express the duration of the first event. The past perfect progressive tense is formed with “had been”+ the present participle. It, therefore, is the same for all persons. Past progressive tense basically has

the same relation to past perfect in that it is used to express something begun in the past. However, it emphasizes continuity of past action. So, the example such as “*She was tired because she had been working since dawn*” shows that at the time of speaking, her activity of working still continued.

Past perfect progressive is also used to indicate an action or habit taking place over a period of time in the past prior to some other past events. For instance, *He had been walking to school before his father bought him a bicycle*. This means that before he had a bicycle he used to walk to school. Besides, we use past progressive tense to express past action that was in progress getting interrupted by another past action. For example, “*We had been planning to visit our family in Aceh but we changed our mind because of the Tsunami.*”

We can also use past progressive to indicate duration before something in the past. Therefore, such word as “for” is usually used, e.g. *Mr. William had been teaching there for ten years before he retired*. It is also common to use past perfect progressive to show cause of something in the past, e.g. *Jim was out of breath because he had been jogging*.

## **2.4 General Meaning of Writing**

It can be said that writing is a crucial part in our global society. Let us imagine how this world is without writing. Through writing, we can learn a lot of things, from the simplest one such as how to make a glass of milkshake until how this earth is formed, for example. In short, writing plays a significant role in our life.

The statement above is probably from the readers’ point of view. To writers, on the other hand, writing can be a means of communication. Through writing, they can express his ideas, experiences, thoughts, and feeling. It is even through writing that they can communicate over

long distance and period. Supporting this Raimes in David Nunan (2008:271) “writing was a subservient skill, whose function was to support the development of oral language”.

According to Fellowes in Greatty (2014:3) “Writing is an expressive mode of communication which involves the construction of the text that have a function to ensure that specific purposes are realized and that clear messages are effectively conveyed to the readers”.

Chin in YuruSara(2012: 75 ) states “Writing is a complex and challenging activity for many students, especially the non-English majors, so we should “focus on the grammatical concepts that are essential for the clear communication of meaning”.

All physically and mentally normal people learn to speak a language. Yet, all people have to be taught how to write. This is a crucial difference as well. Writing, unlike speech, is displaced in time. Indeed, this must be one reason why writing originally evolved since it makes possible the transmission of a message from one place to another. A written message can be received, stated, and referred back to at any time. It is a permanent in comparison with the ephemeral ‘here one minute and gone the next’ of spoken language- even of spoken language that is recorded on tape or disk.

From the statement above, it is obvious that one thing which may account for the difficulty of writing the difference between speech and writing. In speeches, the language being used usually informal and very context dependent. Written language, on the other hand, needs to be explicit because the audience may be unknown to the writer, particularly with writing intended for publication. Consequently, the amount of shared knowledge between writer and reader is much less than that usually found between speaker and listener. In conversation, the participants often share background knowledge about a topic, and so a great deal can be left unsaid or merely implied. Not only verbal expression but also facial expression and body

movements are used while people are conversing. Thus, while having a conversation, they do not need to say the intended utterances the way it is considered grammatically correct. In writing, however, no such assumption can usually be made.

## **2.5 Importance of Writing Skill**

Undoubtedly, writing has become a prominent part in people's everyday life. In almost all aspects of life, writing in whatever form it be, proves to be an effective way of communication. Simple notices at shopping centers, printed media such as newspaper, magazine, educational and scientific sources like books, journals, and encyclopedia, and literary works such as poem, novel, such story, and the like show us that writing in any form serves different but essential function in day-to-day activities. Supported by Halliday in David Nunan(2008:275) said that written language is used for this following purpose: For action, for information and for entertainment

We can imagine how hard people carry out their duties without writing. Surely, there will be too much information unsent; lots of knowledge will be left. In addition, writing skill can be a ticket to better college grades and greater academic achievement since good writing skill is badly needed in the academic context. Besides, most jobs nowadays as well as future jobs will require writing skill; even to apply for a job, good writing skill is demanded. Meanwhile in the smaller scope of educational setting, i.e. at schools, most of examinations require students to use their writing skill. In other words, students' success at school is partly determined by their writing skills. Furthermore, it is commonly known that good writing will foster good thinking and vice versa. When students are trying to write they should automatically think because they develop their ideas and sometimes revise what they have written. On the other hand, good thinking, if being properly applied, gives rise to what so-called good writing. The fact that writing skill

clearly gives many advantages to those possessing it suggests that having good writing skill will be of benefit to people. In addition to being able to take part in today's information culture, a writer can express himself well through writing; he can communicate his ideas, thought, feeling, and experiences and at the same time, let it known by others.

