WRITING RECOUNT TEXT ABILITY OF THE SEVENTH SEMESTER STUDENTS ENGLISH DEPARTMENT IAIN PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the requirement for the Degree of Education Scholar (S.Pd) in English

Written By:

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TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN 2018

WRITING RECOUNT TEXT ABILITY OF THE SEVENTH SEMESTER
STUDENTS ENGLISH DEPARTMENT
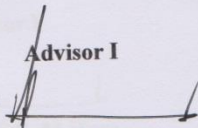**IAIN PADANGSIDIMPUAN**

A THESIS

Submitted to State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfilment of the requirement for the Degree of Education
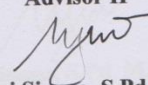*Graduate (S.Pd) in English*

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2019

LETTER OF AGREEMENT

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To:
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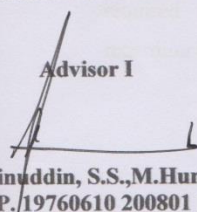Training Faculty
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Padangsidimpuan

Assalamu'alaikumWr.Wb.

After Reading, studying and giving advice for necessary revision on thesis belongs to **ADE SYAHPUTRA,** entitled **"Writing Recount Text Ability of the Seventh Semester Students English Department IAIN Padangsidimpuan at Seventh Semester IAIN Padangsidimpuan".** We assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate Education (S.Pd) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan
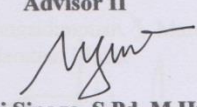
Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikumWr.Wb

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DECLARATION LETTER OF SELF THESIS COMPLECTION

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I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14, Verse2.

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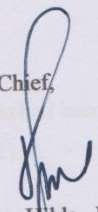**ADE SYAHPUTRA**
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EXAMINERS

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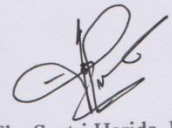
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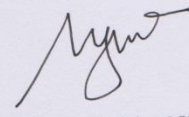
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Date	: March, 1st 2019
Time	: 08.00 WIB - finish
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IPK	: 3.23
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LEGALIZATION

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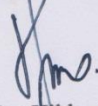: **Ade Syahputra**
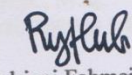
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The thesis had been accepted as a partial fulfillment of the requirement for Degree of Education (S.Pd.).

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بِسْـــمِ اللهِ الرَّحْمٰنِ الرَّحِـــــيْمِ

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I realize this thesis can not be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidimpuan, 1 Maret 2018
Researcher

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TITLE OF THE THESIS :**WRITING RECOUNT TEXT ABILITY OF THE SEVENTH SEMESTER STUDENTS ENGLISH DEPARTMENT IAIN PADANGSIDIMPUAN**

ABSTRACT

This research discuss about students` ability in writing recount text at seventh semester IAIN Padangsidimpuan. The problem of this research were most of the students confused in using verbal and nominal sentence. This research wants to know how the students` ability in writing recount text at seventh semester IAIN Padangsidimpuan.

This research observed one variable and type of research is descriptive method in quantitative research. The population of this research is the English Education Department students and the sample of this research was class TBI-2 in seventh semester, and the researcher used test of the instrument for collecting. The test was written test, in this test the researcher asked the students how to use simple past tense in writing recount text.

Based on the result of the research and calculation of the data, it was found that the students`ability in writing recount text at seventh semester IAIN Padangsidimpuan is categorized good, because from the test the researcher got the means score from the students` test was 66.71% it mean the hypothesis was accepted.

Keywords : *Writing, Ability, and Recount Text*

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ABSTRAK

Penelitian ini membahas tentang kemampuan siswa dalam menulis teks recount di IAIN Padangsidimpuan semester tujuh. Masalah dalam penelitian ini adalah sebagian besar siswa bingung dalam menggunakan kalimat verbal dan nominal. Penelitian ini ingin mengetahui bagaimana kemampuan siswa daam menulis teks recount di IAIN Padangsidimpuan semester tujuh.

Penelitian ini mengmati satu variable dan jenis penelitiannya adalah metode deskriptif dalam penelitian kuantitaif. Populasi penelitian ini adalah mahasiswa jurusan pendidikan Bahasa Inggris dan sampel penelitian ini adalah kelas TBI-2 pada semester ketujuh, dan penelitian menggunakan tes instrumen untuk pengumpulan. Tes adalah tes tertulis, dalam tes ini peneliti bertanya kepada siswa bagaimana menggunakan simple past tense dalam menulis teks recount.

Berdasarkan hasil penelitian dan perhitungan data, ditemukan bahwa kemampuan siswa dalam menulis teks recount di IAIN Padangsidimpuan semester tujuh di kategorikan baik, karena dari tes peneliti mendapatkan nilai rata-rata dari tes siswa 66.71% itu berarti hipotesis diterima.

Kata Kunci : Kemampuan, Menulis, dan Teks Recount

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is an international language that is used as tool of communication and it has an important role in the human life, ether in written or oral form. For it is widely used by most people in the world as medium of communication for international relation. In international relation followed by many countries in the world, so that is why English language is an international language.

Writing is activities by someone to do a communication to another people by letter that contain words to be a text that has meaning. So, the reader knows what does the reader means in letter. The word writing is derived from the verb "write", it means arrange letters, words, sentence, or other symbols on writing to make paragraph, text book, or article. Writing skill taught in school through genre base approach or text, book, or article. Genre it is consists of some text types which has the own aim. There are several kinds of text, they are narrative, recount, spoof, explanation, exposition and soon. In this research the researcher interested to recount text.

There are many reasons why students need to learn and to master the writing skills, they are: first writing help introvert students easier to share their ideas, experience, opinion, or feeling without see the reader or tell it to other people directly, second, writing help students learn and remember the material that have

been learnt in the past. Writing contributes to learn by helping students remember what they are studying, by leading students to analyze and to connect information and ideas from different sources and by inspiring new insight and understanding. Third, writing promotes success in school. The students are probably aware that writing is needed in the school. The students will be required to write an essay, working paper, summary and others for supporting their result in the class.

In writing recount texts, students have to know the generic structure and language features of that text. According to Gerot and Wignel, the generic structure of recount text is orientation, events and re-orientation. Moreover, Roison et.al state that "the organization of recount text is orientation and followed by series of events, and sometimes it has evaluation or reorientation at the end of the text". Generally, recount texts begin with an orientation to introduce and give the background information that is needed to guide readers' understanding to next part of the story. Besides generic structure, students must aware about language feature of recount text.

Gerrot and Wignel say that "language features of recount text are focus on specific participant, use of material processes (action verb), circumstances place, and time, use past tense, and focus on temporal sequence".[1] Hardy and Klarwein add that "language features of recount text are used personal recount, use emotive to describe

[1]Gerrot and Wignel, *Making sense of Functional Grammar* (Sydney: GerdStabier, 2009), p. 32.

the events, use action verb and mental verb and use past tense".[2] It can be said that writers will use action verb in past form in writing recount text.

Weigle[3] says that writing is a skill in language learning and all teachers need to evaluate their students' writing ability.It can be said that assessment is important for writing. Teachers can assess how the students' competency in writing to find the students' difficulties. To access students' learning difficulties in writing recount texts. Since writing is a complex process, there are some problems that can be found in process of writing.

