A CORRELATION BETWEEN STUDENTS’ MASTERY OF PAST TENSE AND THEIR ABILITY IN WRITING RECOUNT TEXT (A Correlation Study of Eleventh Grade of MA Hasanussholihat in the Academic Year 2010/2011)

A "Skripsi" Submitted to the Faculty of Tarbiya and Teachers' Training in a Partial Fulfillment of the Requirements for the Degree of Strata One (S1)

BY: ULUL AZMI
NIM: 104014000347

ENGLISH OF EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHERS' TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY JAKARTA
2011
Saya yang bertanda tangan di bawah ini,

Nama : Ulul Azzmi
Tempat/Tgl. Lahir : Jakarta, 6 Mei 1985
NIM : 104014000347
Jurusan / Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : A Correlation Between Students' Mastery of Past Tense and Their Ability in Writing Recount Text

Dosen Pembimbing : 1. Dr. Alek, M.Pd.
2. 

dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis.

Jakarta,

NIM. 104014000347
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Approved by Advisor;

Dr. Alek, M.Pd.
NIP. 19690912 200901 1 008

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYA AND TEACHING SCIENCE
SYARIF HIDAYATULLAH ‘STATE ISLAMIC UNIVERSITY’
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2011
ENDORSEMENT BY THE EXAMINATION COMMITTEE

The examination committee of the Faculty of Tarbiya certifies that the ‘skripsi’ (scientific paper) entitled “A Correlation between Students’ Mastery of Past Tense and Their Ability in Writing Recount Text (A Correlation Study of Eleventh Grade of MA Hasanussolihin in the Academic Year 2010/2011)” written by Ulul Azmi, student registration number: 104014000347, was examined by the committee on November 22nd 2011, and was declared to have passed and therefore, fulfilled one of the requirements for academic title of ‘S.Pd.’ in English Language Education at the Department of English Education.

Examination Committee

Jakarta, November, 2011

CHAIRMAN: Drs. Syauki, M.Pd.
NIP. 19641212199103 1 002

SECRETARY: Neneng Sunengsih, M.Pd.
NIP. 19730625 1999 03 2 001

EXAMINER I: Drs. Muhammad Farhan, M.Pd.
NIP. 19650919 200003 1 002

EXAMINER II: Drs. Nasrun Mahmud, M.Pd.
NIP. 150 041 070

Acknowledge by:
PJS Dean of Tarbiya and Teachers’ Training Faculty

Nurlena Rifai, MA, Ph.D.
NIP. 195910201986032001
ABSTRACT

AZMI, ULUL. 2011. A Correlation between Students’ Mastery of Past Tense and Their Ability in Writing Recount Text, Skripsi, English Education Department, Faculty of Tarbiya and Teaching Science, Syarif Hidayatullah ‘State Islamic University’, Jakarta. Advisor: Dr. Alek, M.Pd.

Keywords: Correlation, Past Tense, Recount Text

The objectives of the study are to find out the correlation between the students’ mastery of past tense and their ability in writing recount text. The method of this research is correlation study and applied a purposive sampling technique, with the total number of the sample is 40 students. Meanwhile, the data were gained through tests, namely Grammar Test and Writing Test. The research data were analyzed by using product moment pearson. The formula used to find out the correlation between students’ mastery of past tense and their ability in writing recount text. The result of this research are as follows, the average score of the student’s mastery in past tense is 66.15. The average score of the students’ ability in writing recount text is 71.075. The final result from the formula was 0.8107 it means that the result obtained from the computation is greater than its critical value. Based on the result, it can be concluded that there is a significant correlation between students’ mastery of past tense and their ability in writing recount text.
ABSTRAK

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Dosen Pembimbing: Dr. Alek, M.Pd.

Kata kunci : Correlation, Past Tense, Recount Text

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May Allah the Almighty bless them all, amen

Tangerang, September 2011

The Writer
TABLE OF CONTENTS

ABSTRACT ............................................................................................................. i
ABSTRAK .................................................................................................................. ii
ACKNOWLEDGEMENTS ......................................................................................... iii
TABLE OF CONTENTS ............................................................................................ iv
LIST OF TABLES ...................................................................................................... vi

CHAPTER I INTRODUCTION
A. Background of the Study ................................................................. 1
B. Identification of the Problems ...................................................... 4
C. Limitation of the Study ................................................................. 4
D. Formulation of the Problems ......................................................... 4
E. Objective of the Study ................................................................. 4
F. Significance of the Study ............................................................ 5
G. Outline of the Study ................................................................. 5

CHAPTER II THEORETICAL FRAMEWORK
A. The Concept of Tenses ................................................................. 8
   1. The Form of Past Tense .......................................................... 8
   2. The Function of Past Tense .................................................. 12
   3. The Usage of Past Tense ....................................................... 15
B. The Concept of Writing ............................................................... 18
   1. Definition of writing .............................................................. 18
   2. Teaching Writing Approaches ............................................ 19
   3. Writing Stages ................................................................. 19
C. The Concept of Recount Text .................................................... 20
   1. Types of Recount Text ........................................................ 21
   2. The Function of Recount Text .......................................... 22
D. Thinking Framework ................................................................. 23
CHAPTER III
RESEARCH METHODOLOGY
A. Place and Time of the Study ........................................ 24
B. Research Design ..................................................... 24
C. Population and Sample ............................................. 25
   1. Population ......................................................... 25
   2. Sample ............................................................ 25
D. Technique of Data Collecting ...................................... 26
E. Technique of Data Analysis ....................................... 26
F. Variable ................................................................... 29
   1. Independent Variable ............................................. 29
   2. Dependent Variable .............................................. 29
G. Hypothesis ............................................................. 29
   1. Verbal Hypothesis ................................................ 29
   2. Statistical Hypothesis ............................................ 29

CHAPTER IV
FINDINGS AND DISCUSSIONS
A. Findings ............................................................... 30
B. Discussions .......................................................... 35

CHAPTER V
CONCLUSIONS AND SUGGESTIONS
A. Conclusions ......................................................... 37
B. Suggestions ........................................................ 37

BIBLIOGRAPHY
APPENDICES
LIST OF TABLES

Table 2.1. Form of Simple Past Tense for Regular Verb ...................... 9
Table 2.2. Form of Simple Past Tense for Irregular Verb ..................... 9
Table 2.3. Form of Simple Past Tense for Irregular Verb of Be .......... 10
Table 2.4. Form of Simple Past Tense for Irregular Verb of Have and Do ........................................... 10
Table 2.5. Form of Past Continuous Tense for BE + Verb + ING........ 11
Table 2.6. Form of Past Perfect Tense for Had + the Past Participle .... 11
Table 2.7. Form of Past Perfect Tense for Verb (Had Been) + the Present Participle ........................................... 11
Table 3.1. The Evaluation of a Coefficient ........................................... 27
Table 3.2. The Specification Table of Past Tense Test Used in Try Out ................................................................ 27
Table 3.3. The Grammar Question Criteria ........................................... 28
Table 3.4. Student’s Achievement Classification .................................. 28
Table 4.1. The Score of the Test to Measure the Students’ Mastery in Past Tense (X) ........................................... 30
Table 4.2. Table of the score of the students’ ability in expressing past activities in writing (Y) .................... 31
Table 4.3. The Square and Multiplied of X and Y ................................. 33
CHAPTER I
INTRODUCTION

This chapter presents and discusses background of the study, identification of problem, limitation of study, formulation of the problem, objective and significance of study also outline of the study.

A. Background of the Study

English is one of the international languages used by many people in the world. Most of sources of information including book, science, and technology are written in English. Brumfit states that English is an international language and the most widespread medium of communication, both because of the number and geographical areas of its speakers and the large number of nonnative speakers who use it for part of their international contact.\(^1\) Thus, it is not surprising that the English role is getting more and more important in our life.