Writing is one of the ways to transmit thoughts or ideas to the other people. Writing is also the important skill in studying English, which need great investment from the students. Many students in high school do not know the important of writing, so they only spend a few times for it. It is not true because good at writing can help them study other skills in English more effectively. Besides that, practicing writing skill will help students get acquainted with new types of writing as well as consolidate their writing skill. For example, students study writing skill from low to high, from basic to advance. At grade 10, students mainly study writing one paragraph or a small part in essay. It provides students some background knowledge before studying writing tasks at 11th grade. Similarly, writing tasks in 11th grade will prepare students essential skill to help them write well at higher level of 12th grade. Writing tasks of 11th grade play an important role because it prepares needed things for students such as: grammar points, content, vocabulary and especially is helping them know how to write a paragraph or essay before they study carefully in 12th grade.

Nowadays, writing is also the key to success in college and university. Most context of life (school, the workplace, and the community) call for some level of writing skill, and each context makes overlapping, but not identical, demands proficient writers can adapt their writing flexibly to the context in which it takes place. Otherwise, almost college or university required their students to get foreign language certificates for graduated qualification, and writing is indispensable in these exams. Good at writing can help students get a good job. At present, many



foreign companies need people with high writing skill level to help them makes contracts or documents in English.

## **2.6 Components in Writing a Composition**

To become a good writer, the students need to understand the steps in writing process, learning and practicing them one step at a time. Harris in Greatty (2014:3) explains “There are five general components in writing a composition:

- a. Content: the substance of the writing, the ideas expressed.
- b. Form: the organization of the content.
- c. Grammar: the employment of grammatical forms and syntactic patterns.
- d. Style: the choice of structures and lexical items to give a particular tone or flavor to the writing.
- e. Mechanics: the use of the graphic conventions of the language.

## **2.7 Writing Process**

According to Garth Sundem( 2006:43) states that ,

“In short, the writing process comprises the mechanicsby which writers create publishable products. It is the method all writers use to generate ideas, choose andorganize these ideas, write and revise their pieces, andformat them for publication. In terms of instruction, itrepresents a holistic approach, encouraging creation ofan entire product, rather than working on pieces of thisprocess and only infrequently putting it all together (aprocedure all too frequently seen in textbooks).

There are some steps of writing process, such as:

### **2.7.1 Prewriting**

During prewriting, the first step of the writing process,authors will generate ideas and put their thoughts in order. Researchers such as Matsushashi (1981) have foundthat as writing tasks become more complex and as moreabstract thought is required, so too do experienced writers require more time to plan their writing. Examplesofprewriting include anything from a sentence

or two describing a project's organization to an extensive outline with references to where you will place notes. Three usable formats for prewriting include the following:

1. Bubbling (mind web)
2. Outlining
3. Drawing/writing a captioned cartoon strip

### **1. Bubbling**

Many authors refer to this technique as a mind web. Writing their topic in the center of the page, students will circle it and connect related ideas like cartoon quote bubbles. The bubbling technique is generally the easiest of the three methods in which to brainstorm many ideas. However, it is also the least strict form of organizing these thoughts. Be sure to demonstrate how bubbles can become paragraphs.

### **2. Outlining**

Outlining is the most directed and specific of the three methods of prewriting. In outlining, students describe the function and contents of each paragraph of their writing by organizing ideas into topic sentences and supporting details. Once a student organizes his/her ideas in outline form, he/she is likely to have few difficulties moving to a usable draft in paragraph form. However, drafts from a strict outline have the tendency, at first, to sound like a grocery list, with little flow. Notice that in the example outline (page 49), the student has listed only main ideas and details for three of the possible four paragraphs. When using this template, you can ask students to write a paper of a certain length or ask them to use the number of paragraphs they feel they need (even adding additional paragraphs to the outline sheet), if necessary

### **3. Cartoon Strip**

Especially in the early grades and for students with emergent organizational skills, prewriting in the form of a picture-by-picture comic strip can be useful (Harrington, 1994). Not only will students define the flow of events in their piece, but they may also be motivated by enjoying the process. This technique is especially appropriate for narrative/fiction writing.