Grammar is important, especially when the learners communicate with other. Moreover, by mastering English grammar, the learner will know how to transfer and receive a message either in written or spoken language without misunderstanding. When English learners hear the word about grammar, they directly relate it to the study of tenses. The reason is because tenses are the basic of grammatical study in English.

Bowers and Brumfit say that "Grammar is a language".[4] It means if students learn a language, they will also learn the grammar of the language. Thus, learning grammar becomes an inseparable part of language and becomes an important aspect if the students want to speak and write English well. This is because learning

[2]Hardy and Klarwein, *Phoenix Pocket Dictionary* (Jakarta: PT Media Pustaka Phoenix, 2008), p. 324

[3]Weigle, *High school Grammar and Composition*, (New York:University Press, 2001), p. 27

[4]Roger Bower and Chisper Brumfit, *Applied Linguistics and English Linguistics*, (London: Macmilan Publisher Limited, 2003), p. 47.

grammar involves not only the rules but also learning how to manipulate the devices that English speakers use to convey certain ideas.

Recount text is text to tell reader what happened. It retells a past even, it begins by telling the reader who was involved, what happened, where this event took place and when it happened. Recount text is written to retell events with the purpose of either informing or entertaining their reader. Recount text is one of the text genres that the students learn. This text written to inform the readers or people about something that happened in the past. It can be experiences and event, experience give the detail account. Recount text contain three generic structure. They are: orientation, events and closing (re-orientation).

Based on exploration above, the researcher interested to know the students` ability in writing recount text. Gerot and Wignel[5] say that the recount text is to tell the reader what happen in the past event, use past tense, material process and particular participants develop students` ability writing recount text. In writing recount text, the students will write their experienced. Here, the students will write a recount text.

Based on explanation above the researcher interested to conduct a research about **" Writing Recount Text Ability of the Seventh Semester Students English Department IAIN Padangsidimpuan".**

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[5]Gerot and Wignel, *Fundamental of Grammar*, (USA: Macmilan, 2003), p. 221

B. The Identification of the Problem

There are some factors dealing with the factors influencing the ability in writing recount text at seventh semester of English Education Department in IAIN Padangsidimpuan. The students do not understand how to use verbal sentence and nominal sentence, the students are poor vocabulary and spelling English word and the students feel difficult the generic structure and language feature in writing recount text.

C. The Limitation of the Problem

Recount text is one of subject in the sixth semester this subject is very important for students to improve their writing skill, students must be able to express their idea in written language in terms of short functional text and simple essay to increase knowledge and capability in daily life,based on identification of the problem above, the researcher focuses on the studentsability in writing recount textat seventh semester English Education Departmentin IAIN Padangsidimpuan.

D. The Formulation of the Problem

Based on the limitation problem above, the formulation of the problem is, "how is writing recount text ability of the seventh semester students English Department IAIN Padangsidimpuan?"

E. The Objectives of the Research

Based on the formulation of the problem, the purpose of this research is "to know how is writing recount text ability of the seventh semester students English Department IAIN Padangsidimpuan."

F. The Significances of the Research

The significant of the research are expected to be useful for:

1. Head of English department of IAIN Padangsidimpuan to give direction to the lecturer to improve their teaching in writing methodes.

2. Lecture, to develop their teaching English in writing recount text.

3. Students, to increase their learning in English writing, especially in writing recount text.

4. Researchers as an input to conduct futher research.

G. The Defenition of Key Terms

To avoid vagueness and misunderstanding in assuming the title of the research, itwould be clarified the defenition of terminologies as follows:

1. Writing

Writing is a medium of human communication that represents language and emotion with signs and symbols. In which the writers tell their ideas or message writtenly.

2. Recount Text

Recount text is one of text genre which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. It is purpose or goal is to entertain or inform about the past activity to the reader or listener.

3. English Department Students

The student is an person or people who learn in university, in this research they are the students who take study in the English department of IAIN Padangsidimpuan.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Theoretical Description

1. Writing

Pardiyono says that writing is activities by someone to do a communication to another people by letter that contain words to be a text that has meaning[1]. So, the reader knows what does the reader means in letter. The word writing is derived from the verb "write", it means arrange letters, words, sentence, or other symbols on writing to make paragraph, text book, or article. Writing skill taught in school through genre base approach or text, book, or article. Genre it is consists of some text types which has the own aim. There are several kinds of text, they are narrative, recount, spoof, explanation, exposition and soon. In this research the researcher interested to recount text.

2. Recount Text

a. The Defenition of Recount text

Recount text is telling reader what happened. It retells a past event. It begins by telling the readers who was involved, what happened, where this event took place and when it happened. Recount text is written to retell events with the purpose of either informing or entertaining their reader. Purpose or social function of the recount text is to tell past events for the purpose of

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[1]Pardiyono, *Teaching Genre Based Writing*, (Yogyakarta, Graha Ilmu, 2007), P. 23.

informing or entertaing the reader. Purpose or social function of the recount text is totell past events for the purpose of informing or entertaining.

Anderson say that, a recount text is writing about past events or a piece of text that retells past event, usually in order which they happened.[2] Moreover Sanggam Siahaan say that a recount text is a type of spoken or written text that deals with past experiences. The function is to retell some events that happened in the past for certain purposes; to inform or to entertain the listeners or readers.[3] In other words, recount text is a text which retells events or experiences in the past, recount also gives detailed account, text that tells about recount one`s story, adventure and experiences.

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience or the reader. Recount text is a piece of text that retells past even, usually in the order in which they happened or retell other people about something that has happened and order words to retell the real past activities, experiment, or event. Pardiyono say that recount text is the type of the text can be simply defined as a text that is create with the purpose to inform about the activities in the past.[4]So, from some defenitions above, the reseacher concluded that recount

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[2]Mark Anderson & Kathryn Anderson, *Text Types in English*, (Australia: Macmillan Education, 2005), p. 48.

[3]Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 35.

[4]Pardiyono, *Teaching Genre Based Writing*, (Yogyakarta: Andi Press, 2007), p. 63.

text is the type of text which retell about event, experiences or what hapened in the past time.

b. The Purpose of Recount Text

Recount text purposes to tell what happened in the past time, for example ; I went to the school last time. Recount text also purposes to document a sequence of events, for example, in sentence I went to the school, ''went'' is event. Inother word the purpose of recount text is to portion out of personal event in the past time to inform or entertain the audiences or readers. Zamilah say that recount text purposes to tell readers what happened in the past through a sequence of events or to retell events for the purpose of informing or entertaining[5]. The researcher can conclude that, the purpose of recount text is to list and describe past experiences by retelling events in the order in which they happened.

The purpose of recount text is to list and describe past experiences by retelling events in the order in which they happened[6]. Recount text are written to retell events with the purpose of either informing or entertaining their audience.

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[5]Zamilah , *Generic Text Structure*, (Jakarta:Graha Ilmu, 2005), P. 43
[6]George E. Wishon, *Let`s write English,* (Bandung: Pustaka Grafika, 2004), P.34

c. The Elements of Recount Text

Each of text genre has elements to arrange them to be a paragraph to a text. The elements of recount text are:[7] Recount text consist of these rules must paid attention, they are: social function, generic structure and language feature.

