THE CORRELATION BETWEEN SIMPLE PAST TENSE AND WRITING RECOUNT TEXT MASTERY AT THE EIGHTH GRADE STUDENTS OF SMP N 2 PADANGSIDIMPUAN

A Thesis

Submited to the English Educational Department of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfilment of the Requirement for the Graduate Degree of Education (S.Pd) in English

Written by

SAHBILA
Reg. Num. 21 203 00004

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
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LETTER OF AGREEMENT

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An. : Sahbila

Padangsidimpuan, 09 September 2025

To:

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Assalamu'alaikum Warahmatullahi Wabarakatuh

After reading, reviewing and providing suggestions for improvement as necessary to the thesis belongs to Sahbila, entitled "The Correlation between Simple Past Tense and Writing Recount Text Mastery at the Eighth-Grade Students of SMP N 2 Padangsidimpuan", so we believe that this thesis has been accepted to complete the assignments and fulfill the requirements for achieving a Bachelor of Education (S.Pd) in English Education Department at he Faculty of Tarbiyah and Teacher Training in UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Along with the above, the name stated above can already undergo a munaqasyah examination to account for this thesis.

Thus, we convey, hopefully it can be understood and for your attention thank you.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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DECLARATION OF SELF THESIS COMPLETION

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I hereby declare that I have compiled this thesis myself without seeking unauthorized assistance from any other party, except under the guidance of my supervisor, and have not committed any plagiarism in accordance with the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan Student Code of Ethics in article 14 verse 12 of 2023.

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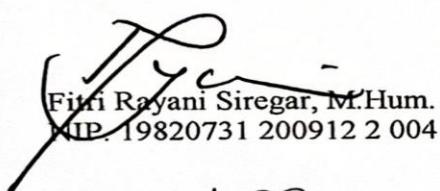
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ABSTRACT

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This study discusses the correlation between mastery of simple present tense and mastery of writing recount texts in eighth grade students of SMP N 2 Padangsidimpuan. The problem in this study is that many students have difficulty in writing recount texts correctly due to limited mastery of grammar, especially in using past tense verbs (verb 2), negative and interrogative sentence structures, and the use of time markers (time expressions). This study aims to determine the simple past tense and mastery of writing recount texts, as well as to determine the relationship between mastery of simple past tense and mastery of writing recount texts. This study is a correlational study with the population being eighth grade students of SMP N 2 Padangsidimpuan. The sample of this study was 23 students. The researcher used a multiple-choice test for simple past tense and an essay test for writing recount texts as data collection instruments. The data were analyzed statistically using the product moment formula technique through SPSS. The results showed that there was a significant relationship between mastery of simple past tense and mastery of writing recount texts in eighth grade students of SMP N 2 Padangsidimpuan in the high correlation category.

Keywords : *Simple Past Tense, Recount Text, Writing mastery*

ABSTRAK

Nama   : Sahbila
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Judul Skripsi : Hubungan Penguasaan Simple Past Tense dengan
        Penguasaan Menulis Teks Recount pada Siswa Kelas
        VIII SMP N 2 Padangsidimpuan

     Penelitian ini membahas tentang korelasi antara penguasaan simple present tense dan penguasaan menulis teks recount pada siswa kelas VIII SMP N 2 Padangsidimpuan. Permasalahan dalam penelitian ini adalah banyak siswa mengalami kesulitan dalam menulis recount text secara tepat karena keterbatasan penguasaan tata bahasa, khususnya dalam menggunakan bentuk kata kerja lampau (verb 2), struktur kalimat negatif dan interogatif, serta penggunaan penanda waktu (time expressions). Penelitian ini bertujuan untuk mengetahui simple past tense dan penguasaan menulis teks recount, serta mengetahui hubungan penguasaan simple past tense dengan penguasaan menulis teks recount. Penelitian ini merupakan penelitian korelasional dengan populasinya adalah siswa kelas VIII SMP N 2 Padangsidimpuan. Sampel penelitian ini adalah 23 siswa. Peneliti menggunakan tes pilihan ganda untuk simple past tense dan tes esai untuk menulis teks recount sebagai instrumen pengumpulan data. Data dianalisis secara statistik dengan menggunakan teknik rumus product moment melalui SPSS. Hasil penelitian menunjukkan bahwa terdapat hubungan yang signifikan antara penguasaan simple past tense dengan penguasaan menulis teks recount pada siswa kelas VIII SMP N 2 Padangsidimpuan dalam kategori kuat.

Kata Kunci : *Simple Past Tense*, *Teks Recount, Penguasaan*
 Penulisan.

الملخص

الإسم   : سهبيلا

رقم القيد   : ٢١٢٠٣٠٠٠٠٤

العنوان   :العلاقة بين إتقان الفعل الماضي البسيط وإتقان كتابة النص السردي لدى التلامذ الفصل الثامن

بمدرسة المتوسطة الإسلامية الحكومية الثاني بادنج سيدمبوان .

يناقش هذا البحث العلاقة بين إتقان الفعل المضارع البسيط وإتقان كتابة النصوص الإجرائية لدى التلامذ الفصل الثامن بمدرسة المتوسطة الإسلامية الحكومية الثاني بادنج سيدمبوان .وتكمن المشكلة في هذه الدراسة في التلاميذ لا يزالون مرتبكين أو لا يعرفون كيفية البدء في الكتابة ويواجهون صعوبة في تأليف الجمل في النصوص الإجرائية. تهدف هذه الدراسة إلى تحديد مدى إتقان الفعل الماضي البسيط وإتقان كتابة نص السرد، وكذلك تحديد العلاقة بين إتقان الفعل الماضي البسيط وإتقان كتابة نص السرد. هذا البحث عبارة عن بحث ارتباطي مع مجموعة التلامذ الفصل الثامين بمدرسة المتوسطة الإسلامية الحكومية الثاني بادنج سيدمبوان.كانت عينة هذا البحث ٢٣ طالبًا. استخدمت الباحثة اختبار الاختيار من متعدد للفعل الماضي البسيط واختبار المقال لكتابة نص سرد النصوص كأدوات لجمع البيانات. تم تحليل البيانات إحصائيًا باستخدام تقنية معادلة لحظة المنتج من خلال برنامج. أظهرت النتائج أن هناك علاقة مهمة بين إتقان الفعل الماضي البسيط وإتقان كتابة نصوص إعادة السرد لدى التلامذ الفصل الثامن بمدرسة المتوسطة الإسلامية الحكومية الثاني بادنج سيدمبوان .في فئة عالية جدًا.

الكلمات المفتاحية إتقان الفعل الماضي البسيط، وإتقان الكتابة، وإعادة سرد النصوص

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بِسْـــمِ اللهِ الرَّحْمٰنِ الرَّحِــــيْمِ

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Finally, the researcher realizes that this thesis is far from perfect. This thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better. Hopefully, this thesis will be benefical to the readers and other researchers.

Padangsidimpuan, Juli 2025 Researcher

Sahbila
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CHAPTER I
INTRODUCTION

A. Background of the Problem

Writing is the process of expressing thoughts, ideas, and information in written form, enabling individuals to communicate effectively and creatively. It involves constructing meaningful sentences, organizing them into coherent texts, and presenting them in a structured manner. Through writing, people can convey their perspectives, share knowledge, and engage with others across various contexts, from personal reflections to professional communication. This process not only facilitates understanding but also fosters creativity and critical thinking, making writing a fundamental skill in both personal and professional domains.

In the curriculum, writing is an essential skill that includes various types of texts. Among these, narrative, descriptive, procedural, and recount texts are emphasized as key material. A recount text is one type of text in English lessons that has the function of retelling events or incidents that occurred in the past.

Writing a recount text is an activity that involves writing a record of events in the past. The events are reported chronologically according to the setting of time and place with the use of a number of conjunction and sequence markers. It is a type of writing aimed at informing or entertaining readers by recounting personal or factual events.

A recount text typically consists of three main components: orientation, series of events, and reorientation or conclusion. In the

orientation, the writer provides context about who, where, and when the event took place. The series of events then presents a sequence of events in chronological order. Finally, the reorientation or conclusion reflects the writer's thoughts or feelings about the events.

The government made several efforts to improve students' writing skills, including developing the curriculum, providing professional training for teachers, and offering textbooks for each student. Teachers played an important role by using creative strategies that made learning enjoyable and helped develop students' abilities. Schools also provided extracurricular activities that allowed students to enhance their writing skills while socializing in the school environment. These efforts from the government, teachers, schools, and the environment all worked together to improve students' writing.

The results of the preliminary research by interviewing the teacher at SMP N 2 Padangsidimpuan that there are several difficulties. The first is that students have in mastering the use of irregular and regular verb forms in the simple past tense, the second students have difficulty in determining the appropriate tenses for the situation in the recount text, especially in the use of past tense, and the third students have deficiencies in using proper grammar in writing recount texts. That means that their understanding of writing is very low.

These difficulties make teachers confused about teaching the simple past tense to improve writing a recount text. Another time with a student of

class VIII at SMP N 2 Padangsidimpuan. The students said," I don't understand the meaning of writing", and "I can't write the text well".[1]Based on the interviews above, it means the students' writing is poor at SMP N 2 Padangsidimpuan.

According to Gerot and Wignell, to be able to master writing recount texts, there are several factors that must be mastered, including vocabulary, grammar, and particularly the use of simple past tense, since recount texts are used to retell events that happened in the past.[2] It means can be concluded that there are factors that influence the use of the simple past tense in writing. Good writing skills can affect the simple past tense in several ways, such as using effective sentences, choosing the right words, and using effective text structure.

According to Pardiyono, sentences in recount text use simple past tense to retell past event, such as personal experiences or certain events, so that readers get information about what happened at that time.[3] So, it can be concluded that the use of the simple past tense in recount texts is essential. It helps the writer clearly describe actions or events that happened in the past, allowing the reader to understand the sequence and timing of those events accurately.

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[1] English Teacher, *Private Interview*: Students of SMP N 2 Padangsidimpun, on Saturday 09th of November 2024.

[2] Gerot, L., & Wignell, P., Making Sense of Functional Grammar (Sydney: Gerd Stabler, 1994), p. 194.

[3] Pardiyono. Sure You Can! The Magical Steps to Speak and Write in English. Andi, Yogyakarta. 2013.

The simple past tense is a feature of language, which means that it is an important aspect of language, especially when conveying events or incidents that have occurred in the past. So, it is very related to writing a recount text because a recount text is a type of text that aims to retell events or incidents that have occurred.

The simple past tense is essential in writing recount texts because it helps to clearly convey actions or events that occurred in the past. Since recount texts focus on recounting events in chronological order, using the simple past tense allows writers to structure their stories accurately and consistently.

The simple past tense is a component of writing that controls our writing. It is very important to use in writing because it is a controller. So, without the simple past tense, these skills will not be perfect. For example, if students want to write a recount text but do not understand the grammar, especially the simple past tense, they will not produce a good recount text.

Based on the explanation, the researcher is interest to do research about the correlation between students' mastery of the simple past tense and their ability to write recount text in general. The purpose of the research is to find out "The Correlation Between Students' Simple Past Tense and Writing Recount Text Mastery".

B. The Identifications of the Problem

Writing recount texts plays an important role in teaching and learning English as it helps students practice essential language skills, especially for

writing skills. It allows students to engage with past events, improving their ability to organize and express thoughts in a coherent and chronological manner.

As mentioned above there are several factors of writing recount text. They are, vocabulary, grammar, and particularly the use of simple past tense, since recount texts are used to retell events that happened in the past.

C. The Limitation of the Problem

Based on the identification, there are several factors to understand when writing a recount text: they write a personal connection to the topic, use action verbs, time connectives, adverbials of time and place, and simple past tense. The use of the simple past tense is a crucial element because a recount text tell about events that happened in the past. Continuous feedback from teachers and reading good examples of texts greatly help students improve their writing skills.

This research does not discuss all of the factors above, this research only focuses on one factor, namely simple past tense. Because it is the basic skill students need to master first. Once they understand how to structure and write a recount, they can then work on other factors, like improving grammar. By focusing on this one factor, the research can dig deeper into how students learn the process of writing a recount text before moving on to other aspects.

D. The Formulation of the Problem

The formulation of the problem are stated as follows:

1. How is the students' simple past tense at the eighth-grade of SMP N 2 Padangsidimpuan?

2. How is the students' recount text mastery at the eighth-grade of SMP N 2 Padangsidimpuan?

3. Is there any a correlational between the simple past tense and recount texts mastery at the eighth-grade students of SMP N 2 Padangsidimpuan?

E. The Purposes of the Research

The Purposes of the Problem are:

1. To know the students' simple past tense at the eighth-grade of SMP N 2 Padangsidimpuan.

2. To know the students' recount text mastery at the eighth-grade of SMP N 2 Padangsidimpuan

3. To find out the correlation between the simple past tense and recount texts mastery at the eighth-grade students of SMP N 2 Padangsidimpuan.

F. The Significance of the Research

The significance of this research can be seen as follows:

1. For the Head Master

This research can provide valuable insights into students' mastery of the Simple Past Tense, helping the headmaster evaluate the effectiveness of English language instruction. The findings may also support decisions

related to curriculum development, teacher training, and resource allocation.

2. For the English Teacher

English teachers can use this result as feedback on teaching writing recount text, and the past tense. The teacher gets some information about tenses and writing, which can be a guide when their students face some problems in mastering both of them.

3. For future researchers

The result of this research can be a consideration and a piece of additional information for other researchers who have conducted any further studies in the same field, as it may serve as a reference, provide supporting evidence, and enrich the theoretical framework related to the correlation between language mastery and writing skills.

G. The Outline of the Research

The systematics of this research are divided into three chapters. Each the chapter consists of several sub-chapters with the following details:

The first chapter presents the introduction, which includes the background of the problem, identification of the problem, definition of operational variables, formulation of research objectives, significance of the research, and the systematic organization of the study.

The second chapter consists of a description of the theory. Which is divided into several sub-chapters as follows; description of the simple past

tense and about writing recount texts. This chapter also consists of a review and related findings, conceptual framework, and hypothesis.

The third chapter contains the research methodology which is divided into several sub-chapters as follows; place and time of research, research methods, population and sample, research instruments, validity and reliability of instruments, and data analysis techniques.

The fourth chapter consists of data description, hypothesis testing, discussion, and research results. This chapter presents an in-depth analysis of the data, evaluates the validity of the hypotheses, and interprets the findings in the context of the research objectives.

The fifth chapter summarizes the key findings of the study by drawing conclusions from the analysis presented in the previous chapters. In addition, it provides practical suggestions for future research, highlights the limitations of the study, and discusses the broader implications of the results for theory, educational practice, and policy development.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Simple Past Tense

a. Definition of Simple Past Tense

Tenses are grammatical structures used in English to indicate the time an action or event takes place, as well as the aspect of the action, such as whether it is ongoing, completed, or habitual. Tenses help express the relationship between the time of the event and the time of speaking. In English, tenses are not only concerned with time (past, present, future) but also with aspect (simple, progressive, perfect, and perfect progressive), which provides additional information about the nature of the action. Tenses are essential in English to show when and how an action happens. Mastering tenses helps improve clarity and accuracy in both speaking and writing.[1] In English, one of elements that have to be mastered by students to improve their English is by learning which words go with wich word-also called collocations.[2] There are many definitions of simple past tense by experts.