### **2.7.2 Drafting**

Each use of the writing process is likely to take most students a similar amount of time, although the steps on which they spend their time may vary. For example, if students spend time on their prewriting, they will gain it back while drafting; if they rush through the prewrite, they may take longer to draft. This is to be expected. Some students will fly through the planning stage of their writing, giving it the minimum required effort and nimbly inserting ideas on the fly as they draft.

Others will agonize over their prewrite and view the draft as “filling in the blanks” of an organized outline. Both approaches have their advantages and disadvantages.

### **2.7.3 Revising**

Revising is often neglected in the writing process. Students often feel that they have already written the paper, and they see any extra work, such as revising, as just that—extra work. But in revising lies the greatest potential for learning. While revising, students learn techniques to make their writing better—techniques they can apply the next time they draft. Students will see “before” and “after” versions, and by comparing the two, they will demonstrate to themselves the specific elements that make for a better piece of writing (Adams, 1991). In this multistep process, it is effective for students to first revise their own work and then get comments from a peer or adult.

## **2.8 Text**

In general sense, text is any form of written material. Halliday and Hasan (2008:10) states:

“What do we mean by text? We can define text, in the simplest way, perhaps, by saying that it is a language that is functional. By functional we simply mean language that is doing some job in some context, as opposed to isolated words or sentences that I might put on the blackboard. So any instances of living language that is playing some part in a context of situation, we shall call it a text. It may be either spoken or written, or indeed in any other medium of expression that we like to think of”

This definition surely tells us many things about text. First, our general understanding that text is always in the written form is not true. A text can be either spoken or written, can be a word or as thick as a book in length. So, a text has nothing to do with form or size. Second, a text is not isolated words or sentences being put together. On the other hand, it constitutes a meaningful message that a person tries to communicate through his use of certain in certain acceptable structure. So, it has something to do with meanings, meanings forming a stretch of language working together as a unified whole. Related to this Sanggam Siahaan (2008: 1) says: “Text is a meaningful linguistic unit in a context”. A linguistic is a phoneme or a morpheme or phrase or clause, or a sentence or discourse. A text language is unique. It is unique in its rules.

It means that language in a text serves a certain function; this function is the one that finally differentiates and determines our choice of words to construct a text. Functional means a stretch of language, or a text, is in use. Meanwhile, as we use language for various purposes, numerous types of texts are resulted. And these different types of texts are often labeled “genre”; types of texts that vary across culture. Summing up what has stated above, it can be said that text is a meaningful and purposeful stretch of language, either spoken or written, represented through the use of words (lexis), the appropriate way they are arranged (grammar), and the structure of which is affected by the purpose it has.

## **2.9 Narrative as One of Text Types in English**

Since texts are constructed in order to achieve different purposes, they are constructed in different ways. Consequently, there are a lot of text types in English. They are categorized into two kinds, namely literary text and factual text. There are three main text types in the literary texts, i.e. narrative, poetic, as well as dramatic. Meanwhile, such text types as recount, explanation, discussion, information report, exposition, procedure, as well as response belong to factual texts. According to (No name, 2013:3)

“Narrative is central to children’s learning. They use it as a tool to help them organize their ideas and to explore new ideas and experiences. Composing stories, whether told or written, involves a set of skills and authorial knowledge but is also an essential means for children to express themselves creatively and imaginatively. The range of narrative that children will experience and create is very wide. Many powerful narratives are told using only images. Texts tell stories using interactive combinations of words, images and sounds. Narrative poems such as ballads tell stories and often include most of the generic features of narrative. Narrative texts can be fiction or non-fiction. A single text can include a range of text types, such as when a story is told with the addition of diary entries, letters or email texts.”

According to Sanggam Siaahaan (2008: 74)

“Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways. Narration is a text containing five components such as orientation, evaluation, complication, resolution, and re-orientation by which writer amuse, entertains people, and to deal with actual or vicarious experience.

According to Abbott (2006, p.3) in Paul Hazel says that narrative is “The principal way in which our species organizes its understanding of time” and that the ability to manage time “fluidly” within a narrative allows “events themselves to create the order of time”.

Based on the definitions above the writer can conclude that narrative is a kind of written language which is inside of it consist of experience that the purpose to amuse readers in different ways.