1) Social Function

The social function in the recount text is to retell some events that happened in the past for certain purposes; to inform or to entertain the listeners or readers, recount text is a kind of text which has function to retell past events for the purpose of informing or entertaining. Gerot and Wignell say that "Social Function to describe the way things are, with reference to range of natural, social phenomena in our environment."[8] Then Stefen Peter say that " the social function is near the same with the communicative purpose which refers to the aim of the text which want to be expressed by the writer to the reader."[9] From defenition above the researcher can concluded that Social Function to describe the way things are, with reference to the range of natural, social phenomena in our environment.

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[7]Malikatul Laila, *Long Function Text*, (Universitas HKBP Nommensen, 2013), P. 167.

[8]Linda gerot & Peter Wignell, *Making Sense of Fucntional Grammar*, (Sydney: Gerd Stabler, 2000), p. 127.

[9]Stefen Peter, *Living English Structure*, (New York: Prentice Hail. 2002). P. 28.

2) Generic Structure

Generic Structure is the way in which elements of a text are arranged to match its purpose. Anderson says that generic structure is the stage that must be followed in arranging the text. Generic structure is important of text constraction. The generic structure in recount text refers to orientation, events and re-orientation.[10]Further, Orientation,orientation in recount text provides all necessary background information about the event. To ensure that the orientation is detailed and through, use question words (who, when, where, why and what).

Pardiyono say that, the generic structure of the recount text are:[11]

a) Orientation, contain of topic. An activity or event to be reported, while the function of the orientation is to attract the attention of the reader and focus their attention. Orientetion such as statements containing the topics or events will be informed that includes what who and personal attitude (what the author thinks about).

b) Record of event, contained footage of past activities or events that told as organized relevant with the chronology of activities. Contain detailed information about activities or events with respect to the topics that have been set in the orientation.

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[10]Anderson, Mark & Kathryn Anderson, *Text Types in English*, (Australia: Mabmillan Education, 2005), p. 186.

[11]Pardiyono, *Teaching Genre Based Writing*, (Yogyakarta: Andi Press, 2007), p. 64.

c) Re-orientation, contains of the brief summary of what has been stated in the records of the event. The cover contains of the author comment or statement of personal attitude towards what has been done on the show.

3) The Language Feature of Recount Text

The language features of recount text text, tell about language or part of speech that use of recount text. Here will be explained as follow

Table3
The language Feature of Recount Text

Sukam Dian Antoni Rivisay that the common grammatical features or characteristic of recount text are:[12]

	1. Use of nouns and pronouns to identify people, animal, things involved	Example: I, You, Ahmad, Muhammad, his, your
Language features.	2. Use of action verbs to refer to event.	Example: went, spent, played, run.
	3. Use of past tense to locate event in relations to speaker's or writer's time.	Verb II, Example: went studied, wrote, walked,bored,arrived
	4. Use of conjunctions and time connective to sequence of events.	For, but, and, after, finally,
	5. Use of adverb and adverbial phrase to indicate place time.	In my house, two days ago, slowly, cheerfully
	6. Useof adjective to describe noun.	Beautifully, sunny

[12]Sukam Dian Antoni Rivi. Improving Students' WritingSskill in Rrecount Text by Using Personal Letter at Eight Grade of SMP Tiga Hajiin 2014-2015 academic year (Published Thesis:University of Pasir Pengarain, 2015),p.2

3. Lexicogrammatical Features

Language feature is the rule in arranging a text. It is the domain language feature that use in the text such as using noun or participant, using conjunction and time connective, adverb of time and using past tense. Otong Setiawan Djuharie say that,[13]"Lexicogrammatical fetures identik dengan syntax (dalam tata bahasa tradisional). Lexicogrammatical mengacu pada struktur tertentu yang digunakan untuk mengungkapkan makna tertentu." It means that Lexicogrammatical is identic to syntax in traditional grammar and refers to certain structure which is used to express certain meaning. In recount text, it has some Lexicogrammatical features such as: Noun, Past tense, Time connective and adverb.

a) Nouns, noun is the name of person, place, thing, pronouns, animals, and certain things in the story, such as I, We, A friends of mine. You, my mother.

b) Conjunction and connective such as but, then, finally, when.

c) Adverb of time, using past time such as yeterday, last night.

d) Using past tense, example: asked, bought, left, said, sent, came, ran, knew, lived, hoped, made, saw, ate, did, took, flew, arrived, wnet, gone, helped.

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[13]Otong Setiawan Djuharie, *Genre*,(Bandung, Yrama widya, 2007), p. 17.

d. The Example of Recount text

<div align="center">

Tabel 4
Example of Recount text

</div>

Exhausting Day	Text
Orientation	Last Sunday, a friend of mine asked me to accompany her to buy a new shirt at a deparment store. We left home at 03.25 p.m by motorcycle. As soos as we arrived there, we went to the clothes section. I let her choose an item.
Events	An a couple hour leter, I get bored watching her get conflicted about choosing a shirt. So, I left her and went to cassette counter. Forty five minutes later, I went back to the clothes section but I could not find her there. My mobile phone was broken so I could not call her. I went to the parking area. I saw her motorcycle but I still could not find her. I waited for her for a few moments. Then, finally I gave up and decided to go home. When I arrived home, my mother told me that my friend had called. She said that she was in department store looking for me. Mother asked me to go back to the department store.
Re-Orientation	Reluctantly, I walked to the deparment store, and did you know what happened? when I arrived there, her motorcycle was not in the parking area. He had just gone home. I was very tired. There was no other choice. I had walked home again. When I arrived home. I was so tired, I was very angry, but when I saw my friend`s broad smile greeting me in front of the door, we just could not help laughing at our foolish act.

Based the example above, the generic structure of the text are:

1) Orientation: "Last Sunday, a friend of mine asked me to accompany her to buy a new shirt at a deparment store. We left home at 03.25 p.m by motorcycle. As soos as we arrived there, we went to the clothes section. I let her choose an item."

Based on the defenition of orientation above, the orientation contain of who, when, where. From the example of the recount text above.

a) Participant or who are: Afriend of mine, we and I.

b) time or when is: Last Sunday at 03.25 p.m.

c) Place or where is: At a department store.

2) Events: "An a couple hour leter, I get bored watching her get conflicted about choosing a shirt. So, I left her and went to cassette counter. Forty five minutes later, I went back to the clothes section but I could not find her there. My mobile phone was broken so I could not call her. I went to the parking area. I saw her motorcycle but I still could not find her. I waited for her for a few moments. Then, finally I gave up and decided to go home. When I arrived home, my mother told me that my friend had called. She said that she was in department store looking for me. Mother asked me to go back to the department store."

3) Re-orientation:"Reluctantly, I walked to the deparment store, and did you know what happened?when I arrived there, her motorcycle was not in the parking area. He had just gone home. I was very tired. There was no other choice. I had walked home again. When I arrived home. I was so tired, I was very angry, but when I saw my friend`s broad smile greeting me in front of the door, we just could not help laughing at our foolish act."

