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THE CORRELATION BETWEEN STUDENTS' UNDERSTANDING OF SIMPLE PAST TENSE AND THEIR ABILITY IN MAKING RECOUNT TEXT AT THE EIGHTH YEAR OF MTs PEMBANGUNAN PLUMBON

(QUANTI TATIVE STUDY)

A THESIS

Submitted to the English Language Teaching Department of Education and Teacher Training of *IAIN Syekh Nurjati Cirebon* in Partial Fulfillment of the Requirements of Islamic Scholar Degree in English Education



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ABSTRACT

Sri Mardianti (58430545): THE CORRELATION BETWEEN STUDENTS' UNDESRTANDING OF SIMPLE PAST TENSE AND THEIR ABILITY IN MAKING RECOUNT TEXT AT THE EIGHTH YEAR OF MTs PEMBANGUNAN PLUMBON

The aims of the research are to find out the score of students' understanding of simple past tense. To find out the score of students' ability in making recount text. To find out if there is a positive correlation between the students' understanding of simple past tense and their ability in making recount text.

The method of the research in writing this thesis is a quantitative approach. It is correlation research which means that the writer does the research by using the Pearson's product moment correlation formula, to find out the correlation between the students' understanding of simple past tense and their ability in making recount text.

In writing this thesis, the writer has to collect data doing some test. The first test is to kow X variable, the second is Y variable and to calculate the correlation between X and Y variable. The population of the research was all of students at the eighth year of MTs Pembangunan Plumbon. The amount of them are 41 students in one class.

The technique of analysis data of the research to find out the correlation between the students' understanding of simple past tense and their ability in making recount text.

The writer would like to conclude the result of the research which entitled "The Correlation between Students' Understanding of Simple Past Tense and Their Ability in Making Recount text at The Eighth Year of MTs Pembangunan Plumbon".1. To find out the students' understanding of simple past tense (X variable), the writer gives to the test to respondents. The test of simple past tense are consists of twenty multiple-choice question that should have done in thirty minutes. And from the test result, the average score is 77.6, the lowest score is 35 were achieved by one respondent and the highest score is 100 were achieved by six respondents. It's mean that the respondents' understanding of simple past tense is in good level.

Keyword : simple past tense, recount text, quantitative approach



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RATIFICATION

This thesis entitled **“THE CORRELATION BETWEEN STUDENTS’ UNDERSTANDING OF SIMPLE PAST TENSE AND THEIR ABILITY IN MAKING RECOUNT TEXT AT THE EIGHTH YEAR OF MTs PEMBANGUNAN PLUMBON”** written by Sri Mardianti, student number 58430545 has been examined on 7th July 2015. It has been accepted by the board examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty *Syekh Nurjati* State Islamic Institute Cirebon.

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resulting in an indefinite number of possible innovative utterances from a finite number of elements. Language is thought to have originated when early hominids first started cooperating, adapting earlier systems of communication

Honestly speaking, teaching English for a teacher is not supposed to be the difficulty because he or she has the opportunity for learning what is taught before. One thing that must be considered is her or his competence in using English. And this competence must be admitted honestly so his or her she will always improve her or his knowledge and competence in using English for the sake of his or her success in doing the tasks of teaching a language teacher is absolutely not the same as the other a teachers.

Communication in an oral language can be done directly face to face, while communication in a written language cannot be done directly face to face, but using a written language to express feelings, ideas, and thoughts. In that case, someone who learns and uses English in direct communication, he or she absolutely should understand the rules of English (Grammar).

Basically, Grammar will always appear in every language event both in oral and especially, in written. So, there is no reason for everyone who learns English not to have knowledge of grammar. Unfortunately, nowadays, there are some people who do not care about the rules of English. They have opinion that the rule is the important thing to be able to speak. On the other hands, the incorrect speaking (without using of the rules of English Grammar) will describe incapability of someone in using language.



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Sometimes, people describe grammar as the rules of a language; but in fact no language has rules. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game. But it's not happen in language, including English. Languages started by people making sounds which evolved into words, phrases, clauses and sentences.

A language, according to Oxford Advanced Learner's Dictionary of Current English edited Hornby, A.S (1962: 375) Grammar is study or science of rules for, the combination of words into sentence (syntax), and the forms of words (morphology). And according to Linguistic (1984: 172) that Grammar is the study of Syntax and Morphology and possibly also semantics or a book produced as the result of this study.