### **2.9.1 Text Function**

To amuse, entertain and to deal with actual or vicarious experience in different ways; narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

### **2.9.2 Text Structure**

1. Orientation: sets the scene and introduces the participants
2. Evaluation: a stepping back evaluate the plight
3. Complication: a crisis arises
4. Resolution: the crisis is resolved, for better or for worse
5. Re-orientation: optional

### **2.9.3 Dominant Grammatical Aspects**

1. Focus on specific and usually individualized participants
2. Use of Material Processes, (and in this text, behavioral and verbal processes)
3. Use of relational processes and Mental Processes
4. Use of temporal conjunctions, and temporal circumstances
5. Use of past tense

Based on the definitions above the writer can conclude that narrative is a literary text which is inside of it consist of some experience which is purpose to entertain others people.

### **2.10 Narrative and Past Tense**

The best way to show how narrative and past tense are inseparable each other, is probably by showing or presenting a true example of narrative. Below is an example of narrative that hopefully will give rise to deeper understanding of what recount is, how it is structured and what language features from which a recount is usually constructed.

#### **The Fight**

*It all happened when I was walking home from school. Two kids from my class decided to pick on me. They started yelling stupid names like spazzo, pigface etc. I didn't mind this. I also didn't mind Kelly punching me in the shoulder. What I did mind was the Kelly kept me occupied while Matthew (better known as Roberts) rode my bike around the cul de sac of the street. This was harmless. But, still riding, he kicked off my bag and jumped off the bike leaving it to fall. This made me sore. I gave in to my temper. When Matthew saw this he took off. So it was me and David Kelly to battle it out. I chased him around and around the street. When I finally caught him I threw punches galore. Most of them missed. Kelly managed to escape and run home. I think I was the victor, but if I was, I don't think it was worth it.*

The words printed in italic indicate the past tense. They show how the text is built up by a series of past events. All verbs are in the past tense form so that the text holds together in the same way. So, there would be no narrative without past tense. Narration means using past tense to recall past events or experiences. Narratives are bound up with past tense since in narrative; “past happenings” are told or written.

### **2.11 Grammar, Text and Writing**

In the area of English as a foreign language learning, writing has been the most difficult and complex skill to acquire. That is why it is normal if the process of teaching and learning in the classroom reflects that written cycle should be given after the spoken cycle has been done. It is with the assumption that the students are ready to write after they are prepared with a certain amount of vocabulary or words and the way they are arranged through which their communication purposes are represented. Besides it is so with the reason that they have had it in mind and they have practiced it when they are doing the spoken cycle. Thus, when they have to write, they can communicate and develop their ideas through their writing.

Meanwhile, this also implies that in order to master the four language skills i.e., listening, speaking, reading, and writing, mastering language components is a must. That is why the teaching of language components, namely grammar, vocabulary, and sound system (pronunciation, intonation, etc) should be targeted as much as possible to enhance the mastery of language skills. Harmer (2006:6-7) explains:

“When we are engaged in spoken communication, we often decide what to say on the basis of what our co-participant are saying.....instead of being able to get our points across unhindered, we may be constantly interrupted and so have to proceed in a less structured way than we had anticipated.....writing, however, is as we have seen, significantly different”.

The statements indicate that in speaking, it is usually no problem to use ungrammatical expression since clarifications and repetition are possible. Besides, spoken communication is usually supported by its context such as the speakers' tone, gestures, and facial expression so that saying everything in an exact grammatical way is unnecessary. In written communication, however, the case is different. The readers are totally dependent upon what they read without being able to question something weird or confusing they come across in a piece of written work. Again, the writer here would like to point out that in order to be able to write well, meaning that we can convey our ideas and opinions to the readers well without leaving misunderstanding and misinterpretation, mastering grammar is very significant. Indirectly, this indicates that relationship between grammar and writing does exist. Hence, grammar, text, writing, however indirectly, are dependent on each other. Writing texts in an appropriate way is unlikely without possessing.

## **2.12 Previous Study**

There were several people who did the research of the same topic that is simple past tense, for instance TiasEviHidayah (2006) on A Correlation Between Students' Mastery of Past



Tense and Their Achievement in Writing Recount (The Case Of The Eleventh Year Students of SMA 1 Weleri In the Academic Year 2006/2007) and the result) shows that there was a significant correlation between students' mastery of past tense and their achievement in writing recount with the r value 0, 724.

Anny MartyaHapsari (2007) on Diary Writing As A Medium to Improve Writing Recount Text Ability (An Experimental Study of The Tenth Year Class of SMA 1 Sragen In The Academic Year 2007/2008) and the result is significant result with the t test or r value 1, 386, Nita Evalina (2009) the correlation between students' mastery of the simple past tense and their ability in using simple past tense in writing diary. This study was intended to describe how students' mastery of simple past tense correlates to the students' ability in simple past tense in writing diary.