In Indonesia, English is not only taught in SMP and SMA but also taught in the elementary school even in kindergarten schools but not all kindergarten schools in Indonesia had English as their subject. In this case, English is studied as a foreign language. Thus, it is clear that English was the first foreign language taught in Indonesia and become an important subject that must be taught in their classes, it can be seen in national examination that the English have

important proportion in deciding students’ graduation.

How English was chosen as the main foreign language taught in secondary school has a long history. During the period of the country’s independence in 1945, education escaped the central government’s attention, including foreign language education. In 1950, Indonesia’s political situation was relatively more stable and steady and thus the government was also ready to choose a foreign language to be taught in schools. Even though many people were more familiar with Dutch, English was eventually selected as the first foreign language because Dutch was considered as the language of the colonialist and because it did not have the international status of English.²

Since it was first taught, there have been problems in the teaching of English as a foreign language. The changing of curriculum and approaches along with the changing of the Minister of Education was not uncommon. Bigger class sizes and teachers with poor mastery of English are two obvious factors that contribute to the ongoing problems in ELT. Other reasons for the problems are: (1) limited time allocated for teaching English, (2) students do not have enough time to actually learn to speak English in class because the teacher is more concerned to learn the grammar and syntax, (3) the absence of good and authentic learning materials, and (4) the absence of the social uses of English outside the classroom.³

Foreign language education in Indonesia, particularly the teaching of English, seems to be always problematic, before and after the decentralization era. The continually-revised curriculum does not seem to take into serious consideration factors such as suitable qualifications for teachers, time availability, number of students, or available resources and facilities, nor does it provide strategies and alternatives should problems related to English language education occur. What really happens in English classrooms in the less-privileged schools nowadays, is not addressed either in the curriculum guidelines.

This means that, hopefully students are more expected to use English and practice it in their daily life effectively after the classes of English lesson over. Because the problems that are mentioned above describe English in the classroom are not enough yet.

In order to be fluent English learners, the student has to master the four of English skills (listening, speaking, reading and writing) in the language learning process. All these language skills are related to each other. In this relation, Alexander says that in order to be a skilled performer the student must become proficient in using the units of a language. It means, they have to study about vocabulary, sound system and grammar.\(^4\)

The students must be trained adequately in all the four basic skills to make them easily practice and use the language. Although the learners have mastered the rules, they have not learned the correct distribution of rules yet. In fact, some students in Indonesia get some difficulties in learning English. They find many differences in grammar, sound system and culture concepts found in English but not in Indonesia. These differences can cause learning problems.

In my opinion most students in Indonesia, have problems in mastering grammar that can be considered complicated. Grammar is essentials as the rules of the wording to make meaningful utterances. With the skill of writing for instance, at least students have to master not only vocabulary but also grammar well. In this case, verb tenses have an essential role, because they tell readers when actions are taking place. Careful and accurate use of tenses is important to clear writing. For instance, if the verbs in a passage refer to actions occurring at past actions, then the past tense is definitely needed to be used.

In line with the background of this study, The writer interested in knowing how well students master grammar especially in past tense and how well they use it to express their past activities in the form of writing. In this case, I want to know how well the eleventh grade students of MA.

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Hasanussholihat are mastering grammar in the form of past tense and their ability in writing recount text especially in expressing past activities. I limit the study by focusing on grammar at the level of past tense and writing past activities only. Along with this, I want to know whether there is a correlation in students' mastery of past tense and their abilities in expressing past activities in writing or not. Therefore, in conducting this study, I use a correlation study.

B. Identification of the Problem

Based on identification of the background above, a number of considerations are proposed to the importance of conducting this research. They are as follows:

1. To what extent do the eleventh grade students of MA. Hasanussholihat in academic year 2010/2011 master past tense?
2. To what extent do the eleventh grade students of MA. Hasanussholihat in academic year 2010/2011 master at using past tense to express past activities in writing?
3. Is there any correlation between the students' mastery of past tense and their abilities in expressing past activities in writing?

C. Limitation of the Study

Based on identification above in the eleventh grade of MA. Hasanussholihat in academic year 2010/2011. This study is limited in using past tense to express their ability in writing recount text especially their past experience.

D. Formulation of the Problem

After conducting the limitation of the problems, the research problem was formulated into: is there correlation between students’ mastery of past tense with their ability in writing recount text?

E. Objective of the Study

The objectives of the study can be stated as follows:

1. To find out the students' mastery of past tense,
2. To find out the students' abilities in expressing past activities in writing, and
3. To find out whether or not there is a correlation between the students'
mastery of past tense and their abilities in expressing past activities in writing.

F. Significance of the Study

1. Theoretical Significance

The study will be useful for the students as the aims of this research. The aim was to improve their skills in the past tense and writing their past activities. I expect students will recognize and realize that mastering grammar, especially verb tense, is useful to have a good skill in writing.

2. Practical Significance

By conducting this research, I hope that the result will reveal the following topics:

a. The past tense’s mastery of the eleventh grade of MA. Hasanussholihat in academic year 2010/2011.

b. The abilities of the eleventh grade of MA. Hasanussholihat in academic year 2010/2011 in using past tense to express past activities in writing.

c. Whether there is a correlation or not between the students’ mastery of past tense and their abilities in expressing past activities in writing.

G. Outline of the Study

This study is divided into five chapters. Each chapter explains different matters in line with the topic that is discussed.

Chapter I is introduction. It consists of the background of the study, identification of the problem, limitation of the study, formulation of the problems, the objectives of the study, the significances of the study and the outline of the study.

Chapter II deals with the review of theoretical framework. It consists of the concept of the tenses, the concept of writing and the concept of recount text.

Chapter III presents research methodology, which consists of place and time of the research, research design, population and samples, technique of data collecting and technique of data analysis.
Chapter IV is findings and discussion. It is the analysis to answer the formulation of the problem.

Chapter V is Conclusion, it is the conclusion of the research and suggestion that the writer made from the findings that the writer had.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter writer will review the theoretical framework. It consists of the concept of the tenses, the concept of writing and the concept of recount text.

Many people in the world speak their own language without having studied its grammatical system. They speak natively and naturally without learning the rules. Children start to speak their native language before they even know the word grammar. But, if we want to study a second or foreign language the process will be different.

Grammar is the system of language. People sometimes describe grammar as the “rules” of a language. Actually the word grammar has several meanings and descriptions attempted by linguists. Different experts define the term grammar differently. Jeremy Harmer, the term grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language.\(^5\) Whereas Cook and Sutter assume that grammar is a set of rules by which people speak and write.\(^6\)

In accordance with paragraph above, it is clear that grammar is absolutely necessary need in using language both in spoken and written form. Hornby defines grammar as the rules in a language for changing the form of words and combining them into sentences. In short, grammar is something that people can


use to find their way in getting along with others in using language.  

We consider that tense is a system which we use to refer to time; past, present, and future. Many languages use tense to talk about time. In English, we use tense as a method that we use to indicate time. Other languages may have no tenses, but of course they can still talk about time using different methods. Hornby assumes that tense is any of the forms of a verb that may be used to indicate the time of the action or state expressed by the verb. In line with Hornby that says tense is a verb form that shows time, Frank states that tense is special verb endings or accompanying auxiliary verb signaling the time an event takes place. From the statements above, basically they have some opinions about tense. 

A. The Concept of Tenses

The past tense indicates definite events happened in the past. There are many definitions of past tense. According to Frank the past tense indicated definite time terminating in the past, whether a time word is given or not. While Cook and Suter write that past tense are actions or states that usually occurred or completed in the past. The term past tense then can be concluded as an activity or situation began, happened, and ended in the past, whether the time signals were mentioned or not. Most grammarians agree to divide the past tense into four forms; simple past, past continuous, past perfect, and past perfect continuous.

1. The Form of Past Tense

Similar to other tenses, the writer will mention the four forms of past tense. First is the form of simple past, The simple past tense is the most common tense in English. The simple past tense is formed by using the simple past form of the

---

verb. Firstly, for the regular verb, the past form is made by adding –ED to the verb. The examples are (walked, smiled, worked, danced…). The following is the other pattern to add –ED which slight changes at the end. As seen in the table below.

