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**THE CORRELATION OF STUDENT’S UNDERSTANDING OF SIMPLE PAST TENSE ON THEIR ABILITY IN WRITING NARRATIVE TEXT AT THE SECOND GRADE OF *MTS AS-SUNAH KOTA CIREBON***

**A THESIS**

Submitted to the English Language Teaching Departement, *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in Partial Fulfillment of the Requirements for Islamic Scholar in English Education



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**2015**



## ABSTRACT

### **NUR AZIZ IMAM D.S. : "THE CORRELATION OF STUDENT'S UNDERSTANDING OF SIMPLE PAST TENSE ON THEIR ABILITY IN WRITING NARRATIVE TEXT AT THE SECOND GRADE OF *MTS AS-SUNNAH KOTA CIREBON*"**

The background of the study in this research is the students at the Second Grade of MTs As-Sunnah Kota Cirebon still difficult in writing narrative text. Some of students are still confused and difficult to understand English, especially in writing narrative text. Teaching and writing requires a lot of creativity from a professional teacher. The teacher always uses the different strategy in teaching and writing to help them in teaching learning a process. The objective of the study is to identify whether is any significant differences in students' comprehension in writing narrative text between those who were taught by using the rules of language. This way, hopefully, would be useful for teachers and students in language teaching and learning.

The research is entitled "The Correlation of Student's Understanding of Simple Past Tense on Their Ability in Writing Narrative Text at The Second Grade of MTs As-Sunnah Kota Cirebon. It is aimed at finding out the Correlation between student's understanding of simple past tense and the students ability in writing narrative text.

The metode of this research is quantitave approach. It means that in the research is done by using number or data, formula of statistics, structure and experimental are controlled. Experimental research was used here to get data. In this research the writer choose and uses comparative method, which is used to know what are between two or more there is differences in variable that is analyzed.

The population of the research in writing this thesis is all of the students at the Second Grade of MTs As-Sunnah Kota Cirebon. All of students at the Second Grade consists of three classes. In this research the writer took 100% of the population. The result of The Correlation of Student's Understanding of Simple Past Tense on Their Ability in Writing Narrative Text at the Second Grade of MTs As-Sunnah Kota Cirebon that the students have a good ability in understanding of simple past tense and they can make good narrative text. In this case the result has positive influence, it means that there is a good correlation of the student's understanding of simple past tense on their ability in writing narrative text.

The analysis of the test shows that average score of the students test of students understanding simple past tense was 6.88 rounded to be 7 and the average score of the students' test in writing narrative text was 6,81 rounded to be 7. Both of these score can be categorized in good.

The key words: the correlation, simple past tense, writing narrative text.



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## RATIFICATION

This thesis entitled **THE CORRELATION OF STUDENT'S UNDERSTANDING OF SIMPLE PAST TENSE ON THEIR ABILITY IN WRITING NARRATIVE TEXT AT THE SECOND GRADE OF MTS AS-SUNNAH KOTA CIREBON** written by Nur Aziz Imam Doni S registered numbers 58430537, has been examined on 7 July 2015, it has been accepted by the board of the examiners. It has been recognized as one of 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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# CHAPTER I

## INTRODUCTION

### A. The Background of the Problem

A language is a system of conventional vocal signs by means of which human beings communicate. This definition has several important terms, each of which is examined in some detail. Those terms are system, signs, vocal, conventional, human, communicate. In addition, Hall (2005:2) asserts that language is the institution whereby humans communicate and interact with each other by means of habitually used oral-auditory arbitrary symbols. The human beings feel the meaningfulness of the existence of language. One of them is the created communication between someone and others in the forms of the expressions of feelings, ideas, and thoughts. Language can be someone's identity. The human beings can know the other one through language which they use. It can be said that language has important role for the human beings.

The role of language in daily life is being premiere, because of its advantages. Language and human beings are not able to be separated each other such as body and soul. The researcher has an opinion that language is meaningful sounds or groups of sounds produced by the organs of speech to express feelings, ideas, and thoughts of someone to others.

Language is a means of communication and conveying idea. Human beings can deliver their idea through communication whether in oral or written ways. Besides, language is used to by human for communication and interact each other.

According to *Kamus Besar Bahasa Indonesia*:

Language is 1. Articulated system of sound symbol (produced by the organ of speech) which are arbitrary and conventional used as a means communication to express feeling and ideas; 2. Word used by a nation (ethnics, groups, countries, region, etc).