Greatty (2014) The Correlation between the Simple Past Tense Achievement and Writing Achievement in Recount Text of the First-Year Students of Senior High School and the result is there is a positive correlation. This means that there is a correlation between the simple past tense achievement and recount writing achievement. Therefore, the alternative hypothesis ( $H_a$ ) is accepted.

HelmiFarid(2012) Improving Students Skill In Writing Recount Text by Using Personal Letter (A Classroom Action Research with the Tenth Graders of MASS Proto Pekalongan in the Academic Year of 2011/ 2012) and the result of the test showed that the students score in the pre-cycle test was 55.5, the students score in the cycle I test was 65.7 and the students score in the cycle II test was 72.2. The achievement of the test showed that the treatment was successful because the result of the cycle II test was higher than the cycle I test. In line with this result, the researcher concluded that the research improved students' skill in writing recount text.

In this final project, the writer also conduct the same topic because there is still a problem that has not discussed yet by all the researches above, that is about the correlation between students' mastery of simple past tense and their ability in using simple past tense in writing narrative text. Despite similarity of topic, this final project discussed about students' mastery in simple past tense, the problems of how to write narrative text based on the rule which uses past tense. Besides that, most of researches the writer mentions were held in general high school, and very few in vocational schools. But the writer intends to conduct this study in a general school.

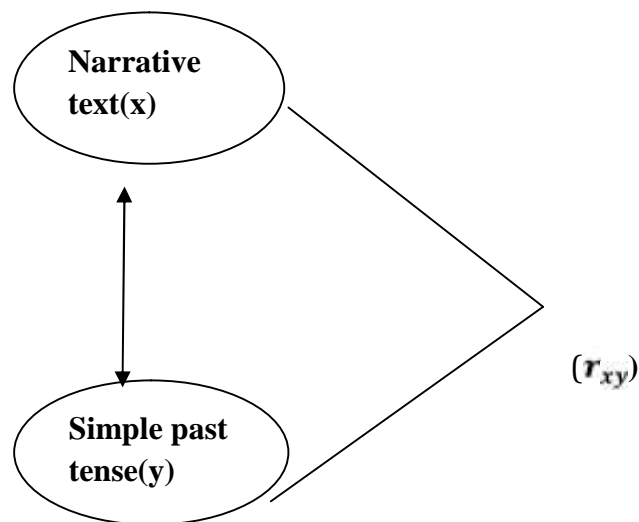
This study wants to describe the correlation between students' mastery of the simple past tense and their ability in using simple past tense in writing narrative text which will be held in a junior high school.

### **2.13 Conceptual Framework**

As the topic of this study indicates, it attempts to reveal whether or not there is a correlation between students' mastery of past tense and their achievement in writing recount. Therefore, it seeks to find out the possible relationship between the two variables through correlation statistics. Past tense constitutes one of the English tenses that give an idea that something occurred in the past. So, achievement in past tense here is reflected by the students' ability to understand and use past tense correctly in the appropriate sense. Past tense includes simple past, past progressive, past perfect, and past perfect progressive tenses.

Meanwhile narrative is one of English text type the purpose of which is to tell the experience in different ways. Therefore, a narrative is structured of an orientation stating with scene and introduces the participants, etc. It indicates the introduction or the starting point of a narrative. An orientation is commonly followed by evaluation. Here, a stepping back evaluates

the plight. A narrative is ended up with a comment stating the writer's opinion about the event. Therefore, the ability to write narrative here means the ability to retell the experience in the past events on the basis of the generic structure of a narrative stated above. Since the purpose of writing a narrative is to describe experience in different ways and use past events, mastering past tense is a must. On the other hand, past tense is the linguistic competence required by students in order to communicate well. It constitutes one of the competences which support communicative competence. Therefore, the writer wants to conduct a study which is aimed at finding out whether or not there is a correlation between students' ability in past tense and narrative.



**Figure 2.13 Conceptual Framework**

Symbols mean:

↔ : Correlation between x and y

— : Correlation between xy and  $(r_{xy})$

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter discusses the research methodology applied in this study. It dealt with the description of the type of the research and the research design being adopted, the population and sample of the study, variables of the study, the research instrument and its analysis, data collecting and data analysis procedure.