Table 2.1
Form of Simple Past Tense for Regular Verb

<table>
<thead>
<tr>
<th>VERB ENDING IN</th>
<th>HOW TO MAKE THE SIMPLE PAST</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Add –D</td>
<td>Live- lived</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date- dated</td>
</tr>
<tr>
<td>Consonant + Y</td>
<td>Change Y to I then add -ED</td>
<td>Try- tried</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cry- cried</td>
</tr>
<tr>
<td>One vowel + one consonant (not W or Y)</td>
<td>Double the consonant, Then add –ED</td>
<td>Tap- tapped Committed</td>
</tr>
<tr>
<td>Anything else</td>
<td>Add -ED</td>
<td>Boil- boiled</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fill- filled</td>
</tr>
</tbody>
</table>

Although many verbs in English formed their past tense with –ED, some do not. We call this second form as irregular verbs. They have some patterns. The only way to know how an irregular verb will change in the past tense is to learn all of the important verbs. The following is a list of three main categories of irregular verbs. As seen in the table below.

Table 2.2
Form of Simple Past Tense for Irregular Verb

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb which do not change</td>
<td>Cut- cut- cut</td>
</tr>
<tr>
<td></td>
<td>Hit- hit- hit</td>
</tr>
<tr>
<td>Verbs which change their vowel</td>
<td>Get- got- got</td>
</tr>
<tr>
<td></td>
<td>Sit- sat- sat</td>
</tr>
<tr>
<td>Verbs which change completely</td>
<td>Catch- caught- caught</td>
</tr>
<tr>
<td></td>
<td>Bring- brought- brought</td>
</tr>
</tbody>
</table>

---

The three most important irregular verbs are BE, HAVE and DO. BE is ordered to be a most difficult one, because its form is different depending on the subject. As seen in the following table.

**Table 2.3**

<table>
<thead>
<tr>
<th>PRONOUN/ S</th>
<th>BE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Was</td>
</tr>
<tr>
<td>You</td>
<td>Were</td>
</tr>
<tr>
<td>He, She and It</td>
<td>Was</td>
</tr>
<tr>
<td>We</td>
<td>Were</td>
</tr>
<tr>
<td>They</td>
<td>Were</td>
</tr>
</tbody>
</table>

HAVE and DO are simpler. As seen in the following table.¹⁵

**Table 2.4**

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PAST TENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have</td>
<td>Had</td>
</tr>
<tr>
<td>Do</td>
<td>Did</td>
</tr>
</tbody>
</table>

The form of past tense can be affirmative, negative and interrogative.

Affirmative : Ryan went to the cinema last night.

Negative : Ryan did not go to the cinema last night.

Interrogative : Did Ryan go to the cinema last night?

Second is the past continuous tense, it’s commonly used in English for actions, which were going on (had not finished yet) at a particular time in the past. We use it to say what we were in the middle of doing at a particular moment in the past.

This tense was formed using two components. The verb BE (in the past tense) and the –ING form of a verb. Here are the rules using the example of Sing.

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As seen in the table below.\textsuperscript{16}

\textbf{Table 2.5}

\textbf{Form of Past Continuous Tense for BE + Verb + ING}

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>BE</th>
<th>-ING</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Was</td>
<td>Singing</td>
</tr>
<tr>
<td>You</td>
<td>Were</td>
<td>Singing</td>
</tr>
<tr>
<td>He, She And It</td>
<td>Was</td>
<td>Singing</td>
</tr>
<tr>
<td>We</td>
<td>Were</td>
<td>Singing</td>
</tr>
<tr>
<td>They</td>
<td>Were</td>
<td>Singing</td>
</tr>
</tbody>
</table>

Affirmative : I was singing a love song.
Negative : I was not singing a love song.
Interrogative : Was I singing a love song?

Third is the past perfect tense, it’s quite an easy tense to be understood and used. This tense tells about the "past in the past". The past perfect tense in English is composed of two parts had + the past participle of the main verb. As seen in the table below.\textsuperscript{17}

\textbf{Table 2.6}

\textbf{Form of Past Perfect Tense for Had + the Past Participle}

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>HAD</th>
<th>PAST PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>Had</td>
<td>Decided</td>
</tr>
</tbody>
</table>

Affirmative : She had studied.
Negative : She had not studied.
Interrogative : Had she studied?

The last is the past perfect continuous tense, it’s composed of two elements; the past perfect of the verb (had been) + the present participle (Verb+Ing). As seen in the following table.\textsuperscript{18}

\textbf{Table 2.7}

\textbf{Form of Past Perfect Tense for Verb (Had Been) + the Present Participle}

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>HAD BEEN</th>
<th>VERB –ING</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>Had been</td>
<td>Graduating</td>
</tr>
</tbody>
</table>

\textsuperscript{16} Ibid.
\textsuperscript{17} Cited from www.englishpage.com/verbpage/simplepast.html on July 3rd 2011
\textsuperscript{18} Ibid.
For negative sentences, we insert not after the first auxiliary verb. For question sentences, we exchange the subject and the first auxiliary verb. Look at these example sentences with the past perfect continuous tense.

Affirmative  : You had been watching a Cartoon Movie.
Negative     : You had not been watching a Cartoon Movie.
Interrogative: Had you been watching a Cartoon Movie?

2. The Function of Past Tense

a. Simple Past

1. Completed Action in the Past

A duration that starts and stops in the past. Duration is not important. The time of the action can be in the recent past or distant past.

E.g. - My father died last year.  
I visited my friends last week.

2. A Series of Completed Action

To list a series of completed actions in the past. These actions happen in 1st, 2nd, 3rd.

E.g. - She finished work, walked to the beach, and found a nice place to swim.

3. Single Duration

A duration that starts and stops in the past. Duration is a language action often used with expressions, such as “for two years, and all day”.

E.g. - Shawn studied Japanese for five years.

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20 Ibid.
4. Habit in the Past

```
XXXXX
PAST PRESENT FUTURE
```

The last function is to describe a habit, which stopped in the past. It can have the same meaning as “used to”. To make it clear that we are talking about a habit, we often use expression, such as “always”, “when I was child …”.

E.g. - I studied French when I was a child.

b. Past Continuous.

1. To describe actions or events in a time before now, this began in the past and was still going on at the time of speaking. In other words, it expresses an unfinished or incomplete action in the past.

2. Interrupted Action in the Past.

```
     X
PAST PRESENT FUTURE
```

To indicate that a longer action in the past was interrupted. The interruption is usually an action in the simple past which can be a real interruption or just an interruption in time.

E.g. - I was watching TV when my mother called me.

3. Specific Time as an Interruption.

```
     X
PAST PRESENT FUTURE
```

E.g. - Last night at 6 PM, I was eating dinner.

4. Parallel.

```

PAST PRESENT FUTURE
```

E.g. - I was studying while he was making dinner.

---

22 Ibid.
c. Past Perfect

1. Completed Action Before Something in Past

\[ \begin{array}{ccc}
\text{PAST} & \times & \text{PRESENT} & \text{FUTURE} \\
\end{array} \]

Expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

E.g. - I had never seen such a beautiful beach before I went to Kutai.

2. Duration before Something in the Past (Non-Continuous verbs).

\[ \begin{array}{ccc}
\text{PAST} & \times & \text{PRESENT} & \text{FUTURE} \\
\end{array} \]

To show that something started in the past and continued up until another action in the past.

E.g. - We had had that car for ten years before it broke down.


\[ \begin{array}{ccc}
\text{PAST} & \times & \text{PRESENT} & \text{FUTURE} \\
\end{array} \]

E.g. - She had visited her Japanese relatives once in 1993 before she moved with them in 1996.

d. Past Perfect Continuous

1. Duration before Something in the Past.

\[ \begin{array}{ccc}
\text{PAST} & \times & \text{PRESENT} & \text{FUTURE} \\
\end{array} \]

To show that something started in the past and continued up until another time in the past. “For two weeks” and “for five minutes” are both durations, which can be used with the past perfect continuous. Again, we are more interested in the “process”.\(^\text{24}\)

E.g. - They had been waiting there for two hours before Tony finally arrived.

