



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
Hak Cipta Dilindungi Undang-Undang

# **THE CORRELATION BETWEEN PAST TENSE MASTERY AND THE ABILITY OF TRANSLATING NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF *MTS ASSALAAM TIPAR***

## **A THESIS**

Submitted to the English Education Department of IAIN Syekh Nurjati Cirebon  
in Partial Fulfillment of the Requirements for Scholar Degree  
In English Education (S.Pd.I)



**By:**  
**ARSYAD AHLIBET**  
**Reg. Number: 07430316**

**ENGLISH EDUCATION DEPARTMENT OF TARBIYAH  
AND TEACHING SCIENCE FACULTY  
OF SYEKH NURJATI STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)  
CIREBON  
2014 M / 1435 H**

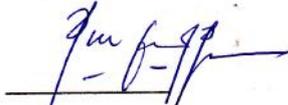


1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
Hak Cipta Dilindungi Undang-Undang

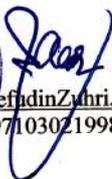
### RATIFICATION

The thesis entitled **“THE CORRELATION BETWEEN PAST TENSE MASTERY AND THE ABILITY OF TRANSLATING NARRATIVE TEXT AT THE NINTH GRADE STUDENTS OF MTs ASSALAAM TIPAR”** written by **ARSYAD AHLIBET** whose registration number is **07430316** has been examined in the viva voice held by The Tarbiyah and Teaching Science Faculty of *Syekh Nurjati* State Institute for Islamic Studies on May16<sup>th</sup>, 2014. It has been recognized as one of the requirements for undergraduate degree in English Education Department.

	Date	Signature
Chairman of English Education Department Dr. Muslihudin, M. Ag. NIP. 19700116 200312 1001	<u>12-06-14</u>	
Secretary of English Education Department Sumadi, SS, M. Hum. NIP. 197010052000031 002	<u>12-06-14</u>	
Examiner I Dr. Ilman Nafi'a, M. Ag. NIP. 197212201998031 004	<u>12-06-14</u>	
Examiner II Nur Antoni, E.T, SS, M. Hum NIP. 19720717 200912 1 001	<u>09-06-14</u>	
Supervisor I Dr.Hj. Huriyah Saleh, M. Pd NIP. 196101121989032005	<u>12-06-14</u>	
Supervisor II Sumadi, SS, M. Hum. NIP. 19701005200003 1 002	<u>12-06-14</u>	

Acknowledged by  
The Dean of Tarbiyah and Teaching Science Faculty,



  
Dr. Saefudin Zuhri, M. Ag.  
NIP. 197103021998031 002



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## ABSTRACT

### **ARSYAD AHLIBET: The Correlation Between Past Tense Mastery And The Ability Of Translating Narrative Text At The Ninth Grade Students Of *MTs Assalaam Tipar***

The aim of the research is to find out the correlation between students' mastery in past tense and their ability in translating narrative text at the ninth grade students of *MTs Assalaam Tipar*.

In learning English process, the students have to master not only vocabulary but also grammar because grammar is essential as the rules of word to make meaningful. Larsen-freeman and Celce Murcia (1983: 2) assess that grammar affect the students' performance in all four skills: listening, speaking, reading, and writing. To be able to translate well in foreign language, for example, students first of all have to master the grammar. Past tense is the tenses that used in narrative text.

The method of the research is quantitative research. The sample of the research is 25 students, that is the all of students of the ninth grade of *MTs Assalaam Tipar*. The instruments of collecting data are observation, interview and test. The technique of analysis data for correlation research by using the formula is product moment correlation by Pearson.

The writer administered two kinds of tests, namely grammar test and translation test. Both of the tests were in written form. In grammar test, the writer used multiple choice test, while in translation test, the writer asked students to translate a kind text of narrative into English.

The result of the test shows that the average score of the students' mastery in past tense as X variable is 6.56. It means that the students' mastery in past tense at the ninth grade can be categorized as "sufficient". And the average score of the students' ability in translating narrative text as Y variable is 5.60. It means that the students' ability in translating narrative text at the ninth grade can be categorized as "sufficient". The result of the correlation is 0.44. Based on the value of "r" it can be categorized that there is enough or sufficient correlation between the students' mastery in past tense and their ability in translating narrative text at the ninth grade.

After the result analysis data of test, based on the value that has analyzed can be said that there is positive correlation between the students' mastery in past tense and their ability in translating narrative text. The writer suggest for the English teacher to be more serious and careful in teaching past tense because past tense is one way to make the students easier to translate narrative text. The writer also suggest' that students' should improve their mastery of past tense because the mastery of past tense can improve their ability in translating narrative text.