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. There are some definitions of grammar quoted from expert.

According to Swan (2005:xix) defines grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. In his statement, Lado (2001: 141) asserts that grammar is the study of rules that are claimed to tell the students what he should and should not say in order to speak language of the social educated class. Then, Cook and Sutter (2004: 1) states that grammar is a set of rules by which people speak and write. These rules are not always understood consciously because the rules we refer to are those hardly anyone ever thinks about, but wish allow people to use their language easily and naturally most of the time. Based on the experts' definition of grammar above, it can be concluded that grammar is rules of how words and their component parts are combined to make sentences.

"The Simple past or past simple, sometimes called the preterit, is the basic form of the past tense in modern English. It is used principally to describe events in the past, although it also has some other use. Regular English verbs form the simple past in -ed; however there are a few hundred irregular verbs with different forms". The term 'simple' is used to distinguish the syntactical construction whose basic form uses the plain past tense alone, from other past tense constructions which use auxiliaries in combination with participles, such as the past perfect and past progressive.

In addition, Diana in 'Simple Grammar' (2004: 21) explain that 'The simple past tense is used to describe a completed activity that happened in the past. In other words, it started in the past and ended in the past'. In the simple past tense, the action is simply mentioned and understood to have taken place in the past. The action started and ended sometime in the past but the time may or may not be mentioned.





In Junior High School Grade, simple past tense is lesson subject that should be mastered by students in order to stimulate another english lessons subject, such as; narrative text, another past tense tense form, also another tenses form. So that, the researcher would like to relate the influence of understanding simple past tense to other lesson subject. And in this research it was narrative text.

Narrative text is one of genre in English mode which use past form in arranging. According to fred (2000: 102) narrative text is ‘‘some kind of retelling, often in words (though it is possible to mime a story), of something that happened (a story). The narrative is not the story it self but rather the telling of the story – which is why it is so often used in phrases such as ‘written narrative’, ‘oral narrative’, etc. While a story just is a sequence of events, a narrative recounts those events’’, from the explanation above, narrative text is a story with complication or problematic vent and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

Then, according to cook and sutter (2004: 121) the purpose of narrative text is to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with probleatic events which lead to a crisis or turning poin of some kind, which in turn finds a resolution. And types of narrative text such as; adventure, mystery, sciense fiction, fantasy, historical fiction, contemporary fiction, dilemma stories, dialogue, myths, legends, fairy tales, and fables.

Considering the fact above, Indonesian government put English as one of compulsory subject that should be mastered by the students. It is not only cover four language skills areas (listening, reading, speaking, and writing) but also others aspects of language such as vocabulary. Reading is supposed as the important element in learning English to support the four English skills itself. By having enough reading ability, the ability to communicate and to convey our social need can be established. If learner can read well, they will able to



understand the utterance which they read, they will able to speak fluently, and they can understand the content of the text easily.

Language in generally can be defined as a symbol. Another understanding of language is a form of communication tool generated by the system symbol said tool humans. We need to know that the language consisting of words or set of words. Each has a meaning, namely, the relationship between words as abstract symbols to represent objects or concepts or vocabulary words set by the linguists were arranged alphabetically, or according to alphabetical order, accompanied by an explanation of its meaning and then recorded into a dictionary or lexicon.

Learning related to the process of cognitive, affective, and psychomotor that aims to get better change of attitude or behavior. And language has an important role to achieve the expected objective of learning, because human must socialize so got an individual experiment that supporting the learning process.

As we all know, language is a tool of communication. There are many kinds of language in the world. English is one of them which is spoken in many countries, and decided as the international language. In other words, English is the only instrument of communication for the sake international relationship.

According to Oxford Advance Learner's Dictionary of Current English (1995:662) Language is the system of sounds and words used by humans to express their thoughts and feelings. From this statement, it is absolutely known that every human being will absolutely use language for communication. Human being can interact with the other fellow human beings. So, language is the only absolute instrument for communication.



Muhammad Ali Alkhuli (1976:10) tells us some reason of non-native language English need to learn English as follows;

1. English is the first language in many countries in different parts of the world such as The United States of America, Canada, Britain, Australia and New Zealand.
2. English is the second language in many countries such as India, Pakistan, and Nigeria.
3. English is the foreign language taught in many countries all over the world.
4. English is one language of advanced sciences.
5. It is one of the languages needed to run a first class business.
6. It is needed by students traveling abroad to start or continue their university learning.