2. Cause of something in the past.  
   To show cause and effect.  
   E.g. - Jason was tired because he had been working all day

3. The Usage of Past Tense
   a. Past Simple.\textsuperscript{25}
      1. The past simple was used for activities or events completed at a specific  
         time in the past (which is either understood or indicated by a time  
         expression).  
         E.g. - Manchester United thrashed Chelsea 4:1.  
         The ice sculptures attracted many visitors.  
         Many of the bars closed at midnight.
      2. It is used for two or more completed past activities or events that  
         occurred in sequence rather than in parallel.  
         E.g. - I \textbf{went} into town at ten, \textbf{booked} my summer holiday at the travel  
         agent's, \textbf{ate} lunch at Pizza Hut, \textbf{saw} the new Bond film at the  
         Odeon cinema, \textbf{did} my shopping for the weekend and \textbf{arrived}  
         home in time for tea at four.
      3. The past simple corresponds to the \textbf{foreground} in a painting. It is used  
         for the action in a story (the past continuous sets the scene).  
         E.g. - The rock groups were performing when the earthquake \textbf{struck}.  
         Nobody \textbf{noticed}.
      4. It was used with adverbs of frequency to talk about repeated actions or  
         events in the past; \textit{would} and \textit{used to} are also used to talk about past  
         habits and routines.  
         E.g. - Former British Prime Minister Margaret Thatcher often only \textbf{slept}  
         four hours a night. She \textbf{would} go to bed at one in the morning and  
         get up at five to read the morning papers. The first thing she \textbf{used}  
         \textbf{to} check was what they were saying about her.

5. It is used with verbs of perception: sound, seem, appear, smell, taste, look and feel (note that look and feel can also be used with the continuous tenses).

E.g. - The bread smelt fresh, tasted delicious, felt very soft and looked just great.

COMPARE: Max wasn’t feeling very well today. He really was looking under the weather.

6. The simple tenses are always used for so called state verbs such as agreeing, approve of, believe, belong to, consider (hold an opinion), consist, contain, cost, depend, disagree, gather (understand), hate, have (own), know, like, loathe, love, mean, own, need, possess, prefer, realize, regret, remember, resemble, suppose, think (hold an opinion), understand, want, wish, etc.

E.g. - The minister was agreeing (agreed) to resign even though he wasn’t thinking (didn’t think) he was needing (needed) to.

7. Usually preferred with so called performative verbs (i.e. Utterances which actually constitute an action) such as accept, acknowledge, admit, advise, apologize, assume, bet, deny, guarantee, hope, inform, predict, promise, recommend, suggest, warn, etc.26

E.g. - Although the rich oil sheik promised (was promising) the Hollywood actress a million dollars in cash, a new Mercedes and a house in Palm Beach, her lawyer advised her not to marry him.

b. Past Continuous.

1. The past continuous corresponds to the background in a painting. It sets the scene for all the action reported in the past simple.27

E.g. - I was sitting in my armchair looking up at the night sky. The moon was beaming brightly. All the stars were twinkling. Then it came to me: I had to get the roof fixed!

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27 Ibid.
2. It is used for temporary actions or events that were going on in or around a particular time in the past when something of shorter duration occurred.
E.g. - While I was waiting for the ferry I ate lunch at a sushi bar.
   While I was wolfing down my sushi, a small piece of fish started moving.
3. It is also used for two activities of similar duration that were going on in parallel.
   E.g. - I was washing the car while my wife was cleaning the house.
4. Remember that so-called state verbs cannot be used in continuous tense forms.
   E.g. - I was knowing (knew) Samantha very well

**c. Past Perfect.**
1. This tense is used to talk about the pre-past, i.e. Activities or events completed before (but relevant to) subsequent activities or events referred to in the past simple.  
   E.g. - I had just prepared a candlelight dinner for two when the Jehovah's Witnesses called.
   Jacky, who was quite breathless, had climbed the ten flights of stairs.
   Mandy had studied Finnish for 3 years before she immigrated to Finland.
2. If, however, the second action is a direct result of the first, then the past simple is used for both.
   E.g. - When the artist had finally appeared on stage everyone applauded
3. The past perfect tense is used to report on past intentions that were sadly never realized.
   E.g. - The boss had hoped to slip off to the golf course for the rest of the afternoon but head office wanted to speak to him about disappointing sales figures.

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d. Past Perfect Continuous.
   1. The past perfect continuous is used to report on an **activity of interest or direct relevance** that was still in progress up until or immediately prior to a subsequent event in the past.\(^29\)
      
      E.g. - When the chemistry teacher returned to the lab, he sniffed and stopped smiling. Someone had been making a stink bomb. Police arrested the chief executive whose company had been cooking the books.

   2. Remember that so called state verbs cannot be used in continuous tense forms.
      
      E.g. - In 1994 I had already been knowing (known) Samantha for 10 years

B. The Concept of Writing

1. Definition of Writing

   People consider that writing skill is the most difficult skill to develop. In the process of studying and is more complex than other skills. Writing has been a central topic in applied linguistics for many years and remains an area of lively intellectual research or debate.

   Many forms of Enquiry have been summoned to clarify both how writing best works and how it should be better thought. Its complex structure seems to constantly need adequate description and explanation.

   According to Merriam Webster dictionary writing is a letter or characters that serve as a visible sign of ideas, words, or symbol.\(^30\)

   Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system) it is distinguished from illustration, such as cave drawing and painting, and non-symbolic preservation of language via non-textual media, such as magnetic tape audio.\(^31\)

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\(^{29}\) Ibid.


2. **Teaching Writing Approaches**

According to Hyland there are three main approaches to research and teaching writing, focusing on turning on theories principally concerned with texts, writers and readers.32

1. The first approach focuses on the products of writing by examining texts in various ways, either through their formal surface elements or their discourse structure.

2. The second approach, loosely divided into expressivity, cognitive and situated strands, focuses on the writer and describes writing in terms of the process used to create texts.

3. The third approach emphasizes the role that readers pay in writing, adding a social dimension to writing research by elaborating how writers engage with an audience in creating coherent texts.

People realize that writing cannot stand alone without any other supported skills, for instance, writing has relations with reading. All writers rely on their skills as readers, because all writers must be readers. You cannot write without acknowledging your experience through reading. Through reading you can understand how the language work to communicate ideas, through reading you can evaluate how vocabulary constructs together as a certain rules of grammar or how the use of spelling, grammar, punctuation, word choices, and other elements construct as a good written text. Reading helps you to be a good writer.

3. **Writing Stages**

Good writing skills are essential for effective communication. Learning to write well of course takes time and practice. There are at least five stages in constructing a good written text.33

1. Establishing topics
2. Organizing ideas
3. Writing the first draft

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33 Cynthia A. Boardman and Jia Frydenberg, Writing to Communicate, (Prentice Hall, 2001), pp. 2–28.
4. Revising first draft
5. Proofreading the final draft

Each step has its own purposes, for example is revising. In revising, you can evaluate and change the words you think inappropriate yet. You still have an opportunity to open your mind to get the other better ideas.

Based on the 2006 English Curriculum the standard of competence of English for Senior High School is spoken and written by using kinds of language which suitable fluently and accurately using common utterances in the daily life.\(^{34}\) Whereas in writing, the standard of competence is: to express various meanings fluently and accurately (interpersonal, ideational and textual) in various writing texts, to read interaction and monologue particularly in forms of description, narrative, spoof, recount, reports, news item, anecdote, analytical exposition, explanation, discussion, commentary, and reviews. These various writing texts are called genres. The objective of the writing skill in this curriculum is: students can express their daily life activities into a writing text. The indicator that shows students achieve the goal of the skill is they can produce a simple text in the notion of daily life context.