According to Azar, the simple past tense is an activity or situation began and ended at a particular time in the past, emphasizes that the action is fully complete and no longer continues into the present.[3] The time of the

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[1] Murthy, R. (2019). *English Grammar: A Self-study Reference and Practice Book for Intermediate Learners of English*. Cambridge University Press.

[2] Harida, E.K & Hamka, Collocations Mastery of the University Students. https://scholar.google.com/citations?view_op=view_citation&hl=id&user=k8tecGYAAAAJ&citation_for_view=k8tecGYAAAAJ:maZDTaKrznsC. Vol. 1 No. 2, December 2019, pp. 201-208

[3] Betty Schrampfer Azar. (1992). *Fundamentals of English Grammar* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.

event may or may not be mention explicitly, but it is always understood to be finish. This tense is not concern with the duration of the activity, only with the fact that it occurred and ended entirely in the past.

According to Leech, the simple past tense is locate an event in a specific time in the past and to regard that event as a complete whole. This means that the action or event is view as finished and entirely contained within a past timeframe. Leech emphasizes that the simple past is not concerned with any connection to the present; instead, it treats the event as something that happened, was completed, and now belongs entirely to the past.[4] The time of the action may be stated or implied, but it is always interpreted as definite and concluded.

According to Huddleston and Pullum, the simple past tense is a verb form that indicates a situation or action is entirely situated in the past, without any connection or extension into the present. This means that the event or state is viewed as completely finished and limited to a specific point or period in past time.[5] Their definition emphasizes that the simple past tense is used to mark actions or situations that have been fully completed and have no ongoing relevance to the current moment.

The Simple Past Tense is primarily express actions or events that occurred and were completed at a specific time in the past, whether that time is explicitly mentioned or understood. It serves various functions such

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[4] Geoffrey Leech, *A Glossary of English Grammar* (Edinburgh: Edinburgh University Press, 2006),

[5] Rodney Huddleston and Geoffrey K. Pullum, *The Cambridge Grammar of the English Language* (Cambridge: Cambridge University Press, 2002).

as narrating historical events, storytelling, recounting experiences, and describing past habits or repeated actions. This tense is essential in both written and spoken forms for clearly situating actions within a defined past timeframe, making it a key tool in effective communication about past events.

b. Characteristics of Simple Past Tense

Characteristics are the distinguishing features or qualities that define a person, object, concept, or phenomenon. These may include physical traits, behaviors, or attributes that make something identifiable or different from others.

1) Using Verb 2 (Past Form of the Verb)

The characteristics of the Simple Past Tense refer to the distinct features or traits that define how this tense is formed and used in English. In other words, it explains what makes the Simple Past Tense unique compared to other tenses.

a) Regular Verbs

Regular verbs in English are verbs that form their past tense and past participle by adding -ed or -d to the base form. This group of verbs follows predictable spelling rules, which simplifies their usage for learners. As Azar and Hagen explain, "regular verbs follow predictable spelling rules when forming the past tense," making them easier to

learn compared to irregular verbs[6]. For instance, verbs ending in a silent -e only need -d to form the past tense (e.g., *live → lived*), as also noted by Eastwood[7]. Another common rule is that verbs ending in a consonant followed by y must change y to i before adding -ed (e.g., *study → studied*), a pattern highlighted by Murphy[8]. Additionally, certain one-syllable verbs that follow a consonant-vowel-consonant (CVC) structure require the final consonant to be doubled before adding -ed, such as *stop → stopped*. Thornbury emphasizes the pedagogical value of these rules by stating that "the regular verb system provides a foundation for learners to understand tense formation through rules rather than memorization".[9] Swan supports this by noting that "most verbs in English are regular, and this regularity helps learners develop confidence in verb usage".[10] While the rules are generally consistent. Murcia et al., remind educators and learners that "spelling rules for regular past forms are relatively consistent, but exceptions still require attention".[11] Understanding these rules and the rationale behind them is essential for learners at all levels, especially when building a solid foundation in English grammar and tense formation.

This pattern is consistent and follows standard spelling rules.

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[6] Betty Schrampfer Azar & Stacy A. Hagen *Understanding and Using English Grammar*. Pearson Education, 2009.
[7] Eastwood, John. *Oxford Practice Grammar*. Oxford University Press, 2006.
[8] Murphy, Raymond. *English Grammar in Use*. Cambridge University Press, 2012.
[9] Thornbury, Scott. *How to Teach Grammar*. Pearson Education, 1999.
[10] Swan, Michael. *Practical English Usage*. Oxford University Press, 2005.
[11] Celce-Murcia, Marianne & Larsen-Freeman, Diane. *The Grammar Book: An ESL/EFL Teacher's Course*. Heinle & Heinle, 1999.

Spelling Rules for Regular Verbs:

(1) If the verb ends in a silent-e, just add -d.

Example: love → loved → loved

live → lived → lived

close → closed → closed

(2) If the verb ends in a consonant + y, change y to i and add -ed.

Example: carry → carried → carried

study → studied → studied

bury → buried → buried

(3) If the verb is a one-syllable verb ending in a consonant-vowel consonant (CVC), double the final consonant, and add -ed.

Example: stop → stopped → stopped

plan → planned → planned

rub → rubbed → rubbed [12]

So, regular verbs form their past tense by adding -ed or -d to the base form, following consistent spelling rules. If a verb ends in a silent e, only -d is added. When a verb ends in a consonant followed by y, the y is changed to i before adding -ed. Additionally, for one-syllable verbs that end in a consonant-vowel-consonant (CVC) pattern, the final consonant is doubled before adding -ed. These rules help ensure the correct formation of the past tense for regular verbs.

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[12] Betty Schrampfer Azar and Stacy A. Hagen, *Understanding and Using English Grammar*, 4th ed. (New York: Pearson Education, 2009), 134;

b) Irregular Verbs

Irregular verbs do not follow consistent spelling rules when changing from the base form to the past tense (V2).[13] Unlike regular verbs, they change forms in unique and often unpredictable ways. Azar and Hagen state that irregular verbs do not follow any consistent rules in forming the simple past (V2) and past participle (V3). Each irregular verb has its unique pattern that must be learned individually. "Irregular verbs do not follow a consistent pattern in forming the past and past participle forms."[14] Eastwood explains that most irregular verbs change their internal vowel, some change completely, while others remain the same across all three forms (V1, V2, and V3).

Recognizing these patterns can help learners understand how irregular verbs function. "Irregular verbs may change the vowel, change completely, or stay the same in past forms."[15] Murphy emphasizes that there is no fixed rule for forming the past tense of irregular verbs. "The best way to learn irregular verbs is to memorize them and use them in meaningful context."[16]

Therefore, the most effective way to learn them is through memorization and repeated use in meaningful contexts.

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[13] Betty Schrampfer Azar, and Stacy A. Hagen. *Understanding and Using English Grammar*. 4th ed., Pearson Education, 2009.

[14] Betty Schrampfer Azar & Stacy A. Hagen. (2009). *Understanding and Using English Grammar* (4th ed.). Pearson Education.

[15] Eastwood, J. (2002). *Oxford Guide to English Grammar*. Oxford University Press.

[16] Murphy, R. (2012). *English Grammar in Use* (4th ed.). Cambridge University Press.

(1) Irregular verbs do not follow standard spelling rules.

Each verb changes in its own way and cannot be formed by simply adding -ed like regular verbs.

(2) There are three common types of changes among irregular verbs:

(a) Vowel change only

The verb changes only its internal vowel, while the beginning and ending stays the same.

Examples: begin → began → begun

drink → drank → drunk

sing → sang → sung

(b) Complete change

The entire word changes form in the past and past participle.

Examples: go → went → gone

buy → bought → bought

teach → taught → taught

(c) No change

The verb remains the same in all three forms.

Examples: cut → cut → cut

put → put → put

hit → hit → hit

(3) Memorization is necessary.

Because of their irregularity, these verbs must be memorized individually. There is no consistent formula.

(4) Using them in context helps retention.

Practicing irregular verbs through writing and speaking activities reinforces correct usage.

So, irregular verbs do not follow standard spelling rules when forming the past tense. Each irregular verb changes in its own unique way. Some verbs change completely from the base form to the past form, while others change only partially. There are also irregular verbs that do not change at all—their base form, past tense, and past participle remain the same. Because of these variations, irregular verbs must be memorized individually.

2) Using Time Signals (Time Expressions)

According to Swan, Time signals (time expressions) are words or phrases that indicate when an action happens, which are commonly used with the past simple tense to specify the timing of completed actions.[17] It is often used with specific time expressions to show when an action happened in the past.

The common time signals are:

Yesterday	Last night/week/year
Last weekend	Last Monday / Tuesday
Last month / Last year	Last January / February
Last summer / winter / spring / fall (autumn)	Last semester / last term
Last holiday / last vacation	Last birthday

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[17] Michael Swan, *Practical English Usage* (Oxford: Oxford University Press, 2005), 200.

Last Christmas / last Eid / last New Year	Last time
Last Friday morning / last Sunday afternoon	Last exam / last test
Last event / last meeting / last appointment	Last trip / last visit
Last decade / last century (for historical contexts)	A week ago
Two days ago	Three months ago
Ten years ago	Half an hour ago
A moment ago	A long time ago
Five minutes ago	Just a second ago
Not long ago	In 2010
In 1995	In June
In the 90s	In the 18th century
In March 2022	In the past
In my childhood	In ancient times

Examples:

I watched a movie *last night.*

She graduated *two years ago.*

We went to Bali *in 2022.*

c. The Uses of Simple Past Tense

The simple past tense is one of the fundamental verb tenses in English grammar. It is primarily used to talk about actions or events that took place and were completed at a definite time in the past. Understanding the various uses of the simple past tense is essential for effective communication,

whether in writing or speaking. The simple past tense serves several key functions, which can be categorized as follows:

1) To describe completed actions or events in the past

According to Swan, a well-known grammar expert, the simple past is used to talk about actions or events that started and finished at a specific time in the past.[18] It is used to describe actions or events that began and ended at a specific time in the past.

Examples:

She visited her grandmother last weekend.

They watched a movie yesterday.

I finished my homework two hours ago.

2) To describe a series of completed actions in the past

According to Schrampfer, the simple past is often used to list actions that happened sequentially, especially in storytelling.[19] It is often used to describe a sequence of actions in the past, especially in stories.

Examples:

He got up, brushed his teeth, and left for school.

She opened the door, entered the room, and sat down.

They arrived, ate dinner, and went to bed.

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[18] Michael Swan. *Practical English Usage*, Oxford University Press.
[19] Betty Azar Schrampfer. *Understanding and Using English Grammar*, Pearson.

3) To describe habits or repeated actions in the past

According to Murphy, the simple past can also describe past habits or routines that no longer happen.[20] It can be used to describe past habits or routines that no longer occur.

Examples:

When I was a child, I played football every day.

She always walked to school when she was young.

We visited our grandparents every summer.

4) To describe past facts or generalizations that are no longer true

According to Yule, the simple past sometimes refers to past facts or states that have changed.[21] It can refer to past facts or states that are no longer true.

Examples:

People believed the Earth was flat.
Dinosaurs lived millions of years ago.
He thought the job was easy.

The Simple Past Tense is an essential part of English grammar used to clearly express actions or events that happened and finished at a specific time in the past. Its main function is to indicate completed past activities, whether the exact time is mentioned or implied. Mastery of this tense enables effective communication of past experiences, stories, and habits, making it a vital tool for both spoken and written English.

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[20] Raymond Murphy. *English Grammar in Use*, Cambridge University Press.
[21] George Yule. *The Study of Language*, Cambridge University Press.

d. Formula of Simple Past Tense

One of the easiest ways to learning the simple past tense is by using a simple and understandable formula. Simple past tense uses the second form of the verb (V2) for all subjects, whether singular or plural. The verb form in the simple past tense does not change based on the subject, which makes it easier to use. For example, the verb "go" becomes "went", and it is used for all subjects (I went, you went, he went, she went, we went, they went).

The simple past tense has its own formula with its verbs. Simply, the formula starts with the subject and is followed by the past form of the verb (V2) in verbal sentences. In nominal sentences, the simple past tense uses "was" or "were" as the past forms of "to be", depending on the subject. For example, I was happy, they were tired.

The forms of simple past tense sentences are:

1) Nominal Sentences

According to Pauzan, a nominal sentence is a sentence whose predicate is not a verb (non-verb), but a noun, adjective, or adverb.[22] So, a nominal sentence is a sentence that does not have a verb.

a) The Form of Affirmative Sentence

The affirmative sentence is a positive statement that uses to be (was and were) the verb to be in the simple past tense is adjusted to the

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[22] Pauzan, *Nominal and Verbal Sentences*, ed. Yuche Yahya Sukaca, *An Introduction to Literary Chinese* (Jakarta Selatan, 2021), https:

S + to be + noun/adjective/adverb

sentence's subject. "Was" is used for the subjects I, He, She, and It, while "were" is used for the subjects You, We, and They.

The formula is as follows:

Examples:

I *was* in my grandmother's house

They *were* beautiful to go to dinner

She *was* really happy this morning.

b) The Form of Negative Sentence

A negative sentence is a sentence that states that something is not true or did not happen. In English, negative sentences are typically formed by adding the word not after an auxiliary verb.[23] It is a sentence by adds 'not' after to be.

The formula is as follows:

$$\boxed{\textbf{S + to be + not + noun/adjective/adverb}}$$

Examples:

I *was not* in my grandmother's house

They *were not* beautiful for go to dinner

She *was not* really happy this morning.

c) The Form of Interrogative Sentence

In English, interrogative sentences are typically formed by inverting the subject and the auxiliary verb or by using question words like what, where, when, why, who, and how at the beginning of the sentence.[24] It

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[23] Betty Azar Schrampfer. *Understanding and Using English Grammar*. 4th ed., Pearson Education, 2009.

[24] Betty Azar Schrampfer. *Understanding and Using English Grammar*. 4th ed., Pearson Education, 2009.

is formed by putting 'to be' at the beginning of the sentence and ends with a question mark.

The formula is as follows:

| To be + S + noun/adjective/adverb? |

Examples:

> *Were* you in your grandmother's house?

> *Was* she at the party last night?

> *Were* they happy with the results?

From this explanation, some ways to use English correctly are by knowing these things. First, knowing the subject: I, we, they or she, he it. Second, knowing the types of sentences: verbal sentences and nominal sentences. Finally, knowing the forms of verbal sentences: affirmative sentences, negative sentences, and interrogative sentences.