In Indonesia, English is studied as a foreign language. Teaching English as a foreign language refers to teaching English to students whose first language is not English and is taught in a region where English is not the dominant language. And it has been one of the compulsory subjects which are taught formally at school. The *KTSP* curriculum of Junior High School states that one of the objective of English teaching: *”Memiliki kesadaran tentang hakikat dan pentingnya bahasa Inggris sebagai salah satu bahasa asing untuk meningkatkan daya saing bangsa dalam masyarakat global”*.

According to the statement above in learning language, especially English, there are four basic language skills that should be mastered by the students. They are listening, speaking, reading and writing. The above reasons also accrual indicates that English is taught to the students in our country, like Indonesia. It is taught to the students of University or collages and become a compulsory subject for the students of SMP and SMA.



In Indonesia, English is studied as a foreign language. Teaching English as a foreign language refers to teaching English to students whose first language is not English and is taught in a region where English is not the dominant language. And it has been one of the compulsory subjects which are taught formally at school. In Indonesia, English language has been studied since at elementary school until university.

Mostly students had difficulties in understanding text that are characteristics of text including the social function, generic structure, and language feature. The generic structure includes finding detail information and determining the parts of the text. The students' difficulties in reading were caused by some factors that might come from the students and the teacher.

Most of the students admitted that they often felt bored when they had to read a text, especially a long and uninteresting topic text. In the class, some students were sometimes seemed to lean over their head on the table and talk each other. They just paid attention to the teacher when they did exercises but if the time given to do it was too long, they began to be noisy again. When they read a long text, they were not so interested because they often did not understand the meaning of the words used in the text. It was difficult for them to understand the content of the text

They just waited until the teacher explained it for them or asked them about the difficult words. Besides, there were some problems that came from the teacher. Actually, the teacher's way in explaining the materials was clear enough but he was too complex on the textbook. He usually taught using conventional way by staying in class and doing the exercises on the handbook. She used various techniques and media in teaching rarely. So, the students felt that English lesson was boring. All of those factors made the students to have low motivation in learning English, especially reading.

The Minister of Education and Culture of The Republic of Indonesia states that aims of teaching English are as follows: reading ability, understanding spoken English ability, writing ability and speaking ability.



While the benefit of this research activity, it is hoped that it will be give some benefits both for the teacher and the students along the learning process, while for the students, they can receive the teacher's explanation easily, interesting and enjoyable to follow the learning process. So they can improve their capability in English and have the high causality to learn much about English.

Learning a foreign language is not as easy as learning native language. To learn a foreign language, the learners will meet meet all kinds of learning problems. The Indonesian reading is very different from English. In teaching writing to children, the teacher must know students interest and needs. Based on the above reasons, the writer interests to conduct a research how to improve students' writing skill. Because of that, the researcher discussed about how the correlation study between students' understanding of simple past tense and writing narrative text at the Second Grade of MTs As-Sunnah Kota Cirebon.

Language is very important in the world, by using language people can express their feeling, thought, knowledge, etc. It means that people can communicate and interact with other through language. They need to relate or communicate with the other people. Without the existence of language human beings will be nothing at all. And by the language they can increase their lives by means of knowledge and science, technology, religion, politics, economy and so many others not to mention here language is the only instrument for people to communicate.

## **B. The identification of the Problem**

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

### 1. The Research Area

The research area in this thesis is writing, discussing the simple past tense relating to writing text.



## 2. The kinds of the Problem

The kinds of research in writing this thesis taken by the researcher 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 writing narrative text, the researcher used the formula of product moment correlation by person.

## 3. The main problem

The main problem in writing this thesis is about the students' understanding of simple past tense and their ability in writing narrative text.

### C. The Limitation of the Problem

In this research, the researcher 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 writing narrative text. The researcher the kind of problem to find out the influence of them.

### D. The Questions of the Research

The questions of the research are:

1. How Good is the students' understanding of simple past tense at the second grade of *MTs As-Sunnah Kota Cirebon*?
2. How Good is the students' abilities in writing narrative text at the second grade of *MTs As-Sunnah Kota Cirebon*?
3. Is there any positive and significant correlation of the students' understanding of simple past tense on their ability in writing of narrative text at the second grade of *MTs As-Sunnah Kota Cirebon*?