C. The Concept of Recount Text

Recount is a text that retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from the narrative. Moreover, Recount is very similar to narrative. Recount explores the series of events that happened to participant/s. These events are the main element in composing recount text. However, it just focuses on the events themselves. It does not include the conflict inside the events will be told in chronological order based on time and place. If we get recount text with complete generic structure, it will be constructed by structuring orientation, events and re-orientation.\(^{35}\)


The absence of complication, problem, and conflict in the generic structure is actually differentiating from the narrative. Arranging these series of event in beautiful and attractive way is the power of the writer in composing recount text. In writing recount text there are three generic structures of the recount. There are:

1. **Orientation**: Introducing the participants, place and time.

   The orientation provides all the necessary background information to make sense of the text. To ensure that the orientation is detailed and thorough, it uses 5w (who, what, where, when, and why). The author needs to give information about what happened, who or what was involved, when and where the events occurred and why.

2. **Events**: Describing a series of event that happened in the past.

   Events should be selected carefully to add the readers’ understanding of the topic. Students should be prepared to discard unimportant or uninteresting events and details. Events are usually sequenced chronologically, but students should be encouraged to experiment with arranging events in order of importance. Unity between paragraph is created through the use of time connectors (before, throughout, finally) so that the separate events form part of coherent text.

2. **Reorientation**: It is optional. Stating personal comment of the writer to the story.

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

1. **Types of Recount Text**

   There are five types of recount, namely:

   1. **Personal recount** is retelling an event that the writer was personally involved in. For example: personal experience, personal letter, diary, entries, journal, anecdotes, and postcard. Personal recount is usually written in the first person (I and we) and often to entertain and inform.

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2. Factual recount is concerned with recalling events accurately. It can range from the everyday task such as accidents, structured research, science, news recording and police report. The emphasis is on using language that is precise, factual, and detailed, so that the readers gains a complete picture of an event, experience or achievement.

3. Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real such as fiction.

4. A procedural recount records the steps taken in completing a task or procedures. Example: include a flow chart of the actions required for making bread and the steps to solve a mathematical problem.

A biographical recount tells the story of a person’s life using a third person narrator (he, she, and they). In this case, of autobiography, first person narration (I, we) is used.

2. The Function of Recount Text

The social function of Recount text is to retell past events or something which happened in the past. The purpose of this text can be only to inform or even just to entertain. Derewianka identified three types of Recount text, namely Personal Recount, Factual Recount, and Imaginative Recount. Personal Recount exposes an event in which the writer or the author got involved or acted in the event himself. Belong to this type among others are daily funny incidents, entries of a diary, etc. Factual Recount is a note of an event, such as scientific experiment reports, police report, newspaper report, historical explanation, etc. Imaginative Recount is an unreal event or story, like reading texts for a language lesson, a story about a life of a slave, etc. Hardy and Klarwein divided two kinds of Recount, namely Personal Recount as in personal letters and excursion write-ups and Historical Recount which attempts to retell past experience in the objective view, such as report of science experiment and police reports.


D. Thinking Framework

Based on theoretical studies above the thinking framework can be formulated as follows:

Grammar is absolutely necessary need in using language both in spoken and written form. In short, grammar is something that people can use to find their way in getting along with others in using language.

Writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system) it is distinguished from illustration, Good writing skills are essential for effective communication.

Students’ good grammar skill will make a good writing skill.
CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the research methodology used in this study. It comprises research design, place and time of the study, population and sample, technique of data collecting and technique of data analysis.

A. Place and Time of the Study

The writer conducted the research at Eleventh Grade of MA Hasanussholihat Tangerang, which located at Kampung Pakulonan Barat, Kelapa Dua, Tangerang, Banten. The research was conducted from 16th June 2011 up to 21st June 2011.

B. Research Design

According to Arikunto, research instrument is a device used by the researcher while collecting data to make his work become easier and get a better result, complete and systematic in order to make the data easy to be processed. 39 In this research I used a test method as the instrument. Test is a set of questions or other practices or devices used to measure the skill, intelligence, ability and talent of an individual or a group. The type of test used here was achievement test. Achievement tests attempt to measure what individuals have learned – his or her present level of performance. 40 To get the empirical data of the student’s mastery of past tense and their abilities in using

past tense to express past activities in writing, I administered two kinds of tests, namely Grammar Test and Writing Test. Both of the tests were in written form.

In Grammar Test, I used the Multiple Choice test. The reasons for using multiple choice tests were; the technique of scoring was easy and it was more practical for the students to answer. The multiple choice item consists of a premise and a set of alternative answers. Premise known as the stem is presented as incomplete statement, which the students asked to select only one true answer. I gave 50 Questions and 60 minutes for students to do. While in writing test, I emphasized student to retell their past activities into a good writing construction. The tense that is requested to be used is past tense which makes up some sequence events about to retell or inform the reader what happen. The examples of writing are diary, letter for friends in retelling holiday activities and etc. I asked students to make up 15 sentences in 45 minutes.

C. Population and Sample

1. Population

The first step in selecting sample is to determine the population. A population is the entire group of individuals that the researcher wishes to study. Irianto says that a population consists of every number of groups that researcher would like to study.\(^4^1\)

In this study the population is the eleventh class of MA Hasanussholihah academic year 2010/2011, the total are 120 students.

2. Sample

In this study, there were three classes of the eleventh class of MA. Hasanussholihah. Each class consists of 40 students. All students of eleventh class were 120. It meant that I had to take one class or in other word 40 students, because the purposive sampling technique was used.

Purposive sampling technique is a judgment sampling in which sample element judged to be ‘typical’ or representative or chosen from the population.\(^4^2\)

D. Technique of Data Collecting

Although the writer thought the random sampling technique was the best way to take the sample, at last the writer used the purposive sampling technique.

In this research writer applied two techniques in collecting data. First technique was collecting documentation. The writer collected the student’s data and the score of the students. Second technique was the test. Writer divided test into two tests, multiple choice test and essay tests.

E. Technique of Data Analysis

In finding out the correlation between the students’ mastery of past tense and their abilities in expressing past activities in writing, I applied the product-moment correlation. The formula is:

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

Where,
\[ r_{xy} \] = Correlation coefficient.
\[ N \] = the number of students/subjects participating in the test.
\[ \Sigma x \] = the sum of score in grammar test.
\[ \Sigma x^2 \] = the sum of square score in grammar test
\[ \Sigma y \] = the sum of score in writing test
\[ \Sigma y^2 \] = the sum of square total score in writing test
\[ \Sigma xy \] = the sum of multiple of score from grammar test and writing test in each number.

In order to know is there any correlation between past tense mastery to students’ ability in writing recount text after getting the result from the formula the writer uses the criterion that suggested by Best.
As seen in the table below.

### Table 3.1

The Evaluation of a Coefficient

<table>
<thead>
<tr>
<th>Coefficient</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.80 to 1.00</td>
<td>High to very high</td>
</tr>
<tr>
<td>0.60 to 0.80</td>
<td>Substantial</td>
</tr>
<tr>
<td>0.40 to 0.60</td>
<td>Moderate</td>
</tr>
<tr>
<td>0.20 to 0.40</td>
<td>Low</td>
</tr>
<tr>
<td>0.00 to 0.20</td>
<td>Negligible</td>
</tr>
</tbody>
</table>

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 valid and reliable. So, before the test was used as an instrument to collect the data, it had been tried out first to the students in another class. Students were given 60 minutes in doing each test. After scoring the result of the tryout, I did an analysis to find out the validity and reliability of the item of the tryout. All of them were used to decide which items should be used in making an instrument, such as the following table.