4) The Structural Element of Recount Text, The structural element of Recount text, consist to social function, generic structure and lexicogrammatical features and will be explain as follow:

Table 5
Structural Elements

	Social Function	Generic Structure	Lexicogrammatical features
STRUCTURAL ELEMENTS	To retell past event for the purpose of informing or entertaining	1) Orientation: introducing the participant, place, and time. It provides detail of who, where, when, what or why. 2) Events: Describing series of event or sequenced that happened in the past in a chronological order. What happened? First.., Next.., Soon.., After that.., Then.., Finally. 3) Re-orientation: Conclution/summary of the events. What the writer think, feel or decide about the occurred event.	1) Use of Noun or pronoun to identify people, things and animals. 2) Conjunction and time connective: then, after that, finally. 3) Adverb of time: yeterday, last night, last week, three days ago 4) Use of Simple past tense

In this research, the researcher focused on lexical grammatical of recount text, it is about simple past tense exploration about simple past tense in the description.

4. Simple Past Tense

a. The Definition of Simple Past Tense

Simple past tense tells about expressions of past time when an action was completed without indicating any connecting with the present. In telling story and describing what happened in the past can use simple past tense. Simple past tense use as completed action in the past, to express idea that an action started and finished at a specifict time in the past.

Marcel Danies says in Basic American Grammar and Usage stated that, "The simple past tense also known as the preterit, allows you to refer to action that occurred in the past without reference to the present".[14] In addition martin Parrot stated his idea about defenition of simple past tense is one of tenses which use to refer to completed event, states, action, consider that the event, state or action took plcae within a finished periode of time.[15] Based on explanation above, simple past tense is used for past actions that happened either at a specifict time phrase (yesterday, last night, last year, etc.).

b. The Function of simple Past Tense

Simple past tense used for action completed in the past at a defenite time, function for a past action, fucntion for askied the time, fucntion for

[14]Marcel Danesi, *Basic American Grammar and Usage,* New York: Barron`s Educational Series, Inc., 2006), p. 139.

[15]Martin Parrot, *Grammar for English Language Teacher,* (Cambridge: Cambridge University Press, 2010), p. 219.

asked place and fucntion for question and answer in the present perfect. Based on explanation above the researcher conluded:

1) For a past action when the time is given:

   I met him yesterday in mosque

2) When the time is asked about:

   When did you met him in the mosque?

3) When the action clearly took place at a define time even though this time is not mentioned:

   The Ustadz was tenminutes late.

   How did you get your present job?

   I bought this Quran yesterday

4) Sometimes the time becomes definite as a result of a question and answer in the present perfect:

   Where have you been?

   I have been to the mosque

c. **The Form of Simple Past Tense**

   1) Verbal Sentence

      A sentence that starts with the verb and subject follows. The subject can be a noun, a pronoun, a demonstrative, or a relative clause.

      a) Active

         The subject is performing the verb.

Example:

We *cleaned* our house yesterday.

They *cancelled* all plane to Makkah .

Someone *copied*these documents at the weekend.

b) Passive

The subject is receiving the verb

Example:

Our hous*was cleaned* yesterday.

All flights *were cancelled* because of fog.

These documents *were copied* at the weekend.

c) Positive verbal sentence

This sentence is often also called affirmative sentence, in general, this phrase is used to declare an event or action.

Example:

I *ate* cake yesterday

She *wanted* to go toMadinnah yesterday.

Last year she*wen*t to Makkah.

d) Negative verbal sentence

This will be negative sentences by adding "did" not before verb.

Example:

I *did not read*quran yesterday.

She *did not want* to study math.

Last week*we did* not go to Sagumpal.

e) Interrogative verbal sentence

Interrogative verbal sentences are form by putting "did" at the beginning of sentence.

Example:

Did I read quran yesterday?

Did she want to study math yesterday?

Did we go to sagumpal bonang last week?

2) Nominal Sentence

Nominal sentence is a sentence that has predicate not a verb, but can be an adjective, noun or adverb, then the nominal sentence should be inserted auxiliary verb to be; is, am, are and were the resource person / was (which is used in the past).

Table 1
Possible Short Answer and long Answer
of Affirmative and Negative Form

NO	Question	Short Anwer	Long Answer
1	Did Ahmad walk to the Mosque yesterday?	Yes, he did	Yes, he walked to the mosque yesterday.
		No, he didn`t	No, he didn`t go to mosque yesterday
2	Did you come to Ustadz Abdul Somad speech	Yes, I did	Yes, I come to Ustadz Abdul Somad speech yesterday

	yesterday?	No, I didn`t	No, I didn`t come to Ustadz Abdul Somad speech yesterday.

a) Active

Active voice is a quality of a verb that describes when its subject is acting out the verb.

Example:

Ahmad was *cooking* those martabaks in the kitchen.

They were *copying* my files.

Rudi *was translating* the article into Bahasa Arab.

b) Passive

Verbs are written with the subject receiving the action expressed by the verb.

Example:

Those martabaks *were being* cooked by Ahmad in the kitchen.

My files were *being* copied by them.

The article *was being*translated into Bahasa Arab.

c) Positive nominal sentence

This sentence is often also called affirmative sentence, in general, this phrase is used to situation, position.

Example:

She *was* angry because you were late.

They *were* very excited to meet the Ustadz.

I *was* busy at home last night.

d) Negative nominal sentences

This will be negative sentences by adding "not" after to be.

Example:

She *wasn`t* happy because you were late.

They *weren`t* bored to meet the Ustadz.

I *wasn`t* busy at home last night

e) Interrogative nominal sentences

Interrogative nominal sentences are form by putting "to be" at the beginning of sentence.

Example:

Was she angry because you were late?

were they bored to meet the Ustadz?

Was I busy at home last night?

Milda Broukal and Ingrid Wisnewska in Grammar Form and Function explain about form of the simple past as folloews:

a. Affirmative or positive

All regular verbs take an –ed ending in the past tense. This form is used for all subject, both singular and plural.

1) The verb other than be:

Example:

He bought a Quran.

Putri and suci watched ustadz Abdul Somad speech last week.

we love prophet Muhammad.

2) The verb of be:
Abu was hungry.

Alwi was sick yesterday.

They were here last night.

Some auxiliaries verb are used in the simple past tense consist of two kind:

a) Was, Were

The used of was is used for the pronouns *I, he, she, it, this and that*. However, the *be* of were is used for pronoun such as: *you, we, they, these and those*. So the use of was is only used for the singular noun and the eases of were is only for the plural noun.

b) Did

Did are not only used as part of the sentence structurefor questions but also part of sentence structure for negative statement. It is followed by verb. The use of did is used for all pronounces. It means used for singular noun and plural noun.

b. Negative

Negative part tense verbs, use did not before the simple form of the main verb. The constraction for did not is didn`t, the construction for was not is wasn`t and the constraction for were is weren`t.

1) The verb other than be:

Example:

He *didn`t* buy a Quran.

Hasan and Amir *didn`t* watch Ustadz Abdul Somad speech last night.

Your cat *didtn`t* ate fish.

2) The verb of be

Example:

He *wasn`t* hungry.

She *wasn`t* sick yesterday.