A professional teacher is a teacher who has the educational background that supports her or his duty, being competence, has a high sense of responsibility, and discipline. These components that need to be known by anyone so that he or she, say, a teacher can be professional. Everyone can be a professional teacher as long as she or he wants to. With the existence of a professional teacher then it can be predicted that the process of teaching and learning outcomes or the learning outcomes of the students at school where he or she teaches or works can be made into pride.

The objective of teaching English at schools certainly is available at the objective of teaching mentioning at the existing of curriculum. The fact shows that the use of curriculum is educational unit level of curriculum.



Regardless of the objective of teaching of the existing curriculum the writer is of the opinion that the easy and simple and main the objective of the process teaching and learning is the students understand any teaching material which is presented by a teacher either in an oral or especially, in a written language at each event language.

In the process of learning and teaching in making telephone call at *MTs Pembangunan Plumbon*, students should understand tenses; firstly, the teacher gives some examples about recount text and explains what the tenses which are related with that subject. After that he is going on to give the other written example, then, he orders them to answer the questions directly on the whiteboard. From those, the writer found a problem about how they make recount text.

The writer found different of students' ability in making recount text. Some of them could make recount text well, but others could not do that well. Therefore the writer would like to know further what makes their ability different in making recount text. That's why; the writer finally was interested to research this problem. And the writer relates the problem with students' understanding of simple past because recount text is usually using past tense in presenting.

There are two problems in the explanation above. The first problem is the students' understanding of simple past tense. And the second is some students ability in making recount text. The writer tried to relate the students' understanding of simple past tense to analyze what is the correlation on their



ability in making recount text. Because in the writer's opinion that the students' understanding of simple past tense have a correlation their ability in making recount text that happened at *MTs Pembangunan Plumbon*.

Recount Text is a type of text which retells events or experiences that are past. Recount is generally written based on the direct experience of the author, but can also be made based on the image or beyond the experience of the author (Sumarso, 2011: 85). It tells what happened, in what sequence. In here, the participant will tell about his/ her personal experience and what happened. This part is the main topic of recount text because in this part will be told the event from cause until effect chronologically.

The social function of recount text is to retell events for the purpose of informing or entertaining. It should tell what event happened at past, it can be our personal experience or somebody else and other person. From explanation above, It has strong correlation with simple past tense.

Recount text is a text which has social function to retell past events experiences for the purpose of informing and entertaining. A recount text has the following generic /schematic structures a) Orientations provide the setting and introduce participants, b) Events, tell what happened, in what sequence, and c) Re- orientation, optional closure of events

The function of recount text is to tell past events for the purpose of informing or entertaining. Events are usually arranged in a temporal sequence. Types of recount are; a) Personal recount, retelling of an activity that the writer/speaker has been personally involve in, such as: biography,



autobiography, b) Factual recount, recording the particular of an accident, such as: report of a scientific experiment, police report , news report, historical account, and c) Imaginative recount, talking on an imaginary role and giving detail of events.

There are several linguistic traits that might be friends found when reading a Recount Text. The characteristics of Recount Text language is: 1) Using the Past Tense, suppose we went to the zoo, I was happy, etc, 2) Uses the conjunction and Time connectives to sequence events or happenings. Eg and, but, the, after that, etc, and 3) Using Adverbs and adverbial Phrase to disclose where, when and how. Suppose yesterday, at my house, slowly, etc.

The students in *MTs Pembangunan Plumbon* willingly or unwillingly, they must be able to have some ability in learning English as one of the subject in their school, one of them is recount text the eighth year of *MTs Pembangunan Plumbon* feel that learning recount text or they were difficult to find out the structure of each paragraph of the recount text.

Because of their difficulties, the students' ability is lower than the other subject. More over when the writer does preliminary study in *MTs Pembangunan Plumbon*. The writer got fact that they confused to understand in answering the question which according to the text. Writer found most of the students have difficulty in understanding recount text, so they must read and write recount text so long.

Based on the above explanation, the main problem is the lock of students' understanding of simple past tense on their ability in making



recount text. And it is supposed to be the interest for the writer to do research at this school. And this is also becoming the writer's reason to write this thesis entitled in: "THE CORRELATION OF STUDENTS' UNDESRTANDING OF SIMPLE PAST TENSE AND THEIR ABILITY IN MAKING RECOUNT TEXT AT THE EIGHTH YEAR OF *MTs PEMBANGUNAN PLUMBON*"

B. The Identification of the Problem

To identify the problem in writing this thesis, the writer has classified it into the following parts:

1. The Research Area

The research area in writing this thesis is grammar, discussing the simple present past tense relating to make a recount text.