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.  
 2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

## TABLE OF CONTENT

<b>PREFACE .....</b>	<b>i</b>
<b>TABLE OF CONTENT .....</b>	<b>iii</b>
<b>LIST OF TABLES .....</b>	<b>vi</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
A. The Background Of The Problem .....	1
B. The Identification Of The Problem .....	5
C. The Limitation Of THE Research .....	6
D. The Questions Of The Research.....	6
E. The Aims Of The Research .....	6
F. The Significance Of The Research.....	6
<b>CHAPTER II THEORITICAL FRAMEWORK.....</b>	<b>8</b>
A. The Nature Of English Tense .....	8
B. Past Tense .....	9
1. The Definition Of Past Tense .....	9
2. The Description Of Meaning, Form and Function .....	9
C. The Description Of Translation.....	15
1. The Definition Of Translation .....	15
2. The Principal Of Translation .....	18
3. Kinds Of Translation .....	18
4. The Translation Process.....	22



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
 Hak Cipta Dilindungi Undang-Undang

D. The Description Of Text.....	24
E. Narrative Text .....	25
1. The Definition Of Narrative .....	26
2. Kinds Of Narrative .....	27
3. The Generic Structure Of Narrative Text .....	28
4. Types Of Narrative Text .....	29
F. Frame Of Thinking .....	32
G. The Hypothesis Of The Research .....	33
<b>CHAPTER III THE METHODOLOGY OF THE RESEARCH .....</b>	<b>35</b>
A. The Objective Of The Research .....	35
B. The Variables Of The Research .....	35
C. Place and Time Of The Research .....	35
D. Population and Sample .....	36
E. Method Of The Research.....	37
F. The Technique Of Collecting Data.....	37
G. The Technique Of Analysis Data .....	40
<b>CHAPTER IV DISCUSSION AND RESEARCH FINDINGS .....</b>	<b>43</b>
A. The Process Of Teaching And Learning English .....	43
B. Research Finding .....	46
1. The Students' Past Tense Mastery .....	46
2. The Students' Ability To Translate Narrative Text .....	48
3. The Correlation Between The Students' Mastery Of Past Tense and Their Ability In Translating Narrative Text.....	49



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
 Hak Cipta Dilindungi Undang-Undang

a. DataCalculation.....	51
b. Testing Hypothesis .....	53
c. Determining The Correlation Percentage .....	55
C. Discussion .....	56
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>61</b>
A. Conclusion.....	61
B. Suggestion .....	62
<b>BIBLIOGRAPHY</b>	
<b>APPENDIX</b>	



## CHAPTER I INTRODUCTION

### A. Background of The Problem

Language is very important role in our life. It is unique capability of human being that has differentiated man from animal. Without language there may not be any progress no culture no civilization. “When we study human language, we are approaching what some might call the human essence the distinctive qualities of mind that are, so far as we know, unique to man” (Fromkin,1999: 2). By language people can keep records and stored knowledge.

The existence of language is vital in the world. It is the only instruments for people to communicate between or among themselves. Without the existence of language it is very difficult for them for communication. By making use of the language they can learn anything and interact with each other. In other words, they can get knowledge and science through language. That is why, language is not only the instrument for communication but also it plays the role to improve their life by meansof knowledge and science.

Englishisoneofinternationallanguageusedby  
 manypeopleintheworld. Many  
 sourceinformationinbooks,technologyandsciencewritteninEnglish.Englishi  
 sanintroductionlanguagespokenininternationaleventandisusedas  
 themediumofinformationflowonscience,technology,andcultureaswell.Aswe  
 areindevelopingcountryweshouldtryto beabletospeakEnglishtomake  
 relationship with other country in the world so that we can master the  
 science, technologyandcultureintheworld,  
 sowecanfacethecompetitionintheglobalera.  
 BymasteringEnglish,itiseasierfor us to make a good relationship with other

countries.

In Indonesia, English is a foreign language or the second language. English has been learned in every levels of education from elementary school up to university level. The aim of learning English is to improve students' skill in both oral and written communication. Learning English means learning four skills: listening, speaking, reading and writing. Alltheselanguageskillsrelatedtoeachother. Student should master these skills if they want their ideas, feelings and opinions can be understood by the people.