#### **3.1 Type of Research and Research Design**

##### **3.1.1 Type of Research**

On the basis of the nature of the data being analyzed, scientific research is categorized into two, namely quantitative and qualitative research. Quantitative is the belief “That physical and social reality is independent of those who observe it”. Quantitative research is research carried out by collecting numerical data from sample drawn from a certain population. It thus, finally attempts to generalize the research findings to the whole population through statistical analysis.

Qualitative researchers are concerned with how individuals perceive their world”. Qualitative research, non the other hand, is one which collects some type of non-numerical data to answer a research question. It usually studies verbal data through intensive study of cases. Regarding the nature of the study and the type of data being gathered, this study constitutes a quantitative research.

### 3.1.2 Research Design

Defining the research design in advance is the most essential part of conducting a research since the research design determines the statistical decision being made. The writer uses descriptive quantitative research. As the topic indicates, the primary aim of the study is to reveal the correlation between students' achievement and past tense and their ability in writing narrative. So this study seeks to identify the possible relationship between the two variables. In other words, this study is a correlation research.

According to JhonW.best (2000: 362)

“Correlation is the relationship between two or more paired variables or two more sets of data. The degree of relationship is measured and represented by the coefficient of correlation”.

Correlation coefficients (usually represented by  $r$ ) are indices indicating both the direction of the correlation (either positive or negative) and the strength or the degree of the relationship between variables. The calculation of the correlation coefficient between a pair of scores results in a value that ranges from -1.00 to +1.00. A correlation coefficient of -1.00 indicates a perfect negative relationship, whereas a value of +1.00 implies a perfect positive relationship and the midpoint of this range zero, indicates that there is no relationship at all. Concerning the above elaboration, the writer wants to assert here that this study is a correlation research. Thus, the main objective of this study is to discover the relationship between the two intended variables, i.e. students' achievement in past tense and students' ability in writing recount. In addition, it attempts to figure out how much the mastery of past tense affects their achievement in writing recount, and this is accomplished through regression equation. From the regression equation, the

determination index indicating the percentage of the overlap between the two set of scores (scores on past tense and writing narrative) can be obtained.

## **3.2 Population and Sample**

### **3.2.1. Population**

MugoFridah W (2007:1) A population is a group of individual persons, objects, or items from which samples are taken for measurement for example a population of presidents or professors, books or students Population is all members as well as defined class people, events or objects. The population in this research took at second grade of SMP ADVENT 4 MEDAN.

Total population is about 60 people which consist of two classes

### **3.2.2 Sample**

Webster in MugoFridah W (2007:1) A sample is a finite part of a statistical population whose properties are studied to gain information about the whole. When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of a survey. Sample is part of number and characteristic which have by population itself. There are three primary kinds of samples: the convenience, the judgment sample, and the random sample. They differ in the manner in which the elementary units are chosen. Since it is possible for the writer to manage the whole population as the subject of the study, the writer took 50% of the population. That was equal to more or less 30 students.

Based on the data above there are 60 students as the population. So, the writer takes the random sample as the technique to choose the data. MugoFridah W (2007:7) a random sample

allows a known probability that each elementary unit will be chosen. For this reason, it is sometimes referred to as a probability sample. This is the type of sampling that is used in lotteries and raffles. For example, if you want to select 10 players randomly from a population of 100, you can write their names, fold them up, mix them thoroughly then pick ten. In this case, every name had any equal chance of being picked. The writer will use a systematic random sample which is obtained by selecting one unit on a random basis and choosing additional elementary units at evenly spaced intervals until the desired number of units is obtained.

There are 60 students as the population. The writer will take 50 % of the students it means about 30 students. The way of choosing the students is by asking them to count 1 up to 30 each class. The students who get the even number will be chosen as the sample of this research.

### **3.3 Research Instrument**

Instrument is tools used by researcher for the measure of object research. In this research the writer used a test method as the instrument. A test is a systematic procedure in which the individual tested are presented with a set of constructed stimuli to which the responses enabling the tester to assign the numeral test. The quality of the data whether it is good or bad, is based on the instrument to collect the data. A good instrument must fulfill two important qualifications, those are validity and reliability.

#### **3.3.1 Validity of Instrument**

Validity is a size measure showing valid levels an instrument. A valid instrument has high validity, on the contrary less valid instrument mean to have low validity.

The technique which is used to analyze the validity of the instruments is correlation technique of Pearson product moment correlation.

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

Where:

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

N : Number of Respondents

X : Distribution of students score in grammar test

Y : Distribution of students score in writing test.

$\Sigma X$  : Total score of students score in grammar test.