### Table 3.2

The Specification Table of Past Tense Test Used in Try Out

<table>
<thead>
<tr>
<th>No</th>
<th>Past tense type</th>
<th>Item Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple Past Tense Regular Verbs</td>
<td>14 items</td>
</tr>
<tr>
<td>2.</td>
<td>Simple Past Tense Irregular</td>
<td>11 items</td>
</tr>
<tr>
<td>3.</td>
<td>Past Continuous</td>
<td>10 items</td>
</tr>
<tr>
<td>4.</td>
<td>Past Perfect</td>
<td>10 items</td>
</tr>
<tr>
<td>5.</td>
<td>Past Perfect Continuous</td>
<td>5 items</td>
</tr>
</tbody>
</table>

50 items

The distribution questions of items were arranged as listed below:

1. Simple Past tense Regular: 8, 12, 16, 21, 26, 31, 36, 38, 40, 41, 44, 45, 48, and 49.
2. Simple Past Tense Irregular: 1, 2, 5, 7, 30, 32, 35, 37, 39, 42 and 50.
3. Past continuous: 3, 11, 13, 15, 18, 19, 22, 27, 33, and 47.

---


After conducting and getting the result of the try out, then I classified and selected the items by using this formula:

\[ P = \frac{B}{JS} \]

Where,

\[ P \] = item difficulty
\[ B \] = number of students who answered the item correctly
\[ JS \] = number of students

The criteria are as seen in the following table:

<table>
<thead>
<tr>
<th>Interval</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,00 &lt; P</td>
<td>Too Easy</td>
</tr>
<tr>
<td>0,70 &lt; P ≤1,00</td>
<td>Easy</td>
</tr>
<tr>
<td>0,30 &lt; P ≤0,70</td>
<td>Medium</td>
</tr>
<tr>
<td>0,00 &lt; P ≤0,30</td>
<td>Difficult</td>
</tr>
<tr>
<td>P ≤0,00</td>
<td>Too Difficult</td>
</tr>
</tbody>
</table>

In classifying the score, I used the measurement of a student’s achievement suggested by Harris.\(^{44}\) As seen in the table below.

<table>
<thead>
<tr>
<th>Student’s achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Score</td>
</tr>
<tr>
<td>91 – 100</td>
</tr>
<tr>
<td>81 – 90</td>
</tr>
<tr>
<td>71 – 80</td>
</tr>
<tr>
<td>61 – 70</td>
</tr>
<tr>
<td>51 – 60</td>
</tr>
<tr>
<td>Less than 50</td>
</tr>
</tbody>
</table>

F. Variables

In this research there are two variables that the writer used, namely:

1. Independent Variable
   Independent variable is students’ mastery of past tense which is can be symbolized by X

2. Dependent Variable
   Dependent variable is students’ writing skill which is can be symbolized by Y

G. Hypothesis

1. Verbal Hypothesis
   Verbal Hypothesis of the research is:
   $H_0 = \text{There is no significance correlation between students’ mastery in past tense and their ability in writing recount text on the eleventh grade students of MA. Hasanussholihat Pakulonan Barat Tangerang}$
   $H_1 = \text{There is significance correlation between students’ mastery in past tense and their ability in writing recount text on the eleventh grade students of MA. Hasanussholihat Pakulonan Barat Tangerang}$

2. Statistical Hypothesis
   Statistical Hypothesis of the research is:
   $X = \text{Students’ mastery in past tense}$
   $Y = \text{Students’ ability in writing recount text}$
   $H_0 = XY = 0$
   $H_1 = XY \neq 0$
   $H_0 = \text{There is no significance correlation between X variable and Y variable.}$
   $H_1 = \text{There is significance correlation between X variable and Y variable.}$
CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses about the findings of the research based on the data were gained during the research. It presents finding and discussion.

A. Finding

1. Based on the test that was given, the eleventh grade student of MA. Hasanussholihat had average score 66.15 it means that they had fair in past tense mastery. As seen in the table below.

Table 4.1
The Score of the Test to Measure the Students’ Mastery in Past Tense (X)

<table>
<thead>
<tr>
<th>Students' Number</th>
<th>Students' Name</th>
<th>Score Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAN</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>AR</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>AM</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>AO</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>AK</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>ARD</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>AL</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>DR</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>DK</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>ERN</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>FK</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>FN</td>
<td>7</td>
</tr>
<tr>
<td>13</td>
<td>HS</td>
<td>9</td>
</tr>
<tr>
<td>14</td>
<td>HEC</td>
<td>8</td>
</tr>
<tr>
<td>15</td>
<td>IN</td>
<td>7</td>
</tr>
<tr>
<td>16</td>
<td>IYP</td>
<td>4</td>
</tr>
</tbody>
</table>
2. Based on the test that was given, the eleventh grade student of MA. Hasanussholihat had average score 71.075 its mean that they had well in expressing past activities in writing recount text.

**Table 4.2**

Score of the Students’ Ability in Expressing Past Activities in Writing (Y)

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Students’ Name</th>
<th>Score Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AAN</td>
<td>95</td>
</tr>
<tr>
<td>2</td>
<td>AR</td>
<td>40</td>
</tr>
<tr>
<td>3</td>
<td>AM</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>AO</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>AK</td>
<td>75</td>
</tr>
<tr>
<td>6</td>
<td>ARD</td>
<td>57</td>
</tr>
<tr>
<td>7</td>
<td>AL</td>
<td>89</td>
</tr>
</tbody>
</table>

Average: 66.15
<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Students’ Name</th>
<th>Score Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>DR</td>
<td>68</td>
</tr>
<tr>
<td>9</td>
<td>DK</td>
<td>90</td>
</tr>
<tr>
<td>10</td>
<td>ERN</td>
<td>85</td>
</tr>
<tr>
<td>11</td>
<td>FK</td>
<td>64</td>
</tr>
<tr>
<td>12</td>
<td>FN</td>
<td>90</td>
</tr>
<tr>
<td>13</td>
<td>HS</td>
<td>93</td>
</tr>
<tr>
<td>14</td>
<td>HEC</td>
<td>85</td>
</tr>
<tr>
<td>15</td>
<td>IN</td>
<td>75</td>
</tr>
<tr>
<td>16</td>
<td>IYP</td>
<td>47</td>
</tr>
<tr>
<td>17</td>
<td>JA</td>
<td>87</td>
</tr>
<tr>
<td>18</td>
<td>MA</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>MAR</td>
<td>74</td>
</tr>
<tr>
<td>20</td>
<td>MF</td>
<td>78</td>
</tr>
<tr>
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<tr>
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Average: 71.075

3. The research findings indicate that there is a significant correlation between the students’ mastery of past tense and their ability in expressing past activities in writing recount text. From the statistical analysis, it was found out that there was a positive correlation between the students' mastery of past tense and their ability in expressing past activities in writing.
It was proved by the value of $r_{xy}$ of the correlation was greater than $r$ table. The value of $r_{xy}$ was 0.8107. When we consulted it to the $r$ table with $N = 40$, it could be seen obviously that the value of $r_{xy}$ is greater than the $r$ table. These facts imply that the students’ mastery of past tense give a useful contribution in their ability in expressing past activities in writing. As seen in the table and the computation of the formula below.

**Table 4.3**

The Square and Multiplied of X and Y

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To interpret the research findings, the writer uses the Pearson Product Moment Correlation Formula to compute the data that have been obtained as follows:

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

\[
r_{xy} = \frac{40(197458) - (2646)(2879)}{\sqrt{[40(185820) - (2646)^2]} \sqrt{[40(214151) - (2879)^2]}}
\]

\[
r_{xy} = \frac{7898320 - 7617834}{\sqrt{[7432800 - 7001316]} \sqrt{[8566040 - 8288641]}}
\]

\[
r_{xy} = \frac{780486}{345967.093}
\]

\[
r_{xy} = 0.8107
\]

**B. Test of Hypothesis**

From the computation above, it was obtained that \( r_{xy} \) is 0.8107 and then \( r_{xy} \) is consulted to the critical value for \( r \) table of Product Moment to examine whether \( r_{xy} \) value is significant or not. The value of \( r \) table with \( N = 40 \) and the 5% significant level is 0.312. Therefore, it can be concluded that \( r_{xy} \) is greater than \( r \) table in the other words, 0.8107 is greater than 0.312.
Based on the hypothesis it can be concluded that $H_0$ is rejected and $H_1$ is accepted. That means there is significance correlation between students’ mastery in past tense and their ability in writing recount text.