2) Verbal Sentences

Verbs are words used to indicate the action or state of being of the subject. The simple past tense is formed from verb 2 (V2/past tense).[25] Verbs show the action or state of the subject, and the simple past tense is formed by using the past form of the verb (V2) past form or (V3) the past participle.

a) The Form of Affirmative Sentence

The affirmative sentence is a positive statement that uses to be (was and were) the verb to be in the simple past tense is adjusted to the sentence's subject.

| S + verb 2 + Object/Adverb[1] |

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[25] Mujahidah et al., *Basic English for Young Learners*, 2020, http://repository.iainpare.ac.id/1647/1/Basic English.pdf.

The formula is as follows:

Examples:

> I *went* to my grandmother's house last year
>
> She *ate* dinner with her family last night
>
> They *drank* coffee in the restaurant last Monday

b) The Form of Negative Sentence

A negative sentence is a sentence that states that something is not true or did not happen.

The formula is as follows: | **S + did+ not + verb 1+ Object/Adverb** |

From the form above, for all subjects to make negative sentences, added not after the subject.

Examples:

> They *did not* go to the grandmother's house last year
>
> She *did not* eat dinner together last night
>
> They *did not* drink coffee in the restaurant last Monday

c) The Form of Interrogative Sentence

Interrogative sentences can also be interpreted as sentences that contain questions. Interrogative sentences are used to ask whether an action or event occurred.[26]

The formula is as follows: | **Did + S + verb 1 + Object/Adverb ?** |

Examples:

> *Did* you eat breakfast this morning?

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[26] H Pauzan, *The Book of Complete Engish Grammar*, ed. Yuche Yahya Sukaca and Penyunting (Jakarta Selatan, 2021), http://terbit.in. *The Book of Complete Engish Grammar*.

Did she visit her grandmother last weekend?

Did they play football at school yesterday?

2. Writing Recount Text

a. Definition of Writing Recount Text

According to Curriculum, writing is the productive skill that allows students to express meaning through written language. So, writing is both productive and expressive.[27] It involves organizing ideas, selecting appropriate words, and structuring sentences to communicate effectively.[28] Therefore, writing is not merely about putting words into text, but it is an active process that involves understanding, creativity, and a high level of language proficiency.

A recount text is a type of writing that retells events or experiences from the past in the order they occurred. It is commonly used to inform or entertain the reader by sharing real-life experiences, such as holidays, personal achievements, or historical events.[29] A typical recount includes three main parts: an orientation (to introduce the context), a sequence of events (told chronologically), and a conclusion or personal comment at the end. The language used in recount texts often includes action verbs in the simple past tense, time connectives, and personal pronouns. In summary recount text is

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[27] Siregar, S.R, Collaborative Learning and Summarizing Strategy in Teaching Writing during the COVID-19 Pandemic, https://journal.uir.ac.id/index.php/jshmicVol 10, No 1, February 2023.

[28] Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia. (2022). *Capaian Pembelajaran Bahasa Inggris SMP/MTs (Kurikulum Merdeka)*.

[29] Anderson, Mark & Kathy Anderson. *Text Types in English 1*. South Yarra: Macmillan Education Australia, 1997.

retell other people about something that has happened and other words to retell the real past activities, experiment or event.[30]

Writing a recount text is a productive skill that involves expressing past events or experiences in written form using clear and organized language. It requires the use of appropriate linguistic features such as action verbs in the simple past tense, time connectives, and personal pronouns. The main purpose of writing a recount is to inform or entertain the reader by sharing real-life or memorable moments in a coherent and chronological manner.

A writing recount text is a type of written text that retells events or experiences that happened in the past. The purpose of recount text is to inform or entertain the reader by describing what has occurred.[31] Typically, recount texts consist of three main parts: orientation, which introduces the participants and setting; events, which describe the sequence of actions; and reorientation, which provides a conclusion or personal comment.

In conclusion, writing not only assists students with their social development but also connects them to be in tune with what happens in the world around them.[32] So, a writing recount text is a type of writing that focuses on retelling past events in a clear and organized way. It aims to inform or entertain the reader by presenting a series of events in chronological order, typically including an introduction, the main events, and a closing statement.

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[30] Simatupang, N dan Lubis, F, "Students' Reading Recount Text Mastery," English Education: English Journal for Teaching and Learning 8, no. 2 (Desember 2020): 155–165, http://jurnal.iainpadangsidimpuan.ac.id/index.php/EEJ.

[31] Linda Gerot and Peter Wignell. *Making Sense of Functional Grammar.* 1994.

[32] Dewi, U., Siregar, F. R. (2022). Exploring Students' Interests and Challenges in Writing Fiction in Creative Writing Class. IJEE (Indonesian Journal of English Education), 9(2), 359-371. doi:10.15408/ijee.v9i2.28372

Recount also means to retell an event or sequence of events in English. Stated otherwise, a recount is a piece of writing in English that describes a former experience or incident in the past.[33] Funny, touching, embarrassing, hurtful, and exciting are all examples of personal experiences. Experience is an important aspect of our life. Whether they were memorable, enjoyable, or even unpleasant, everyone must have experienced.

These experiences will certainly be told to others at some point, whether it is family, friends, neighbors, or playmates. Both in formal and informal settings. Sharing such stories helps in building connections and understanding among people. It also preserves memories, allowing them to be passed down through generations.

b. Purposes of Writing Recount Text

In the Indonesian junior high school curriculum, particularly under the 2013 Curriculum, the purpose of writing recount texts is to enable students to retell past events or experiences in a structured and coherent manner. This practice aims to develop students' abilities to express themselves in written form, reflecting on personal experiences, and effectively communicating them to others. The recount text serves both informative and entertaining functions, allowing students to share real-life events or imaginative stories in a chronological sequence. According to the 2013 Curriculum guidelines:

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[33] Siti Zulfah, *Modul Pembelajaran SMA Bahasa Inggris X Historical Recount* (Jakarta, 2020), https://repositori.kemdikbud.go.id/21978/1/X_Bahasa-Inggris_KD-3.7_4.7_Final.pdf.

Students are expected to: Identify the social function of recount texts, which is to retell events for informing or entertaining purposes, recognize the generic structure of recount texts, typically comprising an orientation, a series of events, and a reorientation, utilize appropriate language features, such as past tense verbs, time connectives, and specific participants, to construct coherent narratives.[34] These objectives are designed to enhance students' writing skills by encouraging them to organize their thoughts, use appropriate language structures, and engage readers through personal or factual recounts. By practicing recount writing, students develop their ability to reflect on experiences and convey them effectively, which is essential for their overall language proficiency.

c. Process of Writing Recount Text

This process not only applies to writing recount texts, but also to all types of texts, including recount texts. This process typically includes planning, drafting, revising, editing, and finalizing the writing.

1) Planning

In this stage, the writer thinks about the content and decides what to include in the text.[35] This involves understanding the purpose of writing, the intended audience, and organizing ideas logically. Good planning helps produce clear and well-structured recount texts.

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[34] Kemendikbud. (2016). *Silabus Bahasa Inggris SMP/MTs Kurikulum 2013*. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah.
[35] Harmer, J. (2004). *How to Teach Writing*. England: Longman.

2) Drafting

At this stage, the writer creates the first draft by putting ideas into sentences and paragraphs.[36] The focus is on getting ideas down without worrying too much about grammar or spelling mistakes. The goal is to express ideas freely and creatively.

3) Editing

After drafting, the writer reviews the text to correct grammar, spelling, and sentence structure errors.[37] Editing improves the quality of the writing and makes it easier for readers to understand.

4) Final Draft

The final step is preparing the polished version of the text after revisions and edits.[38] This draft reflects the completed recount text, ready to be shared or submitted.

The explanation above shows that writing a recount text is a gradual process that involves several important stages. It begins with planning, where the writer organizes ideas and determines the purpose and audience. Then comes drafting, where ideas are developed into sentences and paragraphs. After that, editing is done to correct mistakes and improve clarity. Finally, the final draft is prepared as the polished version of the text. These stages help writers produce clear, organized, and high-quality recount texts.

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[36] Zemach, D. E., & Rumisek, L. A. (2003). *College Writing: From Paragraph to Essay*. Australia: Macmillan.

[37] Harmer, J. (2004). *How to Teach Writing*. England: Longman.

[38] Zemach, D. E., & Rumisek, L. A. (2003). *College Writing: From Paragraph to Essay*. Australia: Macmillan.

d. Aspects of Writing Recount Text

The aspects of writing a recount text refer to the key elements or components that should be considered when writing a recount text.

1) Social Function

The social function of a recount text is to retell past events or personal experiences with the intention of informing or entertaining the reader.[39] This type of text helps readers understand what happened, when it happened, where it took place, and who was involved. It allows the writer to share real-life stories in a meaningful and engaging way.

From the explanation above, it can be concluded that the main purpose of a recount text is to retell past events or personal experiences to inform or entertain the reader. Through recount texts, the writer can clearly convey details about what happened, when and where it occurred, and who was involved, making the story more meaningful and engaging for the reader.

2) Generic Structure of a Recount Text

A recount text generally follows three key structural components:

Orientation:

According to Anderson, the orientation is the opening part of a recount text. It provides background information to help the reader understand the context of the story. This includes details such as who was involved, what

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[39] Anderson, M., & Anderson, K. (1997). *Text Types in English 2*. Macmillan Education Australia.

happened, where, and when the events occurred.[40] The orientation sets the scene and introduces the main characters or participants.

Series of Events:

This is the main body of the recount. It presents the sequence of events that happened, arranged in chronological order (from first to last).[41] Each event is usually written in a separate paragraph, and the writer often uses time connectives like "then," "after that," "next," and "finally" to link the actions smoothly. This section is the longest and most detailed part of the text.

Re-orientation:

The re-orientation is the final part of a recount. It gives a concluding statement or a personal comment about the events that were described.[42] In personal recounts, this might include feelings, lessons learned, or a reflection on what happened. While it adds a finishing touch to the story, the re-orientation is sometimes optional depending on the type of recount.

Based on the explanation above, it can be concluded that a recount text has three main structural components: orientation, series of events, and re-orientation. The orientation introduces the background of the story by explaining who was involved, what happened, and where and when it occurred. The series of events presents the actions in chronological order to show the flow of the story clearly. Finally, the re-orientation provides a conclusion or

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[40] Anderson, Mark & Kathy Anderson. *Text Types in English 1*. South Yarra: Macmillan Education Australia, 1997, p. 48.

[41] Anderson, Mark & Kathy Anderson. *Text Types in English 1*. South Yarra: Macmillan Education Australia, 1997, p. 49.

[42] *Reference:* Hyland, K. (2004). *Genre and Second Language Writing*. The University of Michigan Press.

personal reflection on the events, giving the text a complete and meaningful ending.

3) Language Features of Writing Recount Text

When you are going to make a recount text, of course, there are some language rules that you need to pay attention to. This aims to distinguish recount text from other types of text. Some language features of recount text include: "Introducing personal participant: I, my group, etc, using chronological connection: then, first, etc, using linking verbs: was, were, saw, heard, etc, using action verbs: look, go, change, etc, using the simple past tense".[43] So, the language features of a recount text are designed to help clearly describe past events in a structured way.

These features include the use of personal participants (e.g., *I*, *my group*), chronological connectors (e.g., *then*, *first*), linking verbs (e.g., *was*, *were*), action verbs (e.g., *look*, *go*), and the simple past tense to indicate that the events have already happened. All of these elements work together to make the recount clear, engaging, and easy to follow.

e. Assessing of Writing Recount Text

In assessing a recount text, teachers should focus on the content, organization, grammar, vocabulary, and mechanics, as well as the appropriate use of past tense and chronological order.[44]

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[43] M. Arifian Rosyadi, *Learning Material Junior High School Grade VII*, 2011, https://arifianunnes3.files.wordpress.com/2011/04/recount-text-learning-material.pdf.

[44] Hyland, Ken. *Second Language Writing*. Cambridge University Press, 2003.

1) Content

When assessing the content of a recount text, teachers should consider whether the events described are relevant to the topic and whether they are clearly explained with sufficient detail.[45] A well-developed recount text should not only state what happened but also include descriptive and supporting information that helps the reader visualize or understand the experience being retold.

2) Organization

The organization of a recount text refers to the logical structure and flow of events.[46] A standard recount text follows a specific structure consisting of three stages: Orientation, which introduces the participants, time, and place; Events, which present the actions or experiences in chronological order; and Re-orientation (optional), which closes the recount or offers a personal comment or reflection.

3) Language Use

In the category of language use, the focus is on grammatical accuracy, particularly in the correct and consistent use of past-tense verbs, which is essential in recount writing.[47] Students should also demonstrate the ability to construct clear and accurate sentences, maintain subject-verb agreement, and use appropriate sentence structures.

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[45] Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.
[46] Anderson, M., & Anderson, K. (1997). *Text Types in English 1*. South Yarra: Macmillan Education.
[47] Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Longman.

4) Vocabulary

Vocabulary assessment examines the appropriateness and variety of word choice used by students. Effective recount writing requires more than basic word usage; students are expected to apply a range of verbs, adjectives, and nouns that suit the context and enhance the description of events.[48] Avoiding repetition and selecting precise words make the narrative more engaging and informative.

5) Mechanics

The aspect of mechanics includes the correct use of spelling, punctuation, and capitalization.[49] Although mechanical features might seem minor compared to other aspects, errors in these areas can disrupt the flow and understanding of the text. Excessive mistakes may also negatively impact the reader's impression of the writer's overall ability.

In summary, the assessment of a recount text using analytic criteria, content, organization, language use, vocabulary, and mechanics allows for a more thorough and structured evaluation of student writing. These components are interconnected and, together, form a reliable basis for scoring, providing constructive feedback, and guiding students toward improved writing performance.

f. Material of Teaching Recount Text

One of the essential components in teaching recount text is the selection of appropriate and level-based materials. In the Indonesian curriculum for junior high school, especially for grade VIII students, recount texts are often introduced

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[48] Hyland, K. (2003). *Second Language Writing*. Cambridge: Cambridge University Press.
[49] Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New

through personal experiences that are meaningful and relatable. These texts are written in the past tense and are designed to help students understand how to express past events clearly and chronologically. Each passage models the use of simple past verbs, time expressions, and personal reflection, which are key features of recount texts.

These pages are from an English textbook for 8th-grade students. They show a series of short personal stories, from Day 1 to Day 8, telling about someone's childhood from being a baby to going to primary school. Each story uses simple past tense verbs, such as *was*, *walked*, *played*, *learned*, and *went*, to describe real experiences that happened in the past.

The purpose of this activity is to help students observe how verbs change in the past tense and to understand how to use them when talking or writing about past events. By reading these stories, students can also learn how to build sentences, describe memories, and talk about their own childhood using proper grammar.

When I was child[50]

Day 1

When I **was** a baby, when I **could not do** anything, my parents and my elder brother **took** care of me. My brother is five years older than me. I **didn't sleep** with my mum. I **slept** in a baby cot in my parents bedroom. My brother **slept** in his own room. My mum **breastfed** me for two years.

Day 2

When I **cried**, they **calmed** me down. When I **was** afraid of something, they **comforted** me. My dad often **carried** me around in the morning sun. When I **got** older, they **spoonfed** me. I **played** with my brother. I **was** naughty, but he never **got** angry with me. He **was** very patient with me.