### E. The Aims of the Research

The aims of the research are:

1. To find out the students' understanding of simple past tense.
2. To find out the students' ability in writing narrative text.
3. To find out if there is a positive and significant correlation of the students' understanding of simple past tense and their ability in writing narrative text.

### F. The Use of the Research

The uses of the research are hoped that:

1. For the students, by understanding of simple pas tense and writing narrative text, they are able to communication in writing and oral language directly.
2. For teacher, it can give a valuable contribution to the scool dealing with the process of learning and teaching english, especially understanding simple past tense and writing narrative text.
3. For other researchers, 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. Especially who research about students' ability in writing narrative text.
4. For readers, it will present the real condition and situation dealing with the second grade students of junior high school grade in understanding simple past tense and the ability in writing narrative text of some assignment in daily class meeting in *MTs As-Sunnah Kota Cirebon*.

### G. The Frame of Thought

In formal education, writing is the main instrument to learn english so far. So that, undrstanding simple past tense which student learn in the school would help much more in understanding english. Using english to delivered a message or meaning and explanation orally or written, so that it's acceptable and elearly understandable, should use grammatical correctly. And



understanding tenses, especially simple past tense, hoped to help students in understanding this interpretation, because in some other language, i.e. in Indonesia language, the form of a sentence will not change if it's added by adverb of time. But in English different adverb of time will change the sentences.

According to understanding and using English grammar (1989:11) simple present tenses; indicates that an action is in the past relative to the speaker or writer; 1. When the time period has finished: (we went to Chicago last Christmas), 2. When the time period is definite: (we visited Mom last week), and 3. With for, when the action is finished: (I worked with the FBI for two months).

The use of past tense could be applied in arranging narrative text. Because narrative text is retelling story which uses past tense. Narrative is a text focusing on specific participants. Its social function is to tell stories or past events and entertain the readers.

According to Pratyasto (2011:32), narrative is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways; narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution. Abrams in his article.

To write a narrative text, students should understand the rules of past tenses, because narrative text is retelling story or event that happens in the past. From those explanations, the researcher indicates that the students' understanding of simple past tense would give and/or some influences to the students' ability in writing narrative text.

From those, the researcher regards that there is a positive correlation of the students' understanding of simple past tense and their ability in writing narrative text at the second grade of *MTs As-Sunnah Kota Cirebon*.







## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After calculating the research finding statistically, finally the writer has been able to draw a conclusion relating in the correlation of students' understanding simple past tense on their ability in narrative text at the second grade of *MTs As-Sunnah Kota Cirebon*. As follow:

1. The writer had given the writing test at the second grade of *MTs As-Sunnah Kota Cirebon*. The average score of students' of the students' achievement test is 6.88. This score can be rounded into 7. In general, this score is assumed as "sufficient". It means that the students' understanding simple past tense can be considered as "sufficient".
2. From the data above, it is known that the average score of the students' knowledge or the students' ability in writing narrative text at the second grade of *MTs As-Sunnah Kota Cirebon* is 6.88, this score can be rounded into 7. Meanwhile, the average score in understanding narrative text is 6.81, this score can be rounded into 7. This score is assumed as "sufficient".
3. To look for the correlation, it is used the formulation of product moment correlation and it is found out that the correlation of X variable and Y variable is 0.54. This score is assumed as "a sufficient or enough correlation".

## B. Suggestion

Learning a foreign language, say, English is not an easy thing an of course. Consumes a very long and regular time.in this such a condition the school should be able to select the axact learning strategy, competent and responsible teacher that could be the sample for his/her students.

The exact learning strategy, competent and responsible teacher are supposed to be the first step or a good start to create the process of teaching and learning which is effective and efficient.

There is no Language without human beings without language. This means that human beings and language are united and cannot be separated. The native language is acquired naturraly and used whenever and wherever. This means that the language is supposed to be a habit. Any form of curriculum which is exiting in the process of teaching and learning language without creating a habit to use a language which is learned so that the result will not be so different. That is why, an English teacher should be able to create a habitual learning situation to use English in the school environment.



The writer would like to give some suggestions that may be able to be considered to overcome the student's difficulties in writing text.

1. To make the students feel interested in learning English all the time, the teacher must be able to use the method of teaching English effectively.
2. The teacher should give motivation to the students to be active and make the process of teaching and learning English more enjoyable.
3. The teacher must be able to create his own to rise the students' interest in following his teaching.
4. It would be better to use media in learning progress.
5. The teacher should make a good atmosphere at the class to make students enjoy to learn English.



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