$\Sigma Y$  : Total score of students score in writing test.

$\Sigma XY$  : Total numbers of X multiplied by Y

$\Sigma X^2$  : Guarded from X

$\Sigma Y^2$  : Guarded from Y

The degree of the result should be compared with the criteria ( Arikunto Suharsimi, 2006:170 ). To get the computation, the writer used formula as in the following formula in which:

**Table 3.3.1**  
**Criteria of Validity Analysis**

<b>Interval</b>	<b>Criteria</b>
0,81 - 1,00	Very high
0,61 - 0,80	High
0,41- 0,60	Fair
0,21- 0,40	Low
0,00 - 0,20	Very Low



### 3.3.2 Reliability of Instrument

Reliability refers to the stability or consistency of the test score that is how consistent the test score or other evaluation result are from one measurement to another. ( Arikunto Suharsimi, 2006 : 180 ) formulated the formula of reliability using Spearman – Brown formula:

$$R_{11} = \frac{2 \cdot r_{xy}}{1 + r_{xy}}$$

in which :

$r_{11}$  : reliability of instrument

$r_{xy}$  : correlation coefficient of item score

After calculating the reliability of the instrument, we can see whether the instrument is reliable or not by noticing the standard reliability:

**Table 3.3.2**  
**Criteria of Reliability Analysis**

Interval	Criteria
0,81-1,00	Very High
0,601- 0,80	High
0,41 - 0,60	Fair
0,21 – 0,40	Low
0,00 – 0,20	Very Low

### 3.3.3 Scoring System

To find out the means score of the variables, the writer used this formula to get students' score:

$$X = \frac{\sum x}{N}$$

Where:

X : The mean of the score

X : The total of all score

N : The total number of the student

**Table 3.3.3**  
**Criteria of Student's Achievement Analysis**

<b>Score</b>	<b>Criteria</b>
91 – 100	Excellent
81 – 90	Very good
71 – 80	Good
61 – 70	Fair
51 – 60	Poor
Less than 50	Very poor

### **3.4 Technique of Data Collection**

Technique of collecting data is very crucial in a research. It consist of some ways or steps to get the data needed. So, in this research there are some steps to used by the writer to collect the data of this research. Further, after prepared the instruments of this research of variables, the writer has applied the simple past tests for students firstly. Then the writer applied the tests of writing Narrative text tests. In conducting the tests, the writer allocates 60 minutes to finish the tests.

After that the writer is going to collect their sheet answers paper and give the score based on their correct answers. Finally, after finding the score each students, the writer analyzed the score of students as data of this resarch in order to know the correlation of variables.

Students understanding of past tense test. To know the students understanding of past tense, the writer collected the data from the students by: Distributed the simple past tense test in multiple choices with 4 alternative choices for each question.

To test the validity and reliability of the questions, the writer firstly asked other students from another class to do some test in understanding past tense.

After getting the result, the formula that is used to test the validity and reliability

The writer asked the students to answer 30 questions in multiple choices with 4 alternative answers about past tense to know students understanding of past tense. The following table is the items used in making the instrument.

**Table 3.4.1**  
**The Outline of Grammar Test**

<b>NO</b>	<b>Test items</b>	<b>Number of item</b>	<b>Items numbers</b>	<b>Score</b>
1	By adding –ed	2	1,6	7
2	By losing –y and add –ied	2	10,12	7
3	Clone the consonant and add –ed	1	17	3
4	The negative and positive questions	2	20,26	7
5	The verb not change	2	4,7	7
6	The verb change the vocal	2	3,24	7

7	The verb totally changes	3	13,15,19	11
8	The negative and interrogative question	1	22	7
9	Using to be "was"	6	8,9,11,16,21,27	20
10	Using to be "were"	5	2,5,14,25,29	16
11	The negative and interrogative sentences	4	18,23,28,30	12
Total question		30		100

In classifying the score, the writer use the measurement of student's achievement as seen in the table below:

**Table 3.4.2**  
**Student's Achievement Classification**

Students' Achievement	
Test score	Class performances
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Very fair
50	Poor

To know their writing ability in writing narrative text, the writer asked the students:

Constructed at least 3 paragraphs about their last holiday or their activities yesterday.

In scoring students writing narrative test, the writer use analytic scores as mentioned in the following table.