Day 3

I **started** my kindergarten when I **was** five years old. I **did** my kindergarten for two years, one year in Kindy A and one year in Kindy B. My kindy **was** near my home. I **walked** to my kindy with my mum or my brother. Sometimes I **went** with my dad on his motorcycle.

Day 4

In the classroom, my teacher **read** us stories. We **sang** happy songs, we **coloured** pictures, and we **played** with dough and colorful paper. In the playground, we **played** sliding, we **ran** around, and we also **played** hide-and-seek.

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[50] Wachidah Siti et al., *Bahasa Inggris When English Rings Bell*. Pusat Kurikulum dan Perbukuan Balitbang, Kemendikbud. 2017.

Figure II.1. Material of Teaching Recount Text

Observing & Asking Questions

Day 5

I **started** my primary school when I **was** seven years old and **finished** when I **was** twelve. I also **walked** to school, because my school **was** only 200 meters from my home. I **went** to school with my brother or with my friends. Sometimes my dad **took** me to school on his motorcycle. Sometimes I **walked** to school by myself.

Day 6

I **learned** many new things in primary school. I **learned to write** and **to read** in Grade 1 and Grade 2. My favourite teacher **was** Mrs. Ningrum. She was very smart. She **taught** us traditional dances and songs. She also **taught** us to plant trees and take care of the garden. One day she **took** us to the local library to borrow books.

Day 7

I have many sweet memories in my primary school. My friends and I often **helped** Pak Min, the janitor, because he **had** so much work to do. We **felt** happy when we **could help** him. My Physical Education (PE) teacher, Mr. Laode, often **took** us to walk around the hills and along the river near our school. We **took** a rest under the trees when we **were tired**.

Day 8

I **learned to ride** on a bicycle in the school yard in the afternoon after school. And then I **could ride** in the small streets in the neighbourhood, with my friends. My friends and I often **spent** hours chatting in the small green yard near the Kelurahan office. The boys **climbed** the big trees. We also **swam** in the river. It **was** still very clean at that time. It **is** very dirty now.

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Exercise 1: This activity is part of the "Collecting Information" section in the English textbook for Grade VIII (Kelas 8 SMP/MTs). The table compares a student's experiences as a Grade VII student (past) and now as a Grade VIII student (present). The left column ("As a Student in Grade VII") asks students to complete sentences using simple past tense verbs to describe what the student did last year. The right column ("Now as a Student in Grade VIII") is used to describe the student's current situation using the simple present tense.

Collecting Information

AS A STUDENT IN GRADE VII	NOW AS A STUDENT IN GRADE VIII
- She was in Grade VII last year.	- She is in Grade VIII now.
- She learned many new things.	
- She rode to school on her bike for the first time.	
- She met boys and girls from different parts of the town for the first time.	
- She _____ very happy when she _____the blue-and-white uniform for the first time.	
- She _____ English for the first time last year.	
- She _____ to greet other people in English.	
- She _____ to introduce herself in English.	
- She _____ to ask and answer questions in English.	
- She _____ to describe her family, her friends, and her school in English.	
- She _____ her first English song.	
- She _____ her first English story.	
- She _____ not a class captain.	
- She _____not_____ many things for her class.	

160 KELAS VIII SMP/ MTs

Exercise 2: This activity is from the "Collecting Information" The table compares the daily activities and responsibilities of a girl when she was small (past) and now as a teenager (present). The left column asks students to complete sentences about what the girl used to do or did not do when she was younger, using simple past tense. The right column asks students to describe what she does now as a teenager, using simple present tense.

Collecting Information

WHEN SHE WAS SMALL	NOW AS A TEENAGER
- Her school _____ near her home.	- Her school _____ 2 kilometers from her home.
- Other people _____ many things for her.	- She _____ many things to other people.
- She _____ most of the time.	- She _____ most of the time.
- She _____not_____ the chores.	- She _____ the chores.
- She _____not_____ the bed.	- She _____ the bed.
- She _____not_____ the furniture.	- She _____ the furniture.
- She _____not_____ the clothes.	- She _____ her clothes.
- She _____not_____ the clothes.	- She _____ the clothes.
- She _____not_____ the floor.	- She _____ the floor every day.
- She _____not_____ to the shop.	- She _____ to the shop.
- She _____not_____ for the family.	- She _____ for the family.
- When she _____ something, everybody else _____ it for her.	- When she _____ something, she _____ it herself.

Exercise 3: This activity is part of the "Communicating" section in the *When English Rings a Bell* textbook for Grade VIII. The focus of this task is on writing statements in the simple past tense to talk about past experiences or actions, including the time when they happened.

Reflecting

We will work in groups to reflect on our learning. We will discuss what we have learned.

Now I know how to express states or events in the past.

a. We use the _____ form of the verbs.
b. A state or an event in the past can be related to _____
_____

I have learned many new words, too, for example _____
_____ They are in my real life.

Exercise 4: This activity is a reflection task in the *When English Rings a Bell* textbook for Grade VIII. It appears after a series of past tense learning exercises and aims to help students review and express what they have learned.

Figure II.2. Example of Exercise in the Learning Recount Text

B. Review of Related Findings

Several related research studies have explored various aspects of language writing skills. For instance, one thesis conducted by Pebriyanto focused on the concept that English is learned by students, especially grammar, as the rules that are very important elements when someone

communicates or speaks with others.[51] So, grammar in English language learning, especially for students. Grammar serves as a set of basic rules that enable effective communication, both in speaking and writing. Mastery of these rules not only improves students' ability to express themselves clearly but also contributes to their overall language proficiency. This underlines the importance of grammar instruction in language education, as it helps learners to communicate accurately and coherently with others.

The second study conducted by Amelia aimed to understand grammar as a tool in teaching English, especially in teaching writing, to help students improve writing mechanics and grammatical errors in their writing easily.[52] So, the importance of grammar as an essential tool in teaching English, especially in writing. By focusing on grammar, students are better able to improve their writing mechanics and reduce grammatical errors. This highlights the importance of incorporating grammar instruction into writing lessons, as it helps students refine their writing skills and improve their overall ability to produce clear, accurate, and effective written communication.

In the third research, Aeni et. al aims to show the effectiveness of the genre-based approach in improving students' grammatically effective recount text writing skills among grade 8 students at SMPN 1 Puri Mojokerto, during the academic year 2022. This research was conducted

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[51] Pebriyanto, "The Correlation Between Students' Mastery Of Simple Past Tense And Their Writing Ability In Recount Text At The First Semester of the Eighth Grade at SMP N 3 Bandar Lampung in the Academic Year 2020/2021" 2021 (2021): 11.

[52] Mery Dina Amelia, "The Effectiveness of Grammarly Application on Students' Accuracy in Writing," *Http://Repo.Stkippgri-Bkl.Ac.Id/Id/Eprint/1862*, 2022.

using quantitative methods with a quasi-experimental research design. The research results show a real increase in the use of genre-based approaches in writing recount texts.[53] This was supported by the test results conducted as part of the research.

The distinguishing features between this research and the previously mentioned findings lie in the variables studied and the research design. In the related findings, the variable of interest was grammar, whereas this research focuses on writing. The researcher in this study utilized a quantitative design. However, a common thread among these studies is their utilization of debate as a variable of interest.

C. The Framework of Thinking

The simple past tense plays a crucial role in recount texts, as it is used to describe events or experiences that occurred in the past. By employing the simple past tense, writers can indicate that the actions or situations they are narrating have already happened, which helps readers follow the sequence of events in a chronological order. This tense is essential for maintaining the temporal structure of recount texts, ensuring that the narrative is coherent and accurately reflects past occurrences. The use of the simple past tense is fundamental in writing recount texts, as it allows writers to convey past events and experiences effectively.

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[53] Nur Aeni, Ahmad Iklil Saifulloh, and Irfan Syihabul, "The Effectiveness of Grammarly in Enhancing Students Recount Text Writing Skill through Genre-Based Approach," *Seminar Nasional Pendidikan* 1 (2022): 384, http://semnaspendidikan.unim.ac.id/index.php/semnas/article/view/47.

The recount text serves a vital role in English language learning, particularly in enhancing students' writing skills. By engaging in recount writing, learners develop the ability to organize events chronologically, employ appropriate language features, and express personal experiences effectively. This genre not only aids in improving grammatical accuracy and vocabulary but also fosters critical thinking as students reflect on past events. Moreover, recount texts provide a platform for learners to connect personal narratives with broader contexts, thereby enriching their communicative competence. Implementing a topical approach in teaching recount text writing significantly enhances students' abilities in idea generation, grammatical accuracy, storytelling, and vocabulary usage.

The simple past tense plays a significant role in writing recount texts because it functions as the main grammatical structure to express past events. Students who master the simple past tense are more capable of presenting their experiences in a clear, coherent, and chronological manner. Therefore, it is assumed that mastery of the simple past tense positively contributes to students' ability to write recount texts effectively, particularly in terms of grammar accuracy, temporal clarity, and overall narrative structure.

Based on the explanation above, it can be assumed that the simple past tense and recount text are closely connected and play a significant role in developing students' writing competence. The simple past tense serves as the key grammatical feature that allows writers to clearly convey past events

in a chronological and coherent manner, while recount texts provide a meaningful context for students to apply this tense as they reflect on and structure their personal experiences. The relationship between the simple past tense and writing recount texts is fundamental, as the tense functions as the core grammatical structure that supports the recount genre. Since recount texts aim to retell events that happened in the past, the simple past tense is used consistently to describe those events clearly and sequentially. Without mastery of the simple past tense, students may struggle to express time relationships and the correct order of actions, which can lead to confusion in the narrative. Therefore, understanding and applying the simple past tense correctly is essential for writing effective and coherent recount texts.

| Simple Past Tense (Variable X) | → | Writing Recount Text (Variable Y) |
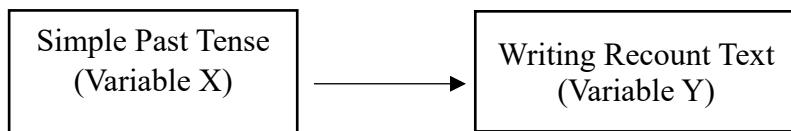
Figure II.1. The Correlation Between Simple Past Tense And Writing Recount Text Mastery

D. The Hypothesis

Based on the frame of theory and frame of thinking above, the hypothesis has been formulated as follows:

H1: There is a significant correlation between students' mastery of the past tense and their writing mastery in recount text at the first semester of the eighth grade of SMP N 2 Padangsidimpuan the academic year of 2024

Ho: There is no correlation between students' mastery of the past tense and

their writing ability in recount text at the first semester of the eighth

grade of SMP N 2 Padangsidimpuan in the academic year of 2024.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

This research is at SMP N 2 Padangsidimpuan. This school is located at Jl. Ade Irma Suryani No.1, Ujung Padang, Kec. Southeast Padangsidimpuan, South Tapanuli Regency, Padangsidimpuan City, North Sumatera. The time of this research has been conducted from January 2025 until October 2025.

B. The Research Method

The kind of this research is quantitative research in correlational research. Quantitative research is based on the collection and analysis of numeral data, it was usually obtained from questionnaires, test, checklist, and other formal paper and pencil instrument.[1] Correlation research is research that involves data collection activities to determine whether there is a relationship and the level of relationship between 2 (two) or more variables.[2] One kind of study that looks at the connection between two or more variables is correlational research.

This research uses a descriptive method. The descriptive method describes an existing condition or the relationship between variables.[3] This method is used to describe a correlation between the X and Y variables. The X variable is simple past tense (independent variable) and Y variable is writing recount text mastery (dependent variable).

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[1] L. R Gay, *Educational Research Competences for Analysis and Applications* (America: Pearson Education, Inc, 2012), p. 12.

[2] Mohammad Faizal Amir and Septi Budi Sartika, *Buku Ajar Metodologi Penelitian Dasar Bidang Pendidikan*, Ed.M.Tanzil Multazam Septi Budi Sartika (Jawa Timur, 2017).

[3] Gay, *Educational Research Competences for Analysis and Applications*, p. 20.

C. Population and the Sample

In conducting a research study, it is essential to identify the population and the sample to ensure the validity and reliability of the findings.

1. Population

Population refers to the entire group of individuals, objects, or events that share common characteristics and are the subject of a research study.[4] It is from this group that a researcher intends to draw conclusions or generalize findings. In quantitative research, clearly defining the population is essential to ensure the validity and reliability of the results, as it determines the scope and applicability of the study outcomes.

The population of this research are all students at grade VIII of SMP N 2 Padangsidimpuan, which consists of eleven classes of the students at grade VIII of SMP N 2 Padangsidimpuan. That consists of 330 students. The population of this research is in SMPN 2 Padangsidimpuan can be seen below:

[4] Creswell, J. W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson Education 2012.

Table III.1
The population of the Research

Class	X (total of students)
VIII-1	30
VIII-2	30
VIII-3	30
VIII-4	30
VIII-5	30
VIII-6	30
VIII-7	30
VIII-8	30
VIII-9	30
VIII-10	30
VIII-11	30
Total of Students	**330**

From the table above, it can be seen that the population of the research is 330 students.

2. Sample

Sample is a smaller subset taken from the population, selected to represent it in the research.[5] The population in this study was more than 100, which was 330 students. The researcher did not make all students of class VIII as samples from the entire population that has been explained above.

The technique used in this research was random sampling because of the entire population was of the same grade, curriculum, lesson, and age. It eliminates selection bias, giving every member of the population an equal chance of being selected, thereby enhancing the validity and reliability of the study's findings. This research was conducted using a lottery system. Where the names of all students were written on a piece of paper. Then the paper is put into a small

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[5] Creswell, J. W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th ed.). Pearson Education 2012.

box shaken, and then removed as much as needed. The names selected in the paper will be the sample of this study. After the names were taken from the box, the researcher got the number of each class, namely 9, students from class VIII-1, 3 students from class VIII-2, 3 students from class VIII-3, 2 students, students from class VIII-4, 1 student, student from class VIII-5, 2 students, students from class VIII-6, 3 students, students from class VIII-7, 1 student, students from class VIII-8, 2 students, students from class VIII-9, 2 students, students from class VIII-10, 2 students, students from class VIII-11, 2 students.

To determine the appropriate sample size, researcher often used sampling formulas or tables, such as Slovin's formula when the population is known. Using Slovin's formula:

$$n \frac{N}{1 + N(e^2)}$$

Where:

n = Sample size

N = Total of Population

e^2 = the percentage of leeway in the accuracy of sample errors [6] So, in this research, the formula above is used to determine the sample size, with an error tolerance limit of 20 percent.