They *weren`t* here last night.

c) Interrogative

1) Yes or No question

When forming a question, one must place the auxiliary or the verb be before the subject of the sentence. There is no final *–ed* ending in the question form.[16]

a) The positive form of verb other than be:

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[16]Betty Schrampfer Azar, *Fundamental of Rnglish Grammar 2nd*,Jakarta: Binarupa Aksara, 2002), p 18-19.

Did he buy a Quran?

Did ahsan and ahmad watch Ustadz Abdul Somad speech last night?

Did your cat eat fish?

b) The negative form of verb other than be:

Example:

Didn`t he buy a Quran?

Didn`t ahmad and amir watch ustadz Abdul Somad speech last night?

Didn`t your cat eat fish?

c) The positive form of be:

Example:

Wasn`t he sick yesterday

Weren`t ther here last night?

The simple past tense can use short answer or long answer to answer

the questions as on the tables:

d) Clauses

We use time clauses to talk about two things that happened in the past, and show the order in which they happened. Sentences with two simple past clauses can show that one thing was completed, and then another thing was completed.

Table 2
Clauses

NO	Simple Past (1st event)	Simple past (2nd Event)	Full sentence
1	I *took* the test	*After* I *finished* the book	I *took* the test after I *finished* the book
2	Suci *called* me	*When* she *heard* the news	Suci *called* me *when* she *heard* the news
3	*After* the storm *happened,*	We *replanted* all the trees	*After* the storm *happened,* we *replanted*all the tress
4	He *ate* all the food	*Before* she *got* home	He *ate* all the food *before* she *got* home

The sequence of tense means the arrangements of verb in the main and subordinate clause which there sequence of tense are:

1) Past tense in the participal clause is followed by past tense in thesubordinate clause.

   Ex: Ahmad *said* that he passed the test.

   Kania *told* me that she applied for a job.

   Exception: past tense in the main clause may be followed by a subordinate clause in the present, if it exprehes a universal truth.

   Ex: The teacher *explained* that the sun rises in the east.

   Galileo *proved* that the earth move round the sun.

2) A main clause with past tense may be used with a subordinate clause with "as" or "than" in any tense.

Ex: He *respected* her more than he respects his own parents.

She *spends* money as her father did, (spent).

The italic word of the sentences above is show to past tense. The form simple past tense in regular verb is form by edding *ed* to the infinitive. The formula is: infinitve + ed for past participle.

B. The Review of Related Finding

First, Fitri Purnama Sari.[17] The research was conducted with descriptive analysis and qualitative approach. There were from 32 students, the researcher got 74.17% mean score as can be category good. When the researcher relate with this research it can be known the students' ability in writing recount text is good.

Second, Nunung Sri Andayani,[18] It was from 30 students, can be categorized enough becouse the total was 50.76% mean score. The research was conducted with descriptive analysis approach. There were from 28 students, the researcher got 70.45% mean score as can be category good.

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[17]Fitri Purnama Sari, " An Analysis of Students` Ability and Problem in Writing Recount Text at Grade VIII os SMPN 29 Padang in Academic Year 2011/2012", (https://www.google.com/search?safe=strict&source=hp&ei=wsk-XLLwHcLKvgTipKmIBw&q=pdf+An+Analysis+of+Students%60+Ability+and+Problem+in+Writing+Recount+Text&btnK, Padang: UNP 2010)

[18]Nunung Sri Andayani*," The Analysis of the Students` Ability in Writing Recount Text at X-8 SMAN Arjasa Jember in the 2012/2013 Academic Year",*http://repository.uinsu.ac.id/3517/1/AN%20ANALYSIS%20ON%20THE%20STUDENTS.pdf, Jember, 2013)

The third Meliyanti.[19] in this, the conclusion of this research as the students' The Analysis of the Students` Ability in Writing Recount Text at X-8 SMAN Arjasa Jember can be categorized in to low categories, because mean score 24.20%.

Based on the result it can be concluded that in this research the students could understand how to writing recount text. Most of the students could answer in past form. At the third cycle there were more improvements on students` writing recount text, the result was better that the second result. The improvement showed that most of the students could achieve minimum level of achievement (MLA) score is 60. It means that the action hypothesis which stated guided questions technique improves the students ability in writing recount text is accepted.

C. The Conceptual Framework

Based on the theoretical review and review of related findings, the researcher make conceptual framework of this research.In teaching and learning process, especially in writing. Writing skill has significance in determining the students communicative competence in target language, also having good abilities in writing will help the student to explore ideas and write them into readable text orderly and grammatically.

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[19]Meliyanti, et. Al. "Improving Students` Recount Text Writing Ability Through Guided Question Technique at Eight Grade of SMP Islam Immanuddin in 2012/2013 Academic Year", (https://www.google.com/search?safe=strict&ei=hMs-XK6ALIncvgS7hYCADA&q=Improving+Students%60+Recount+Text+Writing+Ability+Through+Guided+Question+Technique+&oq=Improving+Students%60+Recount+Text+Writing+Ability+Through+Guided+Question+Technique, Pontianak, 2013), p. 47.

One of the students' problems in learning English is in writing, especially in mastery in simple past tense in writing recount text. the students confuse the verbal sentence, nominal sentence,they do not how tu use ''were'' and ''was'' well. The students are poor vocabulary and spelling english word, and the students feel difficult the generic structure and language feature in writing recount text. Therefore the researcher conducted a research to find out about the students' ability in writing recount text IAIN Padangsidimpuan.