C. Discussion

The purpose of the data analysis in this research is meant to measure the significant correlation between the students’ mastery of past tense and their ability in writing recount text in expressing their past activities of the eleventh grade students of MA Hasanussholihat in the academic year 2010/2011.

Did every student with good score in the test of mastery in past tense also have good score in writing recount text? From the analysis above, it could be seen that among the sample of 40 students, there were 1 student got excellent, 9 students got very good, 7 students got good, 3 students got fair, 12 students poor, and 8 students got very poor in the test of mastering past tense. Among the sample of 40 students, there were 2 students got excellent, 9 students got very good, 11 students got good, 9 students got fair, 6 students poor, and 3 students got very poor on the score of the students’ ability in expressing past activities in writing.

The students who had high score in the score of mastering past tense affect the students’ ability in expressing past tense in writing. This is proved by the fact that the students who passed the test of mastering past tense well, also can express past activities in writing well.

Briefly there are five students who get good scores they are, student number 7 who got 90 in past tense mastery and 89 in writing, student number 13 who got 90 in past tense mastery and 93 in writing, student number 17 who got 90 in past tense mastery and 87 in writing, student number 21 who got 86 in past tense mastery and 85 in writing, student number 27 who got 90 in past tense mastery and 78 in writing and student number 39 who got 94 in past tense mastery and 87 in writing.

In contrast, the students who could not pass the test of mastering past tense well also had a poor level to express past activities in writing recount text. They are, student number 4 who got 44 in past tense mastery and 60 in
writing, student number 6 who got 36 in past tense mastery and 57 in writing, student number 8 who got 44 in past tense mastery and 68 in writing, student number 16 who got 42 in past tense mastery and 47 in writing, student number 24 who got 46 in past tense mastery and 75 in writing, student number 28 who got 46 in past tense mastery and 65 in writing, student number 33 who got 46 in past tense mastery and 55 in writing and student number 38 who got 42 in past tense mastery and 49 in writing.

By looking at the explanation above, we can see it clearly that almost all the students who failed to pass the test of students’ mastery in past tense well also got poor or poor to average result in expressing past tense in writing.

According to the criterion of MA. Hasanussholihat taken from the English Curriculum 2006, the students are considered to be successful if they get at least 68 of the highest possible score 100 and they are considered to be failed if the score they get are under 68. In this case, 19 (47.5%) students got a successful result in past tense test and 25 (62.5%) students got a successful result in writing test. While 21 (52.5%) students failed in past tense test and 15 (37.5%) students failed in writing test.

Based on the findings above, the writer takes a conclusion that there is a correlation between the students’ mastery of past tense and their ability in expressing past activities in writing.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the study, it can be concluded as follows:

1. The average score of the student’s mastery in past tense is 66.15. One student (2.5%) gets excellent level, 9 students (22.5%) get very good, 7 students (17.5%) get good, 3 students (7.5%) get fair, 12 students (30%) get poor and 8 students (20%) get very poor.

2. The average score of the students’ ability in writing recount text is 71.075. Two students (5%) get excellent level, 9 students (22.5%) get very good, 11 students (27.5%) get good, 9 students (22.5%) get fair, 6 students (15%) get poor and 3 students (7.5%) get very poor.

3. There is a significant correlation between the students’ mastery of past tense and their ability in writing recount text. This result is obtained from the computation of the correlation between the students’ mastery of past tense and their ability in writing recount text applied to the sample is 0.8107. It means that the result obtained from the computation is greater than its critical value. Therefore, I conclude that the correlation between the two variables above is highly significant.

B. Suggestion

Based on the result of the research, I would like to offer some suggestions to improve the students’ ability in expressing past activities in writing. The suggestions are:
1. The students should improve their mastery of past tense because the mastery of past tense can improve their ability in expressing past activities in writing.

2. The students should read as much as possible in order to enrich and support their knowledge and improve their ability in expressing past activities.

3. It is essential for the teacher to know that one of the factors affect the student's ability in expressing past activities especially in writing is the students’ mastery of past tense.

4. The teacher should provide an opportunity for students to have an extensive writing practice in the class and give students more writing assignments.
BIBLIOGRAPHY


www.englishclub.com


www.ssdec.nsw.edu.au


No : Istimewa
Lamp : 1 (Satu) Berkas
Hal : Pengajuan Judul Skripsi

Kepada Yth,
Bapak Ketua Jurusan Pendidikan Bahasa Inggris
Fakultas Ilmu Tarbiyah dan Ilmu Keguruan UIN Syarif Hidayatullah Jakarta
Di Tempat

Assalamu'alaikum Wr. Wb.

Teriring doa kami sampaikan semoga bapak selalu dalam lindungan Allah SWT., serta selalu sukses dalam menjalankan aktivitas sehari-hari, amin.
Dengan ini saya:
Nama : Ulul Azmi
NIM : 104014000347
Semester : XIII
Jurusan/ Fakultas : Pendidikan Bahasa Inggris/ FITK

Bermaksud untuk mengajukan judul skripsi

"A CORRELATION BETWEEN STUDENTS MASTERY OF PAST TENSE AND THEIR ABILITY IN WRITING RECOUNT TEXT: (A CASE STUDY OF ELEVENTH GRADE OF MA HASANUSSHOLIHIN IN THE ACADEMIC YEAR 2010/2011)"

Sebagai bahan pertimbangan bapak maka dengan ini saya lampirkan:
1. Abstrak Skripsi
2. Outline Skripsi
3. Daftar Referensi Sementara

Demikian surat ini saya buat, atas segala perhatian bapak saya ucapkan terima kasih.

Wassalamualaikum Wr. Wb.

Pemohon,

[Signature]

[Stamp]

[Date]

Diterima Pembimbing:
(Dr. Alek, M转身)
[Signature]
[Stamp]
[Date]
KEMENTERIAN AGAMA
UIN JAKARTA
FITK
FORM (FR)

SURAT BIMBINGAN SKRIPSI

Nomor : Un.01/F.I/KM.01.3/....../2011
Lamp. : -
Hal : Bimbingan Skripsi

Jakarta, 22 Maret 2011

Kepada Yth.

Dr. Alek, M.Pd
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing I/II (materi/teknis) penulisan skripsi mahasiswa:

Nama : Ulul Azni
NIM : 104014000347
Jurusan : Pendidikan Bahasa Inggris
Semester : XIV (Empat belas)

Judul Skripsi : "A Correlation Between students' Mastery In Past Tense and Their Ability in Writing Recount Text"

(A Correlational Study at MA Hasanussallihin)


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr.wb.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Drs. Syedki, M.Pd
NIP. 1954-1212-199103-1002

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
Choose the right answer for the question below!