As shown below:

$n = \frac{330}{1+330 \; x0.2^2}$ $n = \frac{330}{1+330 \; x0.04}$

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[6] Husein Umar, *Metode Riset Bisnis* (Jakarta: Gramedia Pustaka Utama, 2003), p. 141-142

$$n = \frac{330}{14.2} \qquad n = 23.2 \text{ rounded to } 23[7]$$

From the explanation above, it can be said that the number of sample are 23 students. After the names of the classes were taken from the box, the researcher got the numbers from each class. This can be seen from the table below:

Table III.2
Sample of the Research

Class	Total Students
VIII-1	3
VIII-2	3
VIII-3	2
VIII-4	1
VIII-5	2
VIII-6	3
VIII-7	1
VIII-8	2
VIII-9	2
VIII-10	2
VIII-11	2
Total	**23**

From the explanation above, it can be said that the total number of samples is 23 students.

D. The Definition of the Operational Variables

Based on the title of the research, this research consists of two variables, with the definition as follows:

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[7] Ade Heryana, "Populasi dan sampel", Prodi Kesehatan Masyarakat,Tanggerang, 2019.

1. Simple Past Tense

The Simple Past Tense is a grammatical tense used to express actions, events, or situations that occurred and were completed in the past, includes affirmative sentences, negative sentences, and interrogative sentences.

2. Writing Recount Text

Writing a recount text involves telling what happened, who was involved, and when it occurred to describe personal experiences or past event.

E. The Instrument of the Research

In collecting the data, the researcher uses a multiple-choice test as the instrument when gathering data. It means that research is a kind of tool which is used by the researcher to collect or to get data. Generally, there are two kinds of instruments, namely test and non-test. In collecting the data, the researcher used test as the instrument.

Test is method of measuring of person ability knowledge or performance in a given domain. Test is any series of questions or of exercises or other means to measure the skill, knowledge, intelligence, capacity, or attitude of an individual. According to Arikunto test is a series of questions or exercises used to measure the skills, knowledge, intelligence, ability, or talent possessed by individuals or groups.[8] This research used a test as an instrument.

The test consists of two types:

1. Multiple choice test

The researcher administered a test in the form of a multiple-choice test. Each

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[8] Suharsimi Arikunto, Prosedur Penelitian Suatu Pendekatan Praktik (Jakarta: PT. Rineka Cipta, 2013), p. 193.

question had four options (a, b, c, d), and the test initially consisted of 60 items. The students were required to choose the correct answer from the four options provided in each item. The purpose of the test was to measure the students' mastery of the simple past tense. After being validated, only 50 of the 60 items were declared valid and were therefore used as the final instrument in this study. It can be described as follows:

Table III.3
Indicator of Simple Past Tense

Variable	Indicator	Sub indicator	Number of items	score	Total score
Simple Past Tense	1.Verbal sentence	a.Affirmative sentence	1, 2, 3, 4, 5, 6	2	12
		b. Negative sentence	7, 8, 9, 10, 11	2	10
		c.Interrogative sentence	12, 13, 14, 15, 16	2	10
	2. Nominal sentence	a. Affirmative sentence	17, 18, 19, 20, 21, 22	2	12
		b. Negative sentence	23, 24, 25, 26, 27	2	10
		c.Interrogative sentence	28, 29, 30, 31, 32	2	10
	3. Yes or No answer	a. Affirmative sentence	33, 34, 35 36, 37, 38	2	12
		b. Negative sentence	39, 40, 41, 42, 43, 44	2	12

Variable	Indicator	Sub indicator	Number of items	score	Total score
		c.Interrogative sentence	45, 46, 47, 48, 49, 50	2	12
Total			**50**		**100**

The scoring is obtained using the following formula:

$$\text{Score} = B/N \times 100 = 1/50 \times 100$$

Where:

B: Number of questions answered correctly

N: Number of questions[9]

Based on the table above, the first test is the multiple-choice test. There were 50 questions in a multiple-choice test, and each question received 2 points. So, the students would have answered all of the questions correctly and gotten a 100 score.

2.   Essay test

To assess the students' writing mastery in recount texts, the researcher administered an essay test that required the students to write a recount text. The scoring of students' writing was based on three indicators: social function, generic structure, and grammatical features. Each indicator was scored on a scale of 1 to 4. A score of 4 indicated that the aspect was very clear or very complete, while a score of 1 indicated that the aspect was not clear or not present at all. The total maximum score was 12. The detailed scoring criteria for each indicator are presented in the following table:

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[9] Asrul, et al., *Evaluasi Pembelajaran* (Bandung: Citapustaka Media, 2014), p. 84.

Table III.4
Indicator of Writing Recount Text

No	Indicator	Point	Criteria
1	Social function	4	The social function of the text is very clear.
		3	The social function of the text is clear.
		2	The social function of the text is quite clear.
		1	The social function of the text is not clear.
2	Generic structure	4	The generic structure of the text are clear, complete, and sequential
		3	The generic structure of the text are clear, complete and almost sequential
		2	The generic structure of the text are clear, complete and not sequential
		1	The generic structure of the text are not clear, and not sequential
3	Grammatical features	4	The grammatical features of the text are very complete
		3	There are 3-5 the grammatical features of the text
		2	There are only 2 grammatical features of the text
		1	There is no grammatical features of the text at all

Final score: $\frac{\text{students score}}{\text{maximum score}} \times 100$ [10.] The high score was 12. So, if the students get 4 scores in every part, the maximum score $\frac{12}{12} \times 100 = 100$. So, the specification of the score can be seen on the following table:

Table III.5 Scoring Scale

No	Criteria	Score
1	Very good (A)	86 –100
2	Good (B)	71–85

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[10] Asrul, et. al, Evaluasi Pembelajaran (Bandung: Citapustaka Media, 2014), p. 84.

3	Average (C)	56 –70
4	Poor (D)	≤ 55

F. Validity and the Reliability of Instrument

  1. Validity

Validity is used to see the accuracy of an instrument and its measurements.[11] Validity is the accuracy of what is written and what is reported. Reliability is related to the stability and finding of the data. The consistency of the data needs to convince that this research was reliable. Reliability is how far the measurement in a research still consistent after being examined repeatedly to the subject in the same conditions.

This research used item validdty and construct validity which use to know the behavior of the students. In construct validity, the test has been judgment by the expert. To make it sure, the researcher had adiscussion with the teacher who teach in SMP N 2 Padangsidimpuan.

We can use product-moment correlation because when you want to measure the strength and direction of the linear relationship between two quantitative variables (interval or ratio scale) that are, or are assumed to be, normally distributed. So the formula:

Korelasi Product Moment

$$r_{xy=} \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][[N \sum Y^2 - (\sum Y)^2]]}}$$

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[11] Slamet Widodo et al., *Buku Ajar Metode Penelitian*, *Cv Science Techno Direct*, 2023.

Keterangan:

rxy = Validity Coefficient

N = Number of Subjects

X = Comparative Value

Y = The value of the instrument whose validity will be

sought[12]

The validation results show that of the 60 questions, only 50 questions are valid or used for this research because there are 10 invalid questions with questions 7, 20, 30, 38, 40, 48, 50, 51, 52, and 58. So there are only 50 questions in this test.

2. Reliability

A measuring instrument must be reliable. According to Sudijono, "Reliability is the extent to which a test consistently measures what it measures".[13] A test is classified as a reliable measuring instrument because the test can be relied on to provide stable and consistent results, so it is used for more objective and accurate decision making.

G. The Procedures of Collecting Data

In completing the data, the next step of this research is collecting the data. The function of data collecting is to determine the result of the research. The technique of data collection is test. Test is one way to measure someone's ability indirectly through a response towards stimulus or question.

Test is some questions or exercises and instrument to measure skill, knowledge, intelligence, and ability of individual and group. The two variables in this research

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[12] Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. 2017.
[13] Anas Sudijono, *Pengantar Statistik Pendidikan* (Raja Grafindo Persada, 2018).

are categorized into ability, and test is the appropriate technique for this research. It is used to determine the students' mastery of simple past tense and the students' writing mastery in recount text. The test consists of two types:

      1. The test of simple past tense mastery consists of 50 questions.

The kind of question was multiple-choice questions with four options (a,b,c,d), which consist of 50 items. In doing the test, the students are required to choose one correct answer from the four.

2. Options provided in each item.

The test of writing mastery of recount text was an essay test based on the instruction, or asked the students to made a recount text by allocating time 40 minutes for writing. The data were collected through the following procedures. The researcher has given a test of the simple past tense, which consists of 50 questions for 23 students.

      a. The scoring of the simple past tense mastery test was done after the students finished answering all the questions. The items, which were answered correctly, were calculated to find out the students' scores. Each correct answer for multiple choice consists of 50 questions, and each correct answer 2. As there were 50 questions, the students who were able to answer all questions correctly would get 100 as the highest score.

      b. The test of recount text writing was written in the blank sheets. The scoring of the writing mastery of the recount text test was

done after 23 students finished writing their recount text. To know students' writing mastery in recount text, the researcher assesses their results in a writing test with some criteria and objectives. The researcher has identified the students' mistakes by reading the students' worksheets one by one. The researcher used a rating scale which consists 3-level rating scale. The rating scale measures the students' writing mastery, especially in social function, generic structure, and grammatical features of recount text.

H. The Technique of Analysing Data

After collecting the data, the researcher analyzed the data by using SPSS 26. Data analysis means the process of systematically calculating and arrangement systematically of the data done by the researcher. In this data processing stage of the research, the stages can be formulated in descriptive statistics analysis. Descriptive statistics are the ways of presenting the data analyzed by the following:

1. Identify and correct the answer of the instruments given.

2. Identify mean, median, and modus by using descriptive statistics to arrange and categorize the score of variable X and variable Y. According to Gunawan the formula to identify mean, and median modus is as follows:

a) Know the mean score formula as follows:

$$\bar{x} = \frac{\sum fx}{\sum f}$$

b) Know median score use formula as follow:

$$Me = B + \frac{\frac{1}{2}n - (\Sigma f_2)o}{fMe} \cdot C$$

c) Know modus score use the formula as follows:

$$Mo = L + \frac{d1}{d1 + d2} \cdot C^{14}$$

Table III.5 Interpretation of Mean Score

No	Interval	Predicate
1.	80-100	Very Good
2	70 - 79	Good
3	60 - 69	Enough
4	50 - 59	Less
5	0 - 49	Fail

3. Identify the Normality Test

A normality test is used to determine whether the data of the research is normal

or not. To know the normality test, the researcher used the Chi-Square Formula,

with the formulation as follows: $x^2 = \Sigma \frac{(O_i - E_i)^2}{E_i}$

Where:

x^2 = Value of Chi-Square

O_i = Observed Frequency

E_i = Expected Frequency[15]

a) To Test the Hypothesis

To know the correlation between variable X and Y, the researcher used the

formula of Pearson's product-moment correlation SPSS 26. To examine the

significant correlation between variable X and variable Y.

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[14] Sugiyono, Statistika untuk Penelitian

[15] Siti Hajaroh and Rachanah, *Statistik Pendidikan (Teori Dan Praktik)*, ed. M.Pd.I Erlan Muliadi, *Sustainability (Switzerland)*, vol. 11, 2019, www.sanabil.web.id.

Can calculated using the formula as follows:

$$r_{xy} = \frac{N\,\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\,\Sigma\,X^2 - (\Sigma\,X)^2\}\{N\,\Sigma\,Y^2 - (\Sigma\,Y)^2\}}}$$

Where:

r_{xy} = Coefficient Correlation between variable X and Y

ΣX = The total scores of variable X

ΣY = The total scores of variable Y

ΣXY = Product X and Y

N = Total of Sample[16]

b) To Examine the Significance of Variables

To know the correlation between variable X and Y, the researcher used the

formula of Pearson's product-moment correlation SPSS.

$$r_{xy} = \frac{N\,\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\,\Sigma\,X^2 - (\Sigma\,X)^2\}\{N\,\Sigma\,Y^2 - (\Sigma\,Y)^2\}}}$$

Where:

r_{xy} = Coefficient Correlation between variable X and Y

ΣX = The total scores of variable X

ΣY = The total scores of variable Y

ΣXY = Product X and Y

N = Total of Sample[17]

c) To know the contribution of the coefficient correlation between

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[16] Anisa Fitri et al., *Dasar-Dasar Statistika Untuk Penelitian*, ed. Ronal Watrianthos, *Yayasan Kita Menulis*, 2023, https://repository.unugiri.ac.id:8443/id/eprint/4882/1/Anisa %2C Buku Dasar-dasar Statistika untuk Penelitian.pdf.

[17] Anisa Fitri et al., *Dasar-Dasar Statistika Untuk Penelitian*, ed. Ronal Watrianthos, *Yayasan Kita Menulis*, 2023, https://repository.unugiri.ac.id:8443/id/eprint/4882/1/Anisa %2C auku Dasar-dasar Statistika untuk Penelitian.pdf.

variable X and Y, the researcher used the formula of determinant

correlation as follows:

$Kp = r^2 \times 100\%$

Kp = Contribution of coefficient determination

r= Coefficient of correlation[18]

Table III.6
Interpretation Coefficient Correlation of X and Y

Coefficient Interval	Relation Degree
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Enough
0.60 – 0.799	High
0.80 – 1.000	Very High

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[18] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R & D,* p. 231.

CHAPTER IV

RESULT OF THE RESEARCH

In this chapter, the researcher discusses the results of research on the relationship between the simple past tense and mastery of writing recount texts in grade eight students of SMP N 2 Padangsidimpuan. The researcher processed the data using descriptive methods. For quantitative analysis, the researcher used the "r" product-moment formula. The researcher describes the data as follows:

A. The Description of Data

1. The Students' Simple Past Tense

After calculating the score, it was gotten that the lowest score was 70 and the highest score was 85. To complete this research data, the researcher also calculated that the mean score was 77.00, the median score was 77.00, and the mode score was 76.00 (see in appendix 10). Mean score is the score that represents the general value that was achieved by the students. Median is the middle score which divides a distribution of data into equal parts, and mode is the score that has the highest frequency.

So, the score resume of variable X, that simple past tense at the eighth-grade students of SMP N 2 Padangsidimpuan, has been obtained as the table below:

Table IV.1
The Resume Score of Students' Simple Past Tense

No	Statistic	Variable X
1	The highest score	85
2	The lowest score	66
3	Range	19

4	Interval	3
5	Mean score	77.00
6	Median score	77.00
No	**Statistic**	**Variable X**
7.	Mode	76.00

Based on the table above, it showed the mean was 77.00. It means that students' simple past tense is in a good category. To know the revelation of data done in variable X, the score of simple past tense, which total classes were 6 and an interval was 3.

Then, the computed frequency distribution of students' scores is applied to the table frequency distribution as follows:

Table IV.2
The Frequency Distribution of Simple Past Tense

No	Interval	Mid-Point	Frequency	Percentage
1	66-69	67.5	3	13.04%
2	70-73	71.5	5	21.73%
3	74-77	75.5	6	26.08%
4	78-81	79.5	5	21.73%
5	82-85	83.5	4	17.39%
	i = 4		23	100%

Based on the table above, the variable revelation of students' simple past tense showed that there was six intervals. The lowest middle point was 67.5 with 3 students (13.04%). The highest frequency was 6, with a middle point of 75.5, and the percentage was 26.08 %.