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┌─────────────────────────────────────────┐
│   Students do not able to use verbal and │
│   nominal sentences in writing recount text │
└─────────────────────────────────────────┘
                    │
                    ▼
          ┌──────────────────┐
          │       Test       │
          └──────────────────┘
            ◄                ►
┌──────────────┐          ┌──────────────┐
│ Ha =         │          │ H0=          │
│ Accepted     │          │ Rejected     │
└──────────────┘          └──────────────┘
```
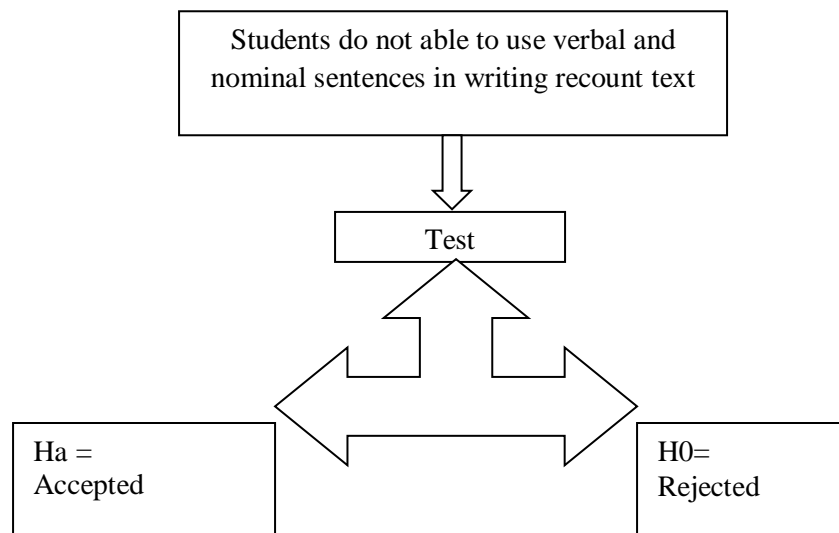
D. The Hypothesis

Hypothesis is a temporary answer to the formulation of research problems, in which the formulation of the researchproblem has been stated in the form of a question because the answer is giving based on the theory.

Formulated research hypothesis the researcher using quantitative approach. Furthermore, the hypothesis has been tested with a quantitative approach. So, the hypothesis is "students' ability in writing recount text of the seventh semester students of English department are in the level good".

CHAPTER III

RESEARCH METHODOLOGY

A. The Location and Time of the Research

The research done at IAIN Padangsidimpuan JL. H. T. Rizal Nurdin KM. 4,5 Sihitang, Kecamatan Padangsidimpuan Tenggara, Sihitang, Padangsidimpuan, Kota Padangsidimpuan, Sumatera Utara. The subject of this research is the seventh semester of English Education Departement in IAIN Padangsidimpuan the researcher has done from 17 April 2018 up to 28 December 2018.

B. The Research Design

Descriptive method is a descriptive study determiner and describes the way things are descriptive method. Descriptive research can be quantitative. It can involve collection of quantitative information that can be tabulated along a continium in numerical form. Such as scores on a test or the number of times a person choose to use a certain feature of a multimedia program, or it can describe categorize of information such as gender or patterns of interaction when using technology in a group situation.

Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts and describes that the data collection. So, it can be concluded that descriptive method used to describe the students` ability in writing recount text at seveth semester in IAIN Padangsidimpuan.

C. The Population and Sample of the Researh

1. The Population of the Research

The population of the research, the researcher chose all of the students at seventh semester in TBI at IAIN Padangsidimpuanstudents in 2018 academic year. Consisted of three class and the total of them are 91 students.

Table 6
The Population of English Education Departement
in IAIN Padangsidimpuan

No	Class	Number of Students
1	TBI-1	34 Students
2	TBI-2	35 Students
3	TBI-3	22Students
	Total	91 Students

2. The Sample of the Research

From the population 91 students at seventh semester, the researcher just took 35 students, they are TBI-II. This research took it by using purposive sampling and the sources of the data have been assigned by the researcher before hand down to the field.

D. The Technique of Collecting Data

Test was given to know the students' ability in writing recount text. Test is a way of discovering, by questions or practical activities, what someone knows, or what someone or something can do.[1] In this test, the researcher asked the students in

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[1]Azzarand Broukal, *Meaning of "test" in the English Dictionary* (Cambridge University, 2004), P. 221

using simple past tense in writing recount text. The researcher gave some indicators, as in table below:

Table 7
Indicator of the test

Indicator	NO	Sub Indikator	Item	Score
Students are able to write recount text	1	Students are able to write verbal sentences in simple past tense in positive.	1	25
	2	Students are able to write verbal sentences in simple past tense in negative.	1	25
	3	Students are able to write nominal sentences	1	25
	4	Students are able to write verb in simple past tense	1	25
Total			4	100

The Instruction for doing test.

First researcher explained instruction of the test. Second, researcher give paper test to students. Third, students answered the test. Then, the researcher walked in around the class room, controled the mechanism and waited the students until 50 minutes. After that the researcher collected all of the students` paper.

E. The Technique of Data Analysis

After collecting data, the researcher analysed the data, the technique of data analysis in presented descriptive form

The data areanalyzed by the following procedure:

1. Analyzing students' answer

2. Culculating the students' score.

In getting the percentage the researcher were calculated using the rule.

$$X = \frac{\sum x}{N} X \ 100\%^2$$

Where: X :Mean

$\sum X$:Total score

N :Number of Students

After getting the average score, compares the percentage with the criteria adopted from Arikunto`s Persented at table bellow:[3]

Tabel 8
Classification and Score Persentage

Classification	Score persentage
Excelent	80-100%
Good	60-79%
Average	50-59%
Poor	0-49%

It is, Michael J says that:

1. If the students' ability in the level of 80- 100% is categorize the students' ability writing recount text is excelent.
2. If the students' ability in the level of 60- 79% is categorize the students' ability writing recount text is good.
3. If the students' ability in the level of 50-59% is categorize the students'ability in writing recount text is average.
4. If the students' ability in the level of 0-49% is categorize the students' ability in writing recount text is poor.[4]

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[2] Sudjana, *Metode Statistika*, (Bandung: PT. Tarsito, 2002), p. 67.
[3] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, (Jakarta: Bina Aksara, 2006), p. 130.
[4] Michael J, *Action Research for Language Teacher*. (Cambridge: University Press, 2006), P. 39.

CHAPTER IV

THE RESULT OF RESEARCH

A. The Finding

The data were taken on Wednesday, November 2ndand November 7th 2018 from 35 students', class TBI-II at seventh semester of English Education Department at State Institute for Islamic Studies (IAIN). They were taken from test of writing recount text. The location is at street Rizal Nurdin Km. 4.5 Sihitang Padangsidimpuan of North Sumatra. Call number (0634) 22080 Fax. (0634)-24022 Padangsidimpuan 22733. The result will be described in the next explanation.