1. That woman _____ a new book this morning.
   a. buy  c. bought  
   b. had bought  d. buying

2. This morning my teacher _____ English.
   a. teaching  c. taught  
   b. teach  d. thought

3. My brother and sister _____ playing tennis at 11 am yesterday.
   a. were  c. are  
   b. was  d. is

4. After Fred _____ his holiday in Italy he wanted to learn Italian.
   a. spent  c. spending  
   b. had spent  d. had been spending

5. She _____ milk this morning.
   a. drink  c. drank  
   b. drinking  d. had drank

6. Jill _____ Dad at work before she left for her trip.
   a. calling  c. had called  
   b. called  d. had been calling

7. Last month the man _____ a horse.
   a. rode  c. riding  
   b. ride  d. ridded

   a. watched  c. watching  
   b. had been watching  d. watch

9. I left without him last night, but I told him to meet me early because the film started at 8:00. I _____ to get tickets for that movie for months, and I didn't want to miss it.
   a. watched  c. watching  
   b. watch  d. had been trying

10. Susan turned on the radio after she _____ the dishes.
    a. washed  c. had washed  
    b. washing  d. wash

11. _____ you still working at 7pm last night?
    a. was  c. are  
    b. were  d. is

12. He _____ a box to a storage room just now.
    a. carry  c. carried  
    b. carrying  d. had been carrying

13. At 8.30am today I _____ driving to work.
    a. were  c. was  
    b. am  d. is

14. When she arrived the match _____.
    a. started  c. had been starting  
    b. starting  d. had started

15. We _____ sleeping at 11 pm.
    a. are  c. was  
    b. were  d. is

16. They _____ their father last week.
    a. helped  c. helping  
    b. help  d. had helped

17. By the time I finally left the coffee house where we were supposed to meet, I _____ three cups of coffee.
    a. drunk  c. had been drinking  
    b. drinking  d. had drunk

18. Why _____ he having lunch at 4 pm?
    a. was  c. were  
    b. does  d. is

19. I met John in town yesterday. He _____
    a. was shopping  c. were shopping  
    b. was shopped  d. were shopped

20. After the man _____ home he fed the cat.
    a. have come  c. had come  
    b. has come  d. had been coming

21. Yesterday my team _____ very well.
    a. plays  c. played  
    b. playing  d. play

22. Mary waited for me when I _____
    a. arrives  c. arriving  
    b. arrived  d. had arrived

23. Before he sang a song he _____ the guitar.
    a. played  c. was playing  
    b. had played  d. playing
24. I had to leave because I _____ to meet John in front of the cinema.
   a. arranges  c. had arranged
   b. had been arranging  d. arranging

25. She watched a video after the children _____ to bed.
   a. goes  c. had gone
   b. gone  d. went

26. I _____ to Andrew last month about his marriage.
   a. talking  c. talk
   b. talks  d. talked

27. Was he having a shower when I _____?
   a. called  c. call
   b. calling  d. had called

28. He was very upset because he _____ for more than half an hour.
   a. waited  c. had waited
   b. wait  d. had been waiting

29. After Eric _____ breakfast he phoned his friend.
   a. had made  c. making
   b. make  d. had been making

30. Sakda _____ to Hong Kong last year.
   a. gone  b. go
   c. went  d. had been going

31. Susan _____ with Peter at prom last night.
   a. dancing  c. dance
   b. danced  d. had danced

32. The birds _____ in the sky this morning.
   a. flying  c. had flown
   b. flyed  d. flew

33. The telephone rang while we _____ TV.
   a. were watching  c. had watched
   b. watched  d. watching

34. I was very tired because I _____ too much.
   a. studied  c. had studied
   b. had been studying  d. studying

35. The farmer _____ rice last year.
   a. grow  c. growing
   b. grew  d. had grown

36. He _____ the exercise very well.
   a. explained  c. explain
   b. explaining  d. had been explaining

37. He _____ happy yesterday.
   a. feel  c. felt
   b. feeling  d. had felt

38. We _____ this trip one month ago.
   a. planned  c. planning
   b. plans  d. had been planning

39. The students _____ in the hall last week.
   a. met  c. meet
   b. meeting  d. had been meeting

40. She _____ her hair yesterday.
   a. washed  c. wash
   b. washing  d. had washed

41. The car _____ at the traffic lights.
   a. stopping  c. stopped
   b. had stopped  d. stops

42. We _____ a cake for his birthday.
   a. making  c. make
   b. made  d. had made

43. They _____ their bikes before they met their friends.
   a. rides  c. rode
   b. ridding  d. had ridden

44. He _____ to school yesterday.
   a. walks  c. walking
   b. walked  d. had been walking

45. The janitor _____ the blackboard yesterday.
   a. cleaning  c. had cleaned
   b. cleans  d. cleaned

46. He was very upset because he _____ for more than half an hour.
   a. waits  c. had been waiting
   b. had waited  d. waited

47. I _____ letters all day long yesterday.
   a. was writing  c. writing
   b. wrote  d. had wrote

48. We _____ hard last week.
   a. worked  c. had worked
   b. working  d. had been working

49. He _____ his parents last weekend.
   a. visiting  c. had visited
   b. visits  d. visited

50. I _____ a good movie last night.
   a. see  c. had seen
   b. saw  d. seeing
Write one paragraph that consists of 15 sentences about your past experiences or holiday!
### Answer keys for the test items

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<td>c. had washed</td>
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<td>b. grew</td>
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<tr>
<td>11.</td>
<td>b. were</td>
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<tr>
<td>12.</td>
<td>c. carried</td>
<td>37.</td>
<td>c. felt</td>
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</tr>
<tr>
<td>13.</td>
<td>c. was</td>
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</tr>
<tr>
<td>14.</td>
<td>d. had started</td>
<td>39.</td>
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</tr>
<tr>
<td>15.</td>
<td>b. were</td>
<td>40.</td>
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<tr>
<td>16.</td>
<td>a. helped</td>
<td>41.</td>
<td>c. stopped</td>
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<tr>
<td>17.</td>
<td>d. had drunk</td>
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</tr>
<tr>
<td>18.</td>
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<td>43.</td>
<td>d. had ridden</td>
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<tr>
<td>19.</td>
<td>a. was shopping</td>
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<td>b. walked</td>
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<tr>
<td>20.</td>
<td>c. had come</td>
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<td>d. cleaned</td>
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<td>21.</td>
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<td>c. had been waiting</td>
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<td>22.</td>
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<td>a. was writing</td>
<td></td>
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<td>23.</td>
<td>b. had played</td>
<td>48.</td>
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<td>24.</td>
<td>c. had arranged</td>
<td>49.</td>
<td>d. visited</td>
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<tr>
<td>25.</td>
<td>c. had gone</td>
<td>50.</td>
<td>b. saw</td>
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</table>
SURAT KETERANGAN
NOMOR : 011/MA-HS/SK/VI/2011

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Hasanussholihat Pakulonan Barat
Kec. Kelapa Dua Kab. Tangerang Propinsi Banten menerangkan bahwa :

Nama : ULUL AZMI
NIM : 104014000347
Semester : XIV (Empat Belas)
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Ilmu Tarbiyah dan Keguruan UIN Tangerang

Benar nama tersebut di atas telah melaksanakan penelitian (riset) pada sekolah yang kami
pimpin guna penyelesaian tugas akhir (skripsi) yang berjudul "A CORRELATION BETWEEN
STUDENTS MASTERY OF PAST TENSE AND THEIR ABILITY IN
WRITING RECOUNT TEXT" (A Correlation Study of Eleventh Grade of MA Hasanussholihat in
the Academic Year 2010/2011).

Demikian Surat Keterangan ini kami buat dengan sebenarnya, agar dapat dipergunakan
sebagaimana mestinya.

Tangerang, 4 Juli 2011
Kepala MA. Hasanussholihat

[Signature]

ABDUL FATAH, S.Pd.I
Nama Lengkap: Ulul Azmi
Jenis Kelamin: Laki-Laki
Tempat, Tanggal Lahir: Jakarta, 6 Mei 1985
No. KTP: 3603280605850003
Agama: Islam
Alamat Lengkap: Jl. Raya Gading Serpong, Kp. Pakulonan Barat RT 002/03 no. 25 Pakulonan Barat Kelapa Dua, Tangerang. 15810
No. Tlp/HP: 081287539865

Riwayat Pendidikan:
1. SDN 06 Sukabumi Selatan Kebon Jeruk (Berijasah) 1991 – 1997
2. MTs. Hasanussholihat Tangerang (Berijasah) 1997 – 2000
4. MA. Jami'at Kheir (berijasah) 2001 – 2004

Nama Bapak: H. Syahrodji (Kandung)
Nama Ibu: Almh. Hj. Murni (Kandung)
Nama Suami/Isteri: –