In order to get description of the data clearly and completely, the researcher present them on histogram in the following figure:
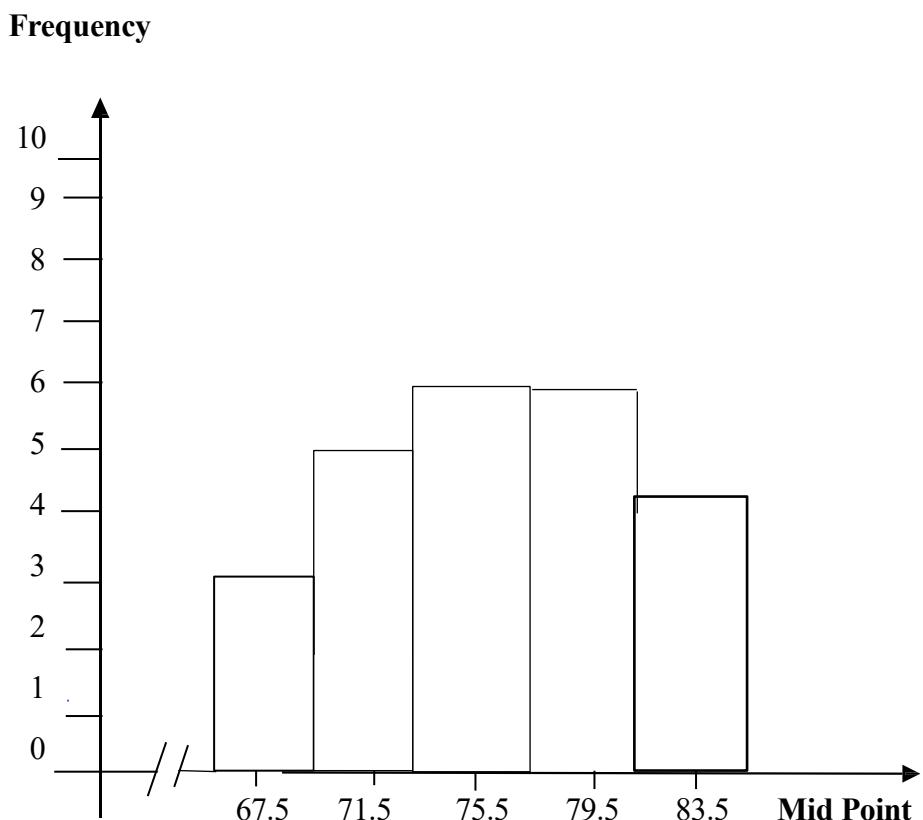
Frequency

Figure IV. 1: Data Description of Students' Simple Past Tense

From the histogram above, it can be seen frequency distribution of students' scores in the simple past tense test is divided into six intervals with a class width of 3. The data shows that the highest number of students, which is 6 or 26.09%, scored within the interval of 76–78, with a mid-point of 77 meanwhile, the lowest number of students, only 2 or 8.70%, scored in the interval of 82–84. So, based on the result of measure (77) the students simple past tense mastery is in good category or seen table III.5 in pages 59.

2. The Students' Recount Text Mastery

The resume score of variable Y that students' recount text mastery at the eighth-grade students of SMP N 2 Padangsidimpuan has been gotten as table below:

Table IV.3
The Resume Score of Students' Writing
Recount Text Mastery

No	Statistic	Variable Y
1	The highest score	84
2	The lowest score	65
3	Range	20
4	Interval	4
5	Mean score	70.00
6	Median score	70.00
7	Mode	70.00

From the table above, the researcher got the highest score was 84, the lowest score was 65, the mean score was 64.48, the median score was 65.00, and the mode score was 70.00. The calculation of the mean score of students' writing recount text mastery was in the enough category. To know the revelation of data done in variable Y, the score of writing mastery which the total sample was 23, and the interval was 4. The computed frequency of the students' score is applied to the table frequency distribution as follows:

Table IV.4
The Frequency Distribution of Writing Recount Text Mastery

No	Interval	Mid-Point	frequency	Percentage
1	65-68	66.5	3	21.73%
2	69-72	70.5	5	17.39%
3	73-76	74.5	6	26.08%
4	77-80	78.5	5	8.69%
5	81-84	82.5	4	21.73%
	i=4		23	100%

Based on the table above, it can be concluded that most students are in the interval 73–76 (6 students /26.08%).

In order to get a clearer and more complete description of the data, the researcher presents them in histogram form in the following figure:
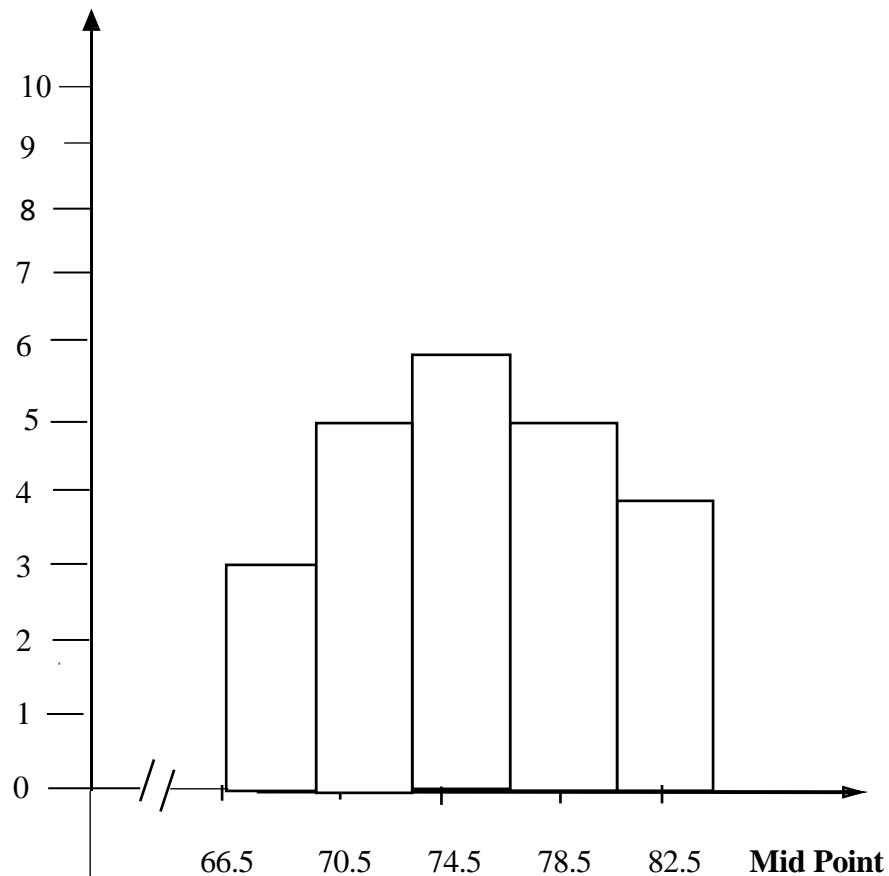
Frequency

Figure IV. 2: Data Description of Students' Writing Recount Text Mastery

From the histogram above, it can be seen that the the frequency distribution of students' writing recount text mastery is divided into five intervals with a class of 4. The data shows that the majority of students, totaling 6 students or 26.08%, scored within the 73–76 interval, with a mid-point of 74.5. This indicates that more than half of the students had lower scores in writing recount texts. So, by on the result of mean score, the ability writing recount text is in good category because mean score is

70 (Table 35).

B. Data Analysis

1. Normality Test

After getting the resume score of variable X and variable Y, the normality of the data was analyzed using the Shapiro-Wilk Test through SPSS, because the number of samples was 23 students. The significance level of the test was 5% or 0.05. It means that data X and Y were normally distributed if the significance value is greater than 0.05.

Table IV.5
Normality and Homogeneity of Data X and Y

No	Class	Normality Test		Homogeneity Test	
		Sig 5%	Sig. Shapiro-Wilk	Homogeneity of Variances	Sig 5%
1	Data X	0.05	0.772	0.077 > 0.05	0.05
2	Data Y	0.05	0.667		

Based on the table above, the normality test was conducted for both scores: simple past tense and writing recount text mastery. The result was > 0.05 for both variable X (0.772 > 0.05) and variable Y (0.667 > 0.05), meaning that the data of both variables were normally distributed.

The result of the homogeneity test using SPSS showed that the homogeneity of variances was 0.792. Since the significance value was greater than 0.05 (0.077 > 0.05), it can be concluded that the data of variable X and Y were homogeneous.

2. Hypothesis Testing

This research was done in collecting data and got the result of the correlation. To answer the research problem, the researcher had to measure whether the hypothesis was accepted or rejected. To count the hypothesis, the researcher used Pearson Product Moment formula. The researcher had two hypotheses in this research:

H_1 (Alternative Hypothesis 1): There is a significant correlation between simple past tense and writing recount text mastery.

H0 (Alternative Hypothesis 2): There is no correlation correlation between simple past tense and writing recount text mastery.

To find out whether the hypothesis is accepted or rejected, the researcher calculated the correlation using SPSS, shown below:

Table IV.6
The Correlation – Calculation by Pearson Product Moment

Correlations			
No	**Class**	**Sig. (2-tailed)**	**Pearson Correlation**
1	Data X	.000	.644
2	Data Y	.000	.644

Based on the table above, it showed that the correlation coefficient ($r_{x\gamma}$) = 0.644, which indicated a significant correlation. Therefore, the alternative hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected.

H1: There is a significant correlation between simple past tense and writing recount text mastery at the eighth-grade students of SMP N 2 Padangsidimpuan.

The result showed that there is a high correlation between simple past tense and writing recount text mastery. It is supported by the following interpretation criteria:

Table IV.7
Criteria of Score Interpretation

Percentage	Criteria
0.00 – 0.199	Very Low Correlation
0.20 – 0.399	Low Correlation
0.40 – 0.599	Enough Correlation
0.60 – 0.799	High Correlation
0.80 – 1.000	Very High Correlation

To find the contribution of the correlation coefficient between variable X and Y:

$Kp = r^2 \times 100\%$

$Kp = 0.644^2 \times 100\%$

$Kp = 0.414736 \times 100\%$

$Kp = 41.47\%$

So, the contribution of variable X (simple past tense) to variable Y (writing recount text mastery) was 41.47 %, and the remaining 58.53% was influenced by other variables.

To test the significance of the correlation, it was calculated using SPSS. The result can be seen in the table below:

Table IV.8
Hypothesis Test

Class	t_{count}	t_{table}	Df
X-Y	2.915	1.717	22

Based on the table above, the researcher found that tcount = 2.915 and ttable = 1.717, with df = 23 – 1 = 22 at a 5% significance level. Since tcount > ttable (2.915 > 1.717), it means the alternative hypothesis (H1) was accepted, and the null hypothesis (Ho) was rejected.

C. Discussion of the Result

After conducting the research, it was found that the correlation between simple past tense mastery and recount text writing mastery among the eighth-grade students of SMP N 2 Padangsidimpuan was in the very strong correlation category. The result showed that the correlation coefficient ($r_{x\gamma}$) = 0.937, which indicates that the correlation in this research is positive and very strong, because the significance value (Sig. 2-tailed) = 0.000 is less than 0.05. Therefore, the alternative hypothesis (H1) is accepted, and the null hypothesis (H0) is rejected.

The research demonstrates a positive and significant correlation between students' mastery of the simple past tense and their ability to write recount texts at the eighth-grade level. This aligns with the findings of previous studies, including Pebriyanto's research.[1] Pebriyanto found a correlation coefficient of 0.325 and a significance level of 0.002, indicating a statistically significant relationship between grammar mastery (simple past tense) and writing ability in recount texts among tenth-grade high school students. aoth studies share a

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[1] Pebriyanto, *The Correlation Between Students' Mastery of Simple Past Tense and Their Writing Ability in Recount Text at the First Semester of the Eighth Grade at SMPN 3 Bandar Lampung in the Academic Year 2020/2021.* https://repository.radenintan.ac.id/19498/1/A%20thesis%201-2.pdf.

correlational design, investigating the relationship between grammatical competence and writing skills.

On the other hand, Amelia's research.[2] Her results showed a significant improvement in students' writing accuracy, with a Sig. (2-tailed) value of 0.000, indicating the effectiveness of the Grammarly tool as a teaching aid.

In general, the three studies share a common focus on the impact of grammar on students' writing skills. However, there are clear differences in the research approaches and grammar focus: while this study and Pebriyanto's are correlational and focus on specific tenses (simple past tense), Amelia's study is experimental and focuses broadly on grammar accuracy using digital tools. Nevertheless, all three studies conclude that grammar proficiency significantly contributes to students' writing performance. 60 based on the explanation, it was proven that this research about simple past tense mastery and recount text writing mastery showed a positive and significant correlation. Although conducted in a different setting and with different variables compared to some previous studies, the results support the hypothesis that students' grammar mastery, in this case, the simple past tense, plays a crucial role in their ability to write recount texts effectively.

The findings from this research confirm the idea that grammar (in this case, simple past tense) plays a crucial role in improving students' writing performance, especially in recount text. Therefore, teachers should emphasize the mastery of grammar to enhance students' writing skills effectively.

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[2] Mery Dina Amelia, *The Effectiveness of Grammarly Application on Students' Accuracy in Writing* (Undergraduate Thesis, Universitas Trunojoyo Madura, 2022), https://www.scribd.com/document/639181580/Mery-Dina-Amelia-1835511016.

D. Threats of the Research

In conducting this research, the researcher encountered several potential threats that could affect the validity and reliability of the results. The threats are described as follows:

1. Honesty in Responding

There was a possibility that some students did not answer the test or writing task honestly, especially if they were unsure of their answers. For instance, they might have relied on help from their peers or referred to unauthorized materials during the writing process, which could influence the results.

2. Peer Influence

In a classroom setting, students are often influenced by their peers. Some may feel pressured to imitate, follow, or collaborate with more dominant classmates. Such influences can obscure individual performance and reduce the accuracy of data analysis.

3. Lack of Student Concentration

The researcher did not know whether students concentrated or not in answering the questionnaire and time was limited.

Despite these limitations, the researcher has tried to minimize their impact by maintaining consistency in the administration of tests, giving clear instructions, and ensuring that all students received the same treatment during the research process.

BAB V
CONCLUSION

A. Conclusions

After analyzing the data and finding the result of the research, the conclusions are described as follows:

1. After calculating the students' scores in simple past tense mastery, it was found that the mean score was 77.00. It can be concluded that the simple past tense mastery of the eighth-grade students of SMP Negeri 2 Padangsidimpuan was in a good category.

2. After calculating the students' scores in writing recount text mastery, it was found that the mean score was 70.00. It can be concluded that the writing recount text mastery of the eighth-grade students of SMP Negeri 2 Padangsidimpuan was in the good category.

3. The correlation between the simple past tense and writing recount text mastery at the eighth-grade students of SMP Negeri 2 Padangsidimpuan was high. Based on the data analysis, the correlation coefficient ($r_{x\gamma}$) = 0.644. The value of tcount = 2.915 and ttable = 1.717, with df = 23 – 1 = 22 at a 5% significance level. Since tcount > ttable (2.915 > 1.717). Therefore, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected.