2. The Kinds of the Research

The kinds of the research in writing this thesis taken by the writer are a quantitative approach. It means that data are presented by numbers; accordingly, it can be calculated and interpreted by means of using statistical analysis. The technique of analyzing the data of the research to find out the correlation of the students' understanding of simple past tense and their ability in making recount text, the writer used the formula of Product Moment Correlation by Pearson.



3. The Main problem

Based on research problems that occur in the construction in *MTs Pembangunan Plumbon*, students is still low in learning the English language because of limited facilities. Little students bring a dictionary of English and teachers rarely practice conversation. Especially in the manufacture of simple past tense sentence .

C. The Limitation of the Problem

In this research, the writer will limit the problem which has correlation with the title of the research. Therefore, the researcher had limited in the students' ability in understanding simple past tense and making recount text. The writer researched the kind of problem to find out correlation both of them.

D. The Questions of the Research

The questions of the research are:

1. How the students' in learning of simple past tense at the eighth year of *MTs Pembangunan Plumbon*?
2. How the students' in ability in making recount text at the eighth year of *MTs Pembangunan Plumbon*?
3. Is there any significant correlation between the students' understanding of simple past tense and their ability in making recount text at the eighth year of *MTs Pembangunan Plumbon*?



E. The Aims of the Research

The Aims of the research are:

1. Students knowing pattern and make a sentence simple past tense.
2. Students knowing structure and ability in making recount text.
3. To find out if there is a positive correlation of the students' understanding of simple past tense and their ability in making recount text.

F. The Uses of the Research

The uses of the research are hoped that:

1. It can give a valuable contribution to the school dealing with the process of learning and teaching English, especially understanding simple past tense and making recount text in junior high school grade.
2. With understanding of simple past tense and making recount text, students are able to communication in oral or spoken language directly.
3. It would be a reference to the next researcher who has an interest to do research in this school to develop more about the research findings.





CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

In this chapter, the writer would like to conclude the result of the research which entitled “The Correlation between Students’ Understanding of Simple Past Tense and Their Ability in Making Recount text at The Eighth Year of *MTs Pembangunan Plumbon*”. And the conclusion that present here are the answer of the questions of the research in chapter I, as follows;

1. To find out the students’ understanding of simple past tense (X variable), the writer give a test to respondents. The test of simple past tense are consists of twenty multiple-choice question that should have done in thirty minutes. And from the test result, the average score is 77.6, the lowest score is 35 were achieved by one respondent and the highest score is 100 were achieved by six respondents. It’s mean that the respondents’ understanding of simple past tense is in good level.
2. Then, to find out the students’ ability in making recount text (Y variable), the writer also give the test which held in the same time with simple past tense test. In this test respondents have to finish twenty number of multiple-choice questions and then make a simple recount text. From the test result, the writer know that the average score of entire respondent is 76.8, the lowest score is 62

that achieved by one respondent and the highest score is 93.2 that achieved by also one respondent. According to Arikunto's theory the test result means that the respondents' ability in making recount text is in good level.

3. And after calculating the research findings statistically, finally, the writer is able to present a calculation relating to the students' understanding of simple past tense and their ability in making recount text at the eighth year of *MTs Pembangunan Plumbon*, as follows; The correlation of students' understanding of simple past tense and their ability in making recount text has weak correlation. According to product moment correlation, both of X and Y variable was 0.37. And from the formulation of t and the formula for degree of freedom (dF) was 3.72. Its mean that, $t_o > t_t$ or $3.72 > 2.05$ or 3.72 is bigger than 2.05 by 5% significance. So, the conclusion is simple past tense is not the only tense that should be understood well by the students to arrange and make a good recount text. Students have to be mastered others tenses and also other aspect of English lesson in order to develop their English and practice it again and again in their daily life activities.



B. Suggestion

The writer realized that in writing this research has so many weaknesses, such as; the limitation of the X variable of the research, the instruments of the research is only test, the sample of the research is only consists of 41 respondents, and the writer have no previous research to guide the writer.

For the next writer in the same or similar objective of research, the writer suggest that to get better result of the research, the next writer should increase the amount of the sample in order to get more various score, so that he result of the research would be extremely different.

Then, in arranging the research, the next writer should use more examined instruments from the expert. This suggestion would help the next writer in developing and enrich the research. So, the next writer will find better and more valid research.

And the last, it would better if the next writer explore more than one X variable to find out it correlation on the Y variable. Perhaps, the next writer use 4 types of past tenses or maybe use all 16 tenses.






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