Learning a foreign language means learning about another language beside native language of a country. It is means we learn how to translate our native language into foreign language or on the contrary. In Indonesia English is a prerequisite course at school. More universities around the world are adding courses in translation to their curriculum; however the textbooks available for such courses are few. Even learning English as a parts of language skills has been a parts of MTs Assalaam Tipar program that can be seen in the curriculum.

Translate is the process of changing something that is written or spoken into another language. According to Newmark (1982: 7) "translation is a skill consists of the attempts to replaces of the written message and/or statement in one language by the same message and/or statement in other language". Translate is not only change the meaning of a source language into target language but translator also must understand and pay attention to the semantic structure of a language in order to he/she can translate well according to linguistic method. For example, when a translator wants to translate an English text into Indonesia language so he/she should translates by using semantic structure so that her/his written can be understood well by the reader. From the definition above, the writer can describe that translate is an activity of transferring the meaning of the



source language into the receptor language by the same message or statement.

In order to the translator be able translate grammatically so he/she should master the English grammar. Grammar is the important component in English to improve the competence in using English. Grammar is the explanation that describes the rules for forming words and making sentences (sentence is a group of words that creates complete meaning or sense). The structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. So, English cannot separate with grammar.

MTs AssalaamTipar is one junior high school in Majalengka. The students learn English because it is one of required lessons taught in this school. There are many materials are learned in English, one of them is understand a text. But the most popular text taught in this subject is about narrative text. To be able to comprehend a text well the students have ability to translate the text firstly. While in translating a text students should pay attention to the rules of translation. And then to be able to translate the narrative text well the students have ability to understand the grammar of English. There are types of grammar and ways to comprehend text consist of noun, pronoun, adverb, tenses etc. but in this thesis the writer only focus to one of grammar in English is tenses.

Narrative is description of events especially in a novel, fables or legend etc, or a process of skill of telling a story (Hornby, 2005: 284). And then narrative is an account of a sequence of events, usually in chronological order. Thus narrative tells about the event which happened in the past time. Past tense is form of a verb used to describe actions in the past. We can see it from the definition about past tense, Collins mentioned “past tense is a tense used to describe actions or events which took place in



the past” (2003: xvi). Thus the writer knows that past tense is the use of the past form to refer to past events. Generally the tense that is often used in narrative is past tense form.

Relating to kinds of text, which students have to complete studying in high school, narrative is a text which retells the story or previous experiences. The purpose of the text is to entertain or amuse readers or listeners about the story. It can be written from the perspective of a character in the text and it does not need to be factual, unlike an exposition, but to gain and hold a readers' interest.

In learning English process, the students have to master not only vocabulary but also grammar because grammar is essential as the rules of words to make meaningful. They find many kinds about English grammars such as verb, adverb, noun, pronoun, etc. Tenses are one of grammar, it is very important to clear in writing because tense to identify of time.

Past tense as one of the materials of English lesson has been taught in this school in second year, and then the school has gave many books to them to improve their ability in understanding a text. In the class, teacher teach about narrative and past tense form to the student then asked then to understand and translate a text of narrative form. The material is presented in such a way that it can be used in a self-teaching situation or in a classroom.

Tense is used to show the relation between the action or state described by the verb and the time, which is reflected in the form of the verb. Master the tenses of English is one of the aspect that influence students ability in translation. Thus they must master the tenses so that their translation is good. If the teacher uses suitable way to understand the way how to translate so the students' ability will be increase in translating a text. One sentence is put into different tenses. You can see how the meaning changes. Based on preliminary study, the students still have many



difficulties in translating a text. It can be seen by the mistakes they made when they translate a narrative text.

The English mastery levels of most Indonesians are still very low. This means that translators, produced by higher education institutions, are still badly needed to bridge the gap. Accordingly they should be able to translate both from English into Indonesian. By understanding and mastering tenses then you will speak English more quickly, can learn to be independent, especially from the side of grammatical.

After doing an observation to MTs AssalaamTipar by means at visiting the class in the process of teaching and learning, the writer has found out that the students' knowledge in past tense is very limited and their ability in translate narrative text are poor. This can be seen from the result of the test given to them. As a matter of fact, the ninth grade students have difficulties in understanding the meanings of the words and in translating English text. This such as a learning situation is becoming the problem in doing research in this school. And this is becoming the interest of the writer to do research in this school concentrating on past tense knowledge and the students' ability in translate narrative text. That is why the writer wants to conduct a research on the thesis "Is there correlation between past tense mastery and the ability of translating narrative text at the ninth grade students of *MtsAssalaam Tipar*?"