It means that there is a significant correlation between students' simple past tense mastery and their writing recount text mastery.

B. Implications

Implication is something that is suggested or happens indirectly as a result of a scientific study. The result of this research shows the correlation between simple past tense mastery and recount text writing mastery at the eighth-grade students of SMP N 2 Padangsidimpuan. Based on the findings of this research, it is known that simple past tense mastery is one of the key factors that help students write recount texts correctly. A study that has been conducted in an educational environment provides valuable insights for the field of education as well as future research.

The implications of this study are as follows:

1. Head Master in evaluating and improving the quality of English language learning at the school. By recognizing the importance of grammar mastery particularly the simple past tense in writing skills, the headmaster can support the implementation of effective language programs, allocate resources appropriately, encourage professional development for English teachers, and promote the integration of grammar instruction into broader literacy strategies.

2. Teachers should focus more on improving students' understanding and application of simple past tense in writing activities, particularly in recount texts. Providing structured exercises, engaging activities, and contextual writing tasks will help students strengthen their grammar skills and improve their writing ability.

3. Future researchers who are interested in the same topic can use this study as a reference. They may expand this research by exploring other factors that contribute to students' writing performance, such as vocabulary mastery, text organization skills, or critical thinking in writing.

C. Suggestions

After finishing the research, the researcher obtained a lot of useful information. Therefore, based on this experience, the researcher would like to present several suggestions that may be beneficial for teachers, students, and future researchers. These suggestions are as follows:

1. Based on the result of this research, the headmaster is expected to support English teachers by providing appropriate teaching facilities and resources, especially for grammar instruction. Mastery of grammar, particularly simple past tense, is important in developing students' ability in writing recount texts.

2. English teachers should motivate students to actively learn and practise English, particularly in understanding the use of simple past tense in various contexts. The result showed that students who mastered the simple past tense tended to perform better in recount writing. Therefore, more exercises, feedback, and contextual writing practices should be integrated into the learning process.

3. The researcher hopes that future researchers who want to conduct related studies will explore other variables that influence students' writing achievement. Since simple past tense mastery only contributed 41.47% to recount writing ability, further studies are needed to identify other contributing factors such as vocabulary mastery, idea organisation, and writing motivation.

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APPENDIX 1: Instrument Test Before Validity

Name :

Class :

Choose the correct answer (A, B, C, or D) for each question.
Pay attention to the use of Simple Past Tense (positive, negative, and question forms).

Part A . Verbal sentences
(Positive Form 1-8)

1. She ____ to school yesterday.
   A. walks
   B. walk
   C. walked
   D. is walking
2. They ____ a movie last night.
   A. watches
   B. watched
   C. watch
   D. is watching
3. I ____ my homework last night.
   A. finish
   B. finished
   C. am finishing
   D. finishes
4. Rina ____ breakfast this morning.
   A. eats
   B. is eating
   C. ate
   D. eat
5. We ____ to the zoo last Sunday.
   A. go
   B. are going
   C. went
   D. goes
6. My father ____ a new car yesterday.
   A. buys
   B. is buying
   C. bought
   D. buy
7. Rizky____ in the classroom last morning
   A. study
   B. is studying
   C. studied
   D. studies

8. Santi _____ me money last night
   A. give
   B. gave
   C. is giving
   D. given

Part A. Verbal sentences
(Negative Form 9-15)

9. I _____ go to the party last night.
   A. don't
   B. didn't
   C. wasn't
   D. haven't

10. She _____ eat the cake.
    A. didn't
    B. doesn't
    C. wasn't
    D. don't

11. They _____ play soccer last weekend.
    A. don't
    B. didn't
    C. haven't
    D. not

12. He _____ watch TV yesterday.
    A. not
    B. didn't
    C. wasn't
    D. don't

13. We _____ finish our project.
    A. didn't
    B. weren't
    C. don't
    D. doesn't

14. My uncle _____ drink coffee yesterday
    A. didn't
    B. doesn't
    C. wasn't
    D. weren't

15. My sister _____ sleep in the bedroom
    A. doesn't
    B. weren't
    C. wasn't
    D. didn't

Part A. Verbal sentences
(Interrogative Form 16-21)

16. ____ you see the movie?
   A. Do
   B. Are
   C. Did
   D. Have
17. ____ she read the book yesterday?
   A. Did
   B. Does
   C. Was
   D. Do
18. ____ they arrive on time?
   A. Are
   B. Did
   C. Do
   D. Were
19. ____ he go to school yesterday?
   A. Did
   B. Does
   C. Do
   D. Is
20. ____ you enjoy the concert?
   A. Were
   B. Did
   C. Are
   D. Do
21. ____ she sleep in my house last night?
   A. did
   B. is
   C. was
   D. were

Part B. Nominal sentence
(Positive Form 22-27)

22. I ____ happy yesterday.
   A. was
   B. were
   C. am
   D. be
23. They ____ tired after the trip.
   A. is
   B. was
   C. are
   D. were
24. She ____ a doctor two years ago.
   A. is
   B. was
   C. were

D. be

25. We ____ at the museum yesterday.
    A. was
    B. are
    C. were
    D. is

26. He ____ my teacher last year.
    A. was
    B. is
    C. are
    D. were

27. The students ____ in the class yesterday.
    A. is
    B. was
    C. were
    D. be

Part B. Nominal sentences
(Negative Form 28-32)

28. I ____ not sick yesterday.
    A. was
    B. were
    C. was not
    D. am

29. They ____ not happy.
    A. are
    B. were
    C. was not
    D. weren't

30. She ____ not in the room.
    A. is
    B. was
    C. was not
    D. be

31. He ____ not tired yesterday.
    A. was not
    B. isn't
    C. are
    D. weren't

32. We ____ not in the library.
    A. was
    B. were
    C. weren't
    D. isn't

Part B. Nominal Sentences
(Interrogative Form 33-37)

33. ____ you in the room yesterday?
   A. Was
   B. Were
   C. Are
   D. Do

34. ____ she a teacher last year?
   A. Were
   B. Is
   C. Was
   D. Are

35. ____ they tired after the game?
   A. Are
   B. Were
   C. Was
   D. Do

36. ____ he absent yesterday?
   A. Is
   B. Was
   C. Are
   D. Were

37. ____ you happy last night?
   A. Was
   B. Is
   C. Are
   D. Were

Part C. Yes or No Answer
(Positive Form 38-43)

38. Did you go to the zoo last Sunday?
   A. Yes, I am
   B. Yes, I do
   C. Yes, I did
   D. Yes, I was

38. Was she your English teacher last
    semester?
   A. Yes, she does
   B. Yes, she is
   C. Yes, she has
   D. Yes, she was

35. Were they at the meeting yesterday?
   A. Yes, they are
   B. Yes, they were
   C. Yes, they did
   D. Yes, they have

36. Did he finish his homework?
   A. Yes, he finishes
   B. Yes, he is
   C. Yes, he did
   D. Yes, he has

37. Was it cold last night?
    A. Yes, it is
    B. Yes, it has
    C. Yes, it was
    D. Yes, it does
38. Did the students enjoy the class?
    A. Yes, they do
    B. Yes, they are
    C. Yes, they did
    D. Yes, they were
39. Did Sarah visit her grandparents last weekend?
    A. Yes, she is
    B. Yes, she does
    C. Yes, she did
    D. Yes, she has
40. Was Rico at the football match yesterday?
    A. Yes, he is
    B. Yes, he has
    C. Yes, he does
    D. Yes, he was
41. Did Andi and Budi clean the classroom after school?
    A. Yes, they do
    B. Yes, they are
    C. Yes, they did
    D. Yes, they have
42. Did you go to Aceh last year?
    A. Yes, they have
    B. Yes, they are
    C. Yes, they do
    D. Yes, they did

43. Did firman cry in the park?
    A. Yes, he did
    B. Yes, he does
    C. Yes, he has
    D. Yes, he is
Part C. Yes or No Answer
(Negative Form 44-49)

44Did you study last night?
    A. No, I wasn't
    B. No, I didn't
    C. No, I don't
    D. No, I haven't
40. Was she in the library this morning?
    A. No, she doesn't
    B. No, she didn't

C. No, she wasn't
D. No, she hadn't
41. Did they win the match?
   A. No, they weren't
   B. No, they don't
   C. No, they didn't
   D. No, they haven't
42. Was it raining when you arrived?
   A. No, it hasn't
   B. No, it wasn't
   C. No, it didn't
   D. No, it doesn't
43. Did he call you last night?
   A. No, he isn't
   B. No, he didn't
   C. No, he doesn't
   D. No, he hadn't
44. Were you tired after the trip?
   A. No, I wasn't
   B. No, I didn't
   C. No, I haven't
   D. No, I don't
45. Did Rina go to the library yesterday?
   A. No, she isn't
   B. No, she doesn't
   C. No, she didn't
   D. No, she hasn't

46. Was Mr. Danu in the teachers' room this
   morning?
   A. No, he wasn't
   B. No, he didn't
   C. No, he doesn't
   D. No, he isn't
47. Did the cat sleep on the sofa last night?
   A. No, it doesn't
   B. No, it didn't
   C. No, it hasn't
   D. No, it isn't
48. Were Lisa and Tom at the party?
   A. No, they didn't
   B. No, they weren't
   C. No, they don't
   D. No, they aren't
49. Was the book on the table yesterday?
   A. No, it hasn't
   B. No, it wasn't

C. No, it doesn't
D. No, it isn't
Part C. Yes or No Answer
(Interrogative Form 50-60)

50. Choose the correct Yes/No question in the past tense?
    A. She went to school yesterday.
    B. Does she go to school?
    C. Did she go to school yesterday?
    D. Is she going to school?
51 Choose the correct Yes/No question in the past tense?
    A. Was they happy last night?
    B. Were she at home?
    C. Is he play football?
    D. Were they at the party last night?
52. Choose the correct Yes/No question in the past tense?
    A. Did you played a game?
    B. Does you play a game?
    C. Did you play a game yesterday?
    D. Was you play a game?
53. Choose the correct Yes/No question in the past tense?
    A. Did he went to the store?
    B. Was he goes to the store?
    C. Did he go to the store?
    D. He did go to the store?

54. Choose the correct Yes/No question in the past tense?
    A. Was she sick last Monday?
    B. Did she sick last Monday?
    C. Is she sick last Monday?
    D. She was sick last Monday?
55. Choose the correct Yes/No question in the past tense?
    A. Did they enjoys the movie?
    B. Did they enjoy the movie?
    C. Were they enjoy the movie?
    D. Are they enjoyed the movie?
56. Choose the correct Yes/No question in the past tense?
    A. Do she went to school?
    B. Was she in the library yesterday?
    C. She was in the library yesterday?
    D. Did she in the library?
57. Choose the correct Yes/No question in the past tense?
    A. Did the boys was playing football?
    B. Was the boys play football?
    C. Do the boys played football?
    D. Did the boys play football yesterday?
58. Choose the correct Yes/No question in the past tense?

A. Were you saw the accident?
B. Did you seeing the accident?
C. Did you see the accident?
D. Do you saw the accident?

59. Choose the correct Yes/No question in the past tense?
A. Was he finish his homework?
B. Does he finished his homework?
C. Did he finish his homework?
D. Did he finishes his homework?

60. Choose the correct Yes/No question in the past tense?
A. Did she wrote a letter?
B. Was she writes a letter?
C. Did she write a letter?
D. Does she wrote a letter?

APPENDIX 2

UJI VALIDITAS SOAL

No. Soal	*Person Correlation* (r_{hitung})	r_{tabel}	Kesimpulan
Soal_1	0,469	0.413	VALID
Soal_2	0,563	0.413	VALID
Soal_3	0,473	0.413	VALID
Soal_4	0,626	0.413	VALID
Soal_5	0,750	0.413	VALID
Soal_6	0,601	0.413	VALID
Soal_7	0,221	0.413	TIDAK VALID
Soal_8	0,839	0.413	VALID
Soal_9	0,750	0.413	VALID
Soal_10	0,604	0.413	VALID
Soal_11	0,592	0.413	VALID
Soal_12	0,578	0.413	VALID
Soal_13	0,587	0.413	VALID
Soal_14	0,701	0.413	VALID
Soal_15	0,593	0.413	VALID
Soal_16	0,433	0.413	VALID
Soal_17	0,452	0.413	VALID
Soal_18	0,423	0.413	VALID
Soal_19	0,612	0.413	VALID
Soal_20	0,180	0.413	TIDAK VALID
Soal_21	0,458	0.413	VALID

Soal_22	0,421	0.413	VALID
Soal_23	0,587	0.413	VALID
Soal_24	0,701	0.413	VALID
Soal_25	0,593	0.413	VALID
Soal_26	0,433	0.413	VALID
Soal_27	0,671	0.413	VALID
Soal_28	0,735	0.413	VALID
Soal_29	0,665	0.413	VALID
Soal_30	-0,020	0.413	TIDAK VALID
Soal_31	0,609	0.413	VALID
Soal_32	0,749	0.413	VALID
Soal_33	0,805	0.413	VALID
Soal_34	0,701	0.413	VALID
Soal_35	0,471	0.413	VALID
Soal_36	0,570	0.413	VALID
Soal_37	0,593	0.413	VALID
Soal_38	0,405	0.413	TIDAK VALID
Soal_39	0,793	0.413	VALID
Soal_40	0,326	0.413	TIDAK VALID
Soal_41	0,715	0.413	VALID
Soal_42	0,602	0.413	VALID
Soal_43	0,727	0.413	VALID
Soal_44	0,758	0.413	VALID
Soal_45	0,570	0.413	VALID

Soal_46	0,570	0.413	VALID
Soal_47	0,593	0.413	VALID
Soal_48	0,396	0.413	TIDAK VALID
Soal_49	0,727	0.413	VALID
Soal_50	0,175	0.413	TIDAK VALID
Soal_51	0,166	0.413	TIDAK VALID
Soal_52	0,413	0.413	TIDAK VALID
Soal_53	0,891	0.413	VALID
Soal_54	0,839	0.413	VALID
Soal_55	0,750	0.413	VALID
Soal_56	0,590	0.413	VALID
Soal_57	0,524	0.413	VALID
Soal_58	0,370	0.413	TIDAK VALID
Soal_59	0,961	0.413	VALID
Soal_60	0,700	0.413	VALID

Keterangan :
- Jika nilai *Person Correlation* $r_{hitung} > r_{tabel}$ maka instrument tersebut dikatakan VALID
- r_{tabel} dengan N=23 adalah 0,413