**Table 3.5.1  
Hughes Analytic Scores (2003:104)**

<b>Score</b>	<b>Level</b>	<b>Criteria</b>
<b>C O N T E N T</b>	<b>30 -27</b>	<b>Excellent very good:</b> knowledgeable – substantive – thorough development of thesis – relevant to assigned topic
	<b>26-22</b>	<b>good to average:</b> some knowledge of subject – adequate range – limited development of thesis – mostly relevant to topic, but lacks detail
	21-27	<b>fair to poor:</b> limited knowledge of subject – little substance – inadequate development of topic
	16-13	<b>very poor:</b> does not show knowledge of subject - non-substantive – not pertinent – OR not enough to evaluate
<b>O R G A N I Z A T I O</b>	20 – 18	<b>Excellent to very good:</b> fluent expression – ideas clearly stated/supported – succinct – well organized – logical sequencing – cohesive <b>good to average:</b> somewhat choppy – loosely organized but main ideas stand out – limited support – logical but incomplete sequencing
	17 – 14	<b>fair to poor:</b> non-fluent – ideas confused or disconnected – lacks logical sequencing and development <b>very poor:</b> does not communicate – no organization – OR not enough to evaluate
	13 – 10 9 – 7	
<b>V O C A B U L A R Y</b>	20 – 18	<b>Excellent to very good:</b> sophisticated range – effective word/idiom choice and usage – word form mastery – appropriate register <b>good to average:</b> adequate range – occasional errors of word/idiom form – choice – usage <i>but meaning not obscured</i>
	17 – 14	<b>fair to poor:</b> limited range – frequent errors of word/idiom form, choice usage – <i>meaning confused or obscured</i>
	13 – 10	<b>very poor:</b> essentially translation – little knowledge about English vocabulary, idioms, word form – OR not enough to evaluate

	9 – 7	
<b>L A N G U A G E U S E</b>	25 – 22	<b>Excellent to very good:</b> effective complex constructions- few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21 – 18	<b>good to average:</b> effective but simple construction – minor problems in complex constructions – several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>
	17 – 11	<b>fair to poor:</b> major problems in simple/complex constructions – frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletion, <i>meaning confused or obscured</i>
	10 – 5	<b>very poor:</b> virtually no mastery of sentence construction rules – dominated by errors – does not communicate – OR not enough to evaluate
<b>M E C H A N I C S</b>	5	<b>Excellent to very good:</b> demonstrates mastery of conventions – few errors of spelling, punctuation, capitalization, paragraphing
	4	<b>good to average:</b> occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured</i>
	3	<b>fair to poor:</b> frequent errors of spelling, punctuation, capitalization, paragraphing – poor handwriting – <i>meaning confused or obscured</i>
	2	<b>very poor:</b> no mastery of conventions – dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, OR not enough to evaluate

### 3.5 Technique of Data Analysis

In analyzing the data to see whether there is the correlation between students' understanding of past tense and their skill in writing narrative text, the writer will:

1. Calculated the data of past tense test and writing narrative text test
2. Tabulated the data of simple past tense and writing narrative test
3. Made the percentaging of the test
4. Analyzed the correlation result
5. Made the conclusion

By used product moment correlation formula:

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

Where:

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

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

$\sum X^2$  : Guarded from X

$\sum Y^2$  : Guarded from Y

In giving some simple interpretation for the result  $r$  in product moment ( $r_{xy}$ ), some people commonly use this guide as an interpretation. The table below shows some interpretation of correlation coefficients.

**Table 3.5.1**  
**Interpretation of Correlation Coefficients**

$(r_{xy})$	<b>Interpretation</b>
0,00-0,20	There is very weak relationship between two variables. Because the relationship is too weak, it is reputed as there is no relationship between those two variables.
0,20-0,40	There is a weak relationship between two variables.
0,40-0,70	There is some average relationship between two variables
0,70-0,90	There is strong relationship between two variables.
0,90-1,00	There is very strong relationship between two variables

### 3.6 Statistical Hypothesis

X = Students understanding of past tense

Y = Students skill in writing narrative text

$$H_0 = XY = 0$$

$$H_1 = XY \neq 0$$

Significant critical value: 0.05 and 0.01

Criteria: If  $r_{xy} > r_{t}$  means there is correlation and  $H_a$  is accepted,  $H_0$  is rejected.

If  $r_{xy} < r_{t}$  means there is no correlation and  $H_a$  is rejected,  $H_0$  is accepted.

$H_0$ : There is no correlation between student's mastery of past tense and their ability in writing narrative text

$H_a$ : There is a correlation between student's mastery of past tense and their ability in writing narrative text