1. Writing Recount text Ability of the Seventh Semester Students English Department IAIN Padangsidimpuan

Here, the researcher would like to describe how is students` ability in writing recount text, after the researcher gave a test to students, there were a number of students who were able to work well and some were not good, not all students were weak in working on the tests the researchers gave, some of them worked well and were full ofenthusiasm. the weakness of many students occurs in the use of were and was, not using it in the right position. but not all students are like that, only a few. By the result of students` score are as table bellow:

Table 8
The Description of Students' Score in ability
Writing Recount Text

No.	Initial of Students	Score of Student
1.	WHH	75
2.	SAS	70
3.	RIS	60
4.	RY	80
5.	MAW	75
6.	RAS	50
7.	NS	60
8.	FS	65
9.	TAT	70
10.	NSD	80
11.	AS	70
12.	JN	85
13.	LAD	75
14.	MB	60
15.	KS	60
16.	MH	70
17.	FY	70
18.	SH	80
19.	CAF	**75**
20.	MSS	65
21.	ZFS	75
22.	EMS	60
23.	SRAL	65
24.	SRH	75

25.	LL	65
26.	EYN	70
27.	MR	45
28.	SAD	70
29.	WN	75
30.	SY	40
31.	MA	55
32.	FAS	60
33.	NSH	60
34.	BG	70
35.	SAS	55
Total		**2.335**

a. **Means score**

$$X = \frac{1}{n}(x_1 + x_2 + x_3 \text{........} x_n)$$

(75+70+60+80+75+*50*+60+65+70+80+70+85+75+60+60+70+70+80+75

+65+75+60+65+75+70+65+45+70+75+40+55+60+60+70+55)

$= \frac{1}{35}$ (**2335**)

= **66.71**

40+45+50+55+55+60+60+60+60+60+60+60+65+65+

65+65+70+70+70+70+70+70+70+70+75+75+75+75+

75+75+75+80+80+80+85

b. Lowest Score

= 40

c. Highest Score

= 85

d. Medium Score

Me $= \frac{1}{2}(n + 1)$

$= \frac{1}{2}(35)$

= 17

= 70 (data ke-17 adalah 70)

e. Modus

Mo = Modus is the most common value

Mo = 70

Table 9
Score Students' Abilityn in Writing Recount Text

Means score	66.71
Lowest score	40
Highest score	85
Medium	70
Modus	70

Based on the result of the test given to respondent, it can be known   the score of the respondents was between 40 up to 85. It means that the highest score

the researcher can get from respondent was 85, the lowest score was 40, the mean score was 66.71 %, and the medium was 70 and the modus 70.

The test was administered to describe the Students` ability writing recount text. It was given in the form of essay. The students were asked to make a recount text given the cinsist of 10 up 15 sentences for 50 minutes base on the topic given by the researcher. The writing test was assessed by the researcher in order to get reliability data about the students`ability writing recount text. According to the result of the writing score given the researcher, it can be found that students` ability in writing recount text is good. It can be seen from table 8 page 35

On the table below the researcher the researcher wound like to describe the frequency distribution in ability writing recount text.

Table 11
The Frequency Distribution in
Ability Writing Recount Text.

No	Interval	Frequency	Persentage
1	40-50	3	8.57 %
2	51-60	9	25.71 %
3	61-70	12	34.24%
4	71-80	10	28.57%
5F	81-90	1	2.85%
TOTAL		**35**	**100%**

From the frequency above, it could be reported that there were 3 students (8.57%) categorized fail, 9 students (25.71%) was categorized less, 12 students (34.24%) was categorized enough, 10 students (28.57%) was categorized good, 1 students (2.85) was categorized very good.

From the frequency distribution above the researcher get the score the students' ability in writing recount text of seventh semester in TBI-II at IAIN Padangsidimpuan in 2018 academic year. The means score 66.71 % it can becategorize the students' ability writing recount text is good.

Figure 1
The Histogram of Students' Ability
in Writing Recount Text
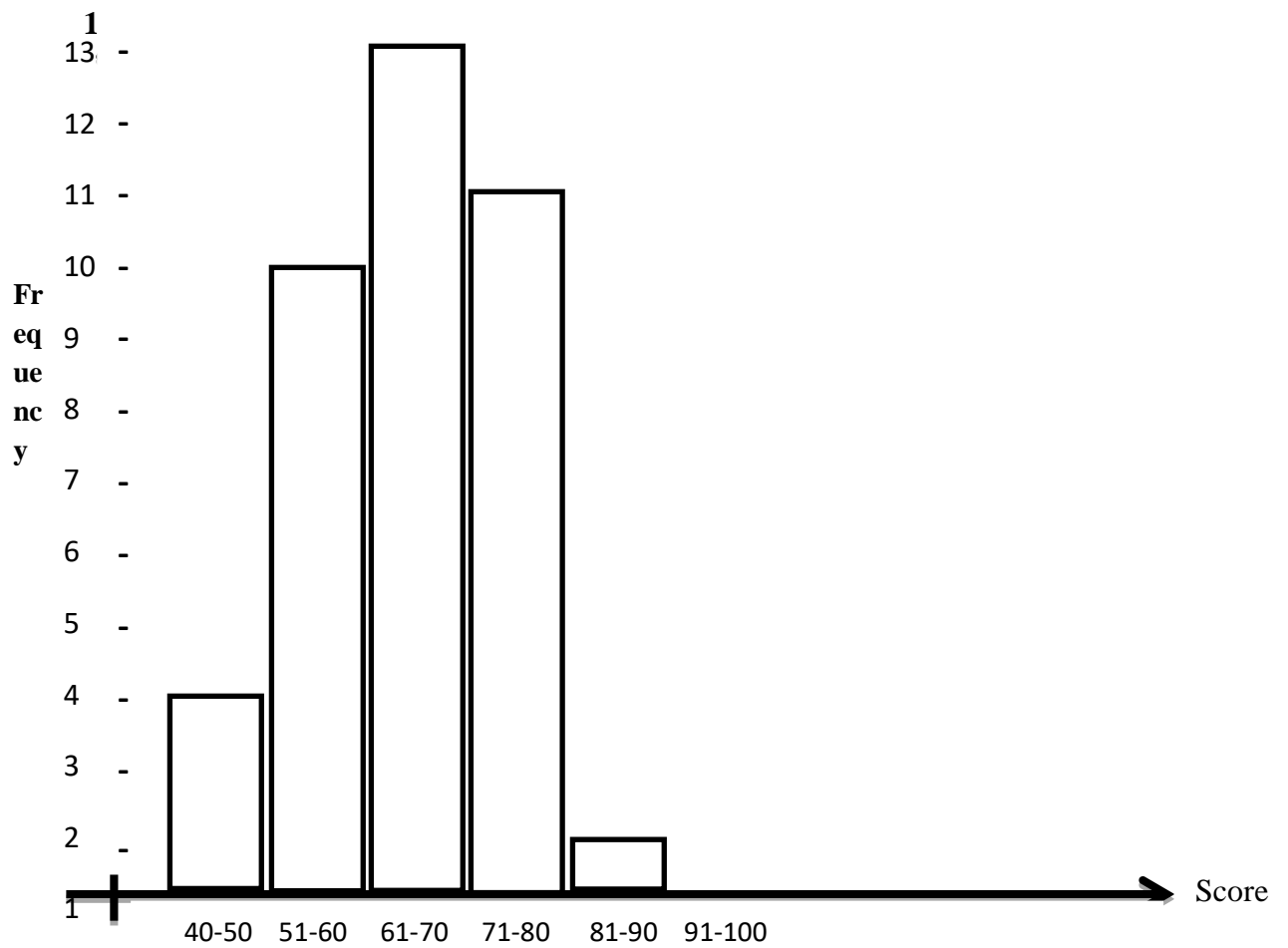
2. The Hypothesis Testing

Based on the result of the test given to respondent, it can be known the score of the respondents was between 40 up to 85. It means that the highest score the researcher can get from respondent was 85, the lowest score was 40, the mean score was 66.71 %, and the medium was 70 and the modus 70.

From the frequency above, it could be reported thet there were 3 students (8.57%) categorized fail, 9 students (25.71%) was categorized less, 12 students (34.24%) was categorized enough, 10 students (28.57%) was categorized good, 1 students (2.85) was categorized very good.

Based on the result of the test that given, it found mean score of students'ability in writing recount text of the seventh semester in TBI-II at IAIN Padangsidimpuan are 66.71%. From table 8, it is known the level of the students in writing recount text is good the hypothesis accepted. Thus it can be concluded that the students` ability in writing recont text are not in the level good.

B. The Discussion

In this research, the researcher searched the students' ability writing recount text of seventh semester in TBI-II at IAIN Padangsidimpuan. The researcher wanted to know how is students` ability writing recount text.

Based on the result of the test given to respondent, it can be known the score of the respondents was between 40 up to 85. It means that the highest score

the researcher can get from respondent was 85, the lowest score was 40, the mean score was 66.71 %, and the medium was 70 and the modus 70.

Here, the researcher would like to describe there were 3 students (8.57%) categorized fail, 9 students (25.71%) was categorized less, 12 students (34.24%) was categorized enough, 10 students (28.57%) was categorized good, 1 students (2.85) was categorized very good.

There are some findings related to this research. *First*, Fitri Purnama Sari.[1] The research was conducted with descriptive analysis and qualitative approach. There were from 32 students, the researcher got 74.17% mean score as can be category good. In this research we can see that the ability of junior high school more higher than ability of students IAIN Padangsidimpuan, because the researcher only got a score 66.71%.

Second, Nunung Sri Andayani,[2] It was from 30 students, can be categorized enough becouse the total was 50.76% mean score. In this research Nunung says that she is got the mean score 50.76% it is means that far below on my mean score 66.71% it is categorized good.