## B. The Identification of The Problem

The problem identification of this thesis is as follow:

1. The field of research is past tense related with translating narrative text.
2. The approach of research in this thesis is using the quantitative approach. It means that the correlation between two variables are presented by numbers, consequently, these data can be measured and interpreted by means of using statistical analysis.



3. The main problem in this thesis is discussing knowledge of past tense and then find out, if there is a correlation between the Students' past tense knowledge and their ability to translate narrative text.

### C. The Limitation of The Research

Learning English is too broad. There are so grammatical rules besides a number of vocabularies that should be learned or mastered by the students, because grammar is essential as the rules of words to make meaningful. Tenses are one of grammar, it is very important because to identity of time. In this case, the writer limits the study at the students' knowledge in past tense and their ability to translate narrative text at the ninth grade of MTs Assalaam Tipar in the academic year of 2013/2014.

### D. The Questions of The Research

- 1) How is the students' knowledge in past tense?
- 2) How is the students' ability to translate narrative text?
- 3) Is there correlation between the students' knowledge in past tense and their ability to translate narrative text?

### E. The Aims of The Reserch

The aims of this study are:

- 1) To find out the students' knowledge in past tense
- 2) To identify the students' ability to translate narrative text
- 3) To investigate the correlation between students' knowledge in past tense and their ability to translate narrative text

### F. The Significance of Research

The study about correlation between students' knowledge in past tense and their ability to translate narrative text hopefully will be useful to give some contributions to English language teaching and learning.



- a. For teacher and researcher

The finding of this research will inform them about grammatical component that need to be given emphasis to assist students to translate a grammatically accurate narrative text.

- b. For the students

The students can be motivated to practice more than they did before and they are encouraged to learn grammar seriously, so that they can work with various text types without much difficulty.

- c. For the readers

It can inform them about the correlation between students' mastery of past tense and the ability in translating narrative text.





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

Hak Cipta Dilindungi Undang-Undang

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon

## BIBLIOGRAPHY

- Anderson Mark and Kathy Anderson, 2003. *Text Types In English*. Macmillan education Australis
- Arikunto, Suharsimi. 2002. *Prosedur Penelitian*, Jakarta: Rineka Cipta
- , 2006. *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: Rineka Cipta
- Bassnett, S. 1998. *Translation Studies: revisited edition*. London: Routledge
- Bell, R. T. 1991. *Translation and Translating: Theory and Practice*. New York: Longman
- Catford, J. C. 1965. *Linguistic Theory of Translation*, Oxford: Oxford University Press
- Emolyn, Susan. 1950. *Descriptive English Grammar*. Englewood Cliffs: Prentice Hall, Inc.
- Gleason, H. A. Jr. 1965. *Linguistic and English Grammar*. United State of America: Rinehart and Winston.
- Harris, David. 1969. *Testing English as a Second Language*, New York: Mc. Graw Hill Book Company, Inc
- Holstein, James A. & Jaber F. Gubrium. 2000. *The Self We Live By: Narrative Identity in a Postmodern World*. New York: Oxford University Press
- Hornby As. 2005. *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press
- Irianto, Agus. 1989. *Bahan Ajaran Statistik Pendidikan*, Jakarta: Depdikbud
- John, Ann. M. 1997. *Text, Role and Context*. Australia: Cambridge University Press.
- Keraf, Gorys. 2007. *Argumentasi dan Narasi*. Jakarta: Gramedia
- Mark P, New. 1982. *Approaches to Translation*, Oxford: Pergaman Press
- Mildred, L. 1984. *Meaning Based Translation*. Boston: University Press of America



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

- Munday, J. 2001. *Introducing Translation Studies: Theories and Application*. London and New York: Routledge
- Murcia Celce and Larsen Freeman. 1983. *The Grammar Book: ESL/EFL Teachers' course*, Cambridge: Newbury House
- Nababan, M.R. 1999. *Teori Menerjemahkan Bahasa Inggris*. Yogyakarta: Pustaka Pelajar
- Neo, Ernest. 2005. *Narrative for 'O' Level. Malaysia*: Longman.
- Newmark, P. 1991. *Approaches to Translation*. Oxford: Pergamon Press Ltd
- Sugiyono. 2002. *Statistika untuk Penelitian*. Bandung: Alfabeta
- Suryawinata Zuchridin, Sugeng Hariyanto. 2003. *Translation: Bahasa Teori dan Penuntun Praktis Menerjemahkan* Yogyakarta: Kanisius