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[1]Fitri Purnama Sari, " An Analysis of Students` Ability and Problem in Writing Recount Text at Grade VIII os SMPN 29 Padang in Academic Year *2011/2012",(*https://www.google.com/search?safe=strict&source=hp&ei=wsk-XLLwHcLKvgTipKmIBw&q=pdf+An+Analysis+of+Students%60+Ability+and+Problem+in+Writing+Recount+Text&btnK, Padang: UNP 2010)

[2]Nunung Sri Andayani dan Made Adi Andayani*,"* The Analysis of the Students` Ability in Writing Recount Text at X-8 SMAN Arjasa Jember in the 2012/2013 Academic Year",http://repository.uinsu.ac.id/3517/1/AN%20ANALYSIS%20ON%20THE%20STUDENTS.pdf, Jember, 2013)

The thirtd Meliyanti.[3] The conclusion of this research as the students' The Analysis of the Students` Ability in Writing Recount Text at X-8 SMAN Arjasa Jember can be categorized in to low categories, because mean score 24.20%. this research is different from the result of my research, we know that Students` Ability in Writing Recount Text at X-8 SMAN Arjasa Jember can be categorized in to low and in my research the mean score 66.71% it mean categorized good.

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[3]Meliyanti, et. Al., "Improving Students` Recount Text Writing Ability Through Guided Question Technique at Eight Grade of SMP Islam Immanuddin in 2012/2013 Academic Year", (https://www.google.com/search?safe=strict&ei=hMs-XK6ALIncvgS7hYCADA&q=Improving+Students%60+Recount+Text+Writing+Ability+Through+Guided+Question+Technique+&oq=Improving+Students%60+Recount+Text+Writing+Ability+Through+Guided+Question+Technique, Pontianak, 2013), p. 47.

CHAPTER V

THE CONCLUSION AND THE SUGGESTION

A. The Conclusion

Based on the result of the research and calculations of the data, it can be concluded that the students' ability in writing recount text of seventh semester IAIN Padangsidimpuan from the test the researcher got the mean score from student test was 66.71 %. Is categorized good, It is known the level of the students in writing recount text is good, hypothesis accepted.

B. The Suggestion

Based on the conclusion and the implication of the research that have mentioned previously, the researcher would like to give some suggestions to people who gets benefits from this research.

1. To the students of the seventh semester in TBI-II at IAIN Padangsidimpuan shoud be increse their ability in writing, especially in mastering writing recount text.

2. The English teachers should improve their teaching method in teaching English especilly in writing subject and grammar subject in about in simple past tense in writing recount text.

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Wren and Martin, *High School English Grammar and Composition*, Chand and
Conpany
LTD: Ram Nagar, 2008.

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Documentation

CURRICULUM VITAE

A. Identity

Name	: Ade Syahputra
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Place/ Birth	: Pemukiman Baru 1 Parit, March 9th 1996
Sex	: Male
Religion	: Islam
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B. Parents

Father's Name	: Bambang
Mother's Name	: Desniwita

C. Educational Background

Elementary School	: SDN 12 Koto Balingka	(2008)
Junior High School	: SMP N1 Koto Balingka	(2011)
Senior High School	: SMA N1 Koto Balingka	(2014)
Institute	: IAIN Padangsidimpuan	(2019)

Appendix I

Essay Test

Name   :
Class   :
No. Reg   :
Time   : 50 Minutes
Contents   : Generic Structure
Instruction   : Write Recount Text with thema "Holiday"
Note : The result of this test do not affect the value of your test

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Validator

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

03 Januari 2019

Nomor : 01 /In.14/E.6a/PP.00.9/01/2019
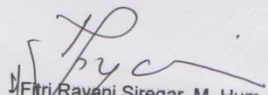Hal : **Surat Keterangan Penelitian**

Ketua Program Studi Tadris /Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama : Ade Syahputra
NIM : 14 203 00003
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan / TBI - 3
Alamat : Sihitang

adalah benar telah melakukan penelitian di Program Studi Tadris/ Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan pada tanggal 02 November 2018 dan 07 November 2018 dengan judul **"An Analysis on Students' Ability in Mastering Simple Past Tense in Writing Recount Text at Seventh Semester IAIN Padangsidimpuan"**.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Ketua Program Studi Tadris Bahasa Inggris

Fitri Rayani Siregar, M. Hum
NIP. 19820731 200912 2 004

Nomor : B - 2219 /In.14/E/TL.00/12/2018
Hal   : **Izin Penelitian**
            Penyelesaian Skripsi.

Yth. Ketua Prodi Tadris/Pendidikan Bahasa Inggris
IAIN Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Ade Syahputra
NIM   : 14 203 00003
Program Studi   : Tadris/Pendidikan Bahasa Inggris
Fakultas   : Tarbiyah dan Ilmu Keguruan
Alamat   : Sihitang

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"An Analysis on Students' Ability in Mastering Simple Past Tense in Writing Recount Text at Seventh Semester IAIN Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidimpuan, 5 Desember 2018
Dekan

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

Nomor   : 19 /In.14/E.6a/PP.00.9/ 09 /2017   Padangsidimpuan, 8 September 2017
Sifat   : Biasa
Lampiran : -
Perihal   : *Pengesahan Judul dan Pembimbing Skripsi*

Kepada Yth Bapak/Ibu;

1. Zainuddin, S.S.,M.Hum   (Pembimbing I)
2. Yusni Sinaga, S.Pd. M.Hum   (Pembimbing II)

Di-
Padangsidimpuan

Assalamu'Alaikum Wr. Wb

    Dengan Hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama   : ADE SYAHPUTRA

Nim   : 14 203 00003

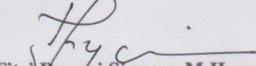Fak/ Jurusan : Tarbiyah dan Ilmu Keguruan / TBI-3

Judul Skripsi: **WRITING RECOUNT TEXT ABILITY OF THE SEVENTH SEMESTER STUDENTS ENGLISH DEPATRMENT IAIN PADANGSIDIMPUAN**

    Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris   Sekretaris Jurusan Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M.Ag.   **Fitri Rayani Siregar, M.Hum.**
NIP. 19710510 200003 2 001   NIP. 19820731 200912 2 004

Mengetahui
a.n.Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

Pernyataan Kesediaan Sebagai Pembimbing

BERSEDIA/TIDAK BERSEDIA   BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I   PEMBIMBING II