UJI RELIABILITAS SOAL

Reliability Statistics

Cronbach's Alpha	N of Items
.964	60

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	46.61	184.704	.444	.963
X02	46.61	183.613	.541	.963
X03	46.78	183.723	.444	.964
X04	46.57	183.439	.608	.963
X05	46.61	181.431	.736	.963
X06	46.70	182.403	.579	.963
X07	46.83	187.150	.185	.965
X08	46.57	181.166	.830	.962
X09	46.61	181.431	.736	.963
X10	46.74	182.111	.580	.963
X11	46.57	183.802	.573	.963
X12	46.61	183.431	.557	.963
X13	46.70	182.585	.564	.963
X14	46.52	183.443	.688	.963
X15	46.48	185.352	.579	.963
X16	46.52	185.988	.412	.964
X17	46.52	185.806	.432	.963
X18	46.52	186.079	.402	.964
X19	46.65	182.601	.591	.963
X20	46.70	187.858	.147	.965
X21	46.65	184.510	.432	.964
X22	46.65	184.964	.394	.964
X23	46.70	182.585	.564	.963
X24	46.52	183.443	.688	.963
X25	46.48	185.352	.579	.963
X26	46.52	185.988	.412	.964
X27	46.65	181.874	.652	.963
X28	46.61	181.613	.720	.963
X29	46.74	181.292	.644	.963
X30	46.83	190.514	-.057	.966
X31	46.57	183.621	.591	.963
X32	46.52	182.988	.737	.963
X33	46.57	181.530	.794	.962
X34	46.52	183.443	.688	.963

X35	46.52	185.625	.451	.963
X36	46.48	185.534	.555	.963
X37	46.48	185.352	.579	.963
X38	46.57	185.802	.381	.964
X39	46.74	179.565	.780	.962
X40	46.65	186.146	.296	.964
X41	46.65	181.328	.699	.963
X42	46.61	183.158	.582	.963
X43	46.61	181.704	.712	.963
X44	46.61	181.340	.745	.962
X45	46.61	183.522	.549	.963
X46	46.48	185.534	.555	.963
X47	46.48	185.352	.579	.963
X48	46.57	185.893	.372	.964
X49	46.61	181.704	.712	.963
X50	46.57	188.257	.148	.964
X51	46.57	188.348	.139	.964
X52	46.52	186.170	.392	.964
X53	46.65	179.146	.884	.962
X54	46.57	181.166	.830	.962
X55	46.61	181.431	.736	.963
X56	46.65	182.874	.568	.963
X57	46.70	183.403	.498	.963
X58	46.43	187.893	.357	.964
X59	46.61	178.976	.959	.962
X60	46.65	181.510	.683	.963

APPENDIX 3: Instrument Test For Simple Past Tense

Name :

Class :

Choose the correct answer (A, B, C, or D) for each question.
Pay attention to the use of Simple Past Tense (positive, negative, and question forms).

Part A Verbal sentences
(Positive Form 1-8)

   1. She ____ to school yesterday.
      A. walks
      B. walk
      C. walked
      D. is walking
   2. They ____ a movie last night.
      A. watches
      B. watched
      C. watch
      D. is watching
   3. I ____ my homework last night.
      A. finish
      B. finished
      C. am finishing
      D. finishes
   4. Rina ____ breakfast this morning.
      A. eats
      B. is eating
      C. ate
      D. eat
   5. We ____ to the zoo last Sunday.
      A. go
      B. are going
      C. went
      D. goes
   6. My father ____ a new car yesterday.
      A. buys
      B. is buying
      C. bought
      D. buy
   Part A. Verbal sentences
   (Negative Form 9-15)

   7. I ____ go to the party last night.
      A. don't
      B. didn't
      C. wasn't
      D. haven't

8. She ____ eat the cake.
   A. didn't
   B. doesn't
   C. wasn't
   D. don't

9. They ____ play soccer last weekend.
   A. don't
   B. didn't
   C. haven't
   D. not

10. He ____ watch TV yesterday.
   A. not
   B. didn't
   C. wasn't
   D. don't

11. We ____ finish our project.
   A. didn't
   B. weren't
   C. don't
   D. doesn't

Part A. Verbal sentences (Interrogative Form 16-21)

12. ____ you see the movie?
   A. Do
   B. Are
   C. Did
   D. Have

13. ____ she read the book yesterday?
   A. Did
   B. Does
   C. Was
   D. Do

14. ____ they arrive on time?
   A. Are
   B. Did
   C. Do
   D. Were

15. ____ he go to school yesterday?
   A. Did
   B. Does
   C. Do
   D. Is

16. ____ you enjoy the concert?
   A. Were
   B. Did

C. Are
D. Do

**Part B. Nominal sentence
(Positive Form 22-27)**

17. I ____ happy yesterday.
    A. was
    B. were
    C. am
    D. be
18. They ____ tired after the trip.
    A. is
    B. was
    C. are
    D. were
19. She ____ a doctor two years ago.
    A. is
    B. was
    C. were
    D. be
20. We ____ at the museum yesterday.
    A. was
    B. are
    C. were
    D. is
21. He ____ my teacher last year.
    A. was
    B. is
    C. are
    D. were
22. The students ____ in the class yesterday.
    A. is
    B. was
    C. were
    D. be

**Part B. Nominal sentences
(Negative Form 28-32)**

23. She ____ not in the room.
    A. is
    B. was
    C. was not
    D. be
24. He ____ not tired yesterday.
    A. was not
    B. isn't
    C. are
    D. weren't

25. We _____ not in the library.
    A. was
    B. were
    C. weren't
    D. isn't
26. Fauzan _____ not handsome
    A. was
    B. is
    C. were
    D. am
27. Sinta _____ not a smart girl
    A. were
    B. am
    C. was
    D. is

Part B. Nominal Sentences
(Interrogative Form 33-37)

28. _____ you in the room yesterday?
    A. Was
    B. Were
    C. Are
    D. Do
29. _____ she a teach last year?
    A. Were
    B. Is
    C. Was
    D. Are
30. _____ they tired after the game?
    A. Are
    B. Were
    C. Was
    D. Do

31. _____ he absent yesterday?
    A. Is
    B. Was
    C. Are
    D. Were
32. _____ you happy last night?
    A. Was
    B. Is
    C. Are
    D. Were

Part C. Yes or No Answer
(Positive Form 38-43)
33. Did you go to the zoo last Sunday?
    A. Yes, I am
    B. Yes, I do

C. Yes, I did
D. Yes, I was
34. Was she your English teacher last
    semester?
    A. Yes, she does
    B. Yes, she is
    C. Yes, she has
    D. Yes, she was
35. Were they at the meeting yesterday?
    A. Yes, they are
    B. Yes, they were
    C. Yes, they did
    D. Yes, they have
36. Did he finish his homework?
    A. Yes, he finishes
    B. Yes, he is
    C. Yes, he did
    D. Yes, he has
37. Was it cold last night?
    A. Yes, it is
    B. Yes, it has
    C. Yes, it was
    D. Yes, it does
38. Did the students enjoy the class?
    A. Yes, they do
    B. Yes, they are
    C. Yes, they did
    D. Yes, they were
    B. Yes, he does
    C. Yes, he has
    D. Yes, he is

Part C. Yes or No Answer
(Negative Form 44-49)

39. Did you study last night?
    A. No, I wasn't
    B. No, I didn't
    C. No, I don't
    D. No, I haven't
40. Was she in the library this morning?
    A. No, she doesn't
    B. No, she didn't
    C. No, she wasn't
    D. No, she hadn't
41. Did they win the match?
    A. No, they weren't
    B. No, they don't
    C. No, they didn't
    D. No, they haven't

42. Was it raining when you arrived?
    A. No, it hasn't
    B. No, it wasn't
    C. No, it didn't
    D. No, it doesn't
43. Did he call you last night?
    A. No, he isn't
    B. No, he didn't
    C. No, he doesn't
    D. No, he hadn't
44. Were you tired after the trip?
    A. No, I wasn't
    B. No, I didn't
    C. No, I haven't
    D. No, I don't

Part C. Yes or No Answer
(Interrogative Form 50-60)

45. Choose the correct Yes/No question in the past tense?
    A. She went to school yesterday.
    B. Does she go to school?
    C. Did she go to school yesterday?
    D. Is she going to school?
46. Choose the correct Yes/No question in the past tense?
    A. Was they happy last night?
    B. Were she at home?
    C. Is he play football?
    D. Were they at the party last night?
47. Choose the correct Yes/No question in the past tense?
    A. Did you played a game?
    B. Does you play a game?
    C. Did you play a game yesterday?
    D. Was you play a game?
48. Choose the correct Yes/No question in the past tense?
    A. Did he went to the store?
    B. Was he goes to the store?
    C. Did he go to the store?
    D. He did go to the store?
49. Choose the correct Yes/No question in the past tense?
    A. Was she sick last Monday?
    B. Did she sick last Monday?
    C. Is she sick last Monday?
    D. She was sick last Monday?
50. Choose the correct Yes/No question in the past tense?
    A. Did they enjoys the movie?
    B. Did they enjoy the movie?
    C. Were they enjoy the movie?
    D. Are they enjoyed the movie?

APPENDIX 4

ANSWER KEYS
SIMPLE PAST TENSE

1. C	6. C	11. A	16. B	21. A
2. B	7. B	12. C	17. A	22. C
3. B	8. A	13. A	18. D	23. C
4. C	9. B	14. B	19. B	24. A
5. C	10. B	15. A	20. C	25. C

26. A	31. B	36. C	41. C	46. D
27. C	32. B	37. C	42. B	47. C
28. B	33. D	38. C	43. B	48. C
29. C	34. C	39. B	44. A	49. A
30. B	35. B	40. C	45. C	50. B

APPENDIX 5

**SURAT PERNYATAAN VALIDASI INSTRUMENT PENELITIAN TUGAS AKHIR
SKRIPSI**

Saya yang bertanda tangan dibawah ini:

Nama   : Eva Juniati Hasiholan Panggabean, S.Pd., Gr.

NUPTK. : 3933765666230152

Instansi : SMP N 2 Padangsidimpuan

Posisi   : Guru Bahasa Inggris

Menyatakan bahwa instrument penelitian atas nama mahasiswa :

Nama   :   Sahbila

NIM   :   2120300004

Program Studi   :   Tadris Bahasa Inggris

Judul   Penelitian: The   Correlation   between   Simple   Past   Tense   and   Writing Recount   Text   Mastery   at   the   Eight   Grade   Students   of SMP N 2 Padangsidimpuan

Bapak/Ibu dimohon untuk menilai instrumen kemampuan menulis teks recount berdasarkan keterpenuhan struktur teks (generic structure) yang terdiri dari: Orientation, Events, dan Re-orientation.

Berikan tanda instrumen dinilai (layak/revisi/tidak layak) pada kolom yang sesuai, dan berikan catatan atau saran jika diperlukan.

Setelah dilakukan kajian atas Instrumental Penelitian dengan mempertimbangkan beberapa aspek diantara nya topic, soal, jumlah item dan model soal yang bervariasi sesuai dengan indicator nya. Instrument ini layak digunakan untuk penelitian dan dapat diujikan diantara nya:

No	Aspek yang Dinilai	Kriteria Penelian	Instrumen dinilai	Saran/Perbaikan
1	Orientation	Apakah instrument menuntun siswa untuk menulis bagian pembuka yang mencakup siapa, kapan, dan dimana?		
2	Sequence of Events	Apakah instrumen mendorong siswa untuk menuliskan peristiwa secara urut dan kronologis?		

3	Re-orientation	Apakah instrumen memberikan petunjuk untuk menutup cerita atau memberi kesimpulan terhadap pengalaman		

Validator, 14 Juli 2025

Eva Juniati Hasiholan Panggabean S.Pd., Gr.
NUPTK. 3933765666230152

APPENDIX 6

Name : _____

Class : _____

<div align="center">

Essay Test

</div>

Instruction: Do the following questions as correctly as possible!

1. Write down a recount text using a generic structure in personal experiences with the theme of school holidays!

Title	
Orientation	
Event	
Reorientation	

Validator   **Researcher**

Eva Juniati Hasiholan Panggabean S.Pd., Gr.   **Sahbila**
NUPTK. 3933765666230152   **NIM. 21 203 00004**

APPENDIX 7

SCORE RESPONDENT OF SIMPLE PAST TENSE

No	Initial Name	Score
1	QH	85
2	JN	75
3	FZ	80
4	PI	70
5	TN	85
6	EH	70
7	ZN	75
8	ML	80
9	CR	74
10	BR	77
11	KH	75
12	NW	70
13	RB	80
14	HR	85
15	SR	85
16	SM	70
17	LR	77
18	SH	75
19	FR	72
20	RF	75
21	HW	70
22	RQ	80
23	RY	75
	Total	

APPENDIX 8

SCORE RESPONDENT OF WRITING RECOUNT TEXT MASTERY

No	Initial Name	Score
1	QH	67
2	JN	75
3	FZ	75
4	PI	75
5	TN	75
6	EH	67
7	ZN	75
8	ML	67
9	CR	67
10	BR	83
11	KH	83
12	NW	67
13	RB	67
14	HR	83
15	SR	67
16	SM	67
17	LR	75
18	SH	83
19	FR	83
20	RF	67
21	HW	83
22	RQ	67
23	RY	67
Total		**1483**

APPENDIX 9

THE RESULT OF WRITING RECOUNT TEXT MASTERY

NO	Initial Name	Social Function	Generic Structure	Grammatical Features	Score
1	QH	2	4	2	8/12x100 = 67
2	JN	3	2	4	9/12x100 = 75
3	FZ	2	3	4	9/12x100 = 75
4	PI	3	3	3	9/12x100 = 75
5	TN	3	3	3	9/12x100 = 75
6	EH	3	2	3	8/12x100 = 67
7	ZN	2	4	3	9/12x100 = 75
8	ML	2	2	4	8/12x100 = 67
9	CR	2	3	3	8/12x100= 67
10	BR	4	3	3	10/12x100 = 83
11	KH	4	3	3	10/12x100 = 83
12	NW	1	3	4	8/12x100 = 67
13	RB	2	3	3	8/12x100 = 67
14	HR	3	4	3	10/12x100 = 83
15	SR	1	4	3	8/12x100 = 67
16	SM	1	3	4	8/12x100 = 67
17	LR	2	3	4	9/12x100 = 75
18	SH	4	3	3	10/12x100 = 83
19	FR	3	4	3	10/12x100 = 83
20	RF	2	2	4	8/12x100 = 67
21	HW	2	4	4	10/12x100 = 83
22	RQ	2	2	4	8/12x100 = 67
23	RY	3	3	2	8/12x100 = 67

APPENDIX 10

THE RESULT OF VARIABLE X AND VARIABLE Y

No	Initial Name	Variable X	Variable Y
1	QH	66	65
2	JN	70	77
3	Fz	70	76
4	PI	71	66
5	TN	72	71
6	EH	73	74
7	ZN	74	67
8	ML	75	70
9	CR	76	84
10	BR	69	73
11	KH	77	69
12	NW	77	69
13	RB	74	70
14	HR	67	75
15	SR	78	75
16	SM	79	75
17	LR	80	80
18	SH	81	78
19	FR	80	79
20	RF	82	80
21	HW	84	81
22	RQ	83	83
23	RY	85	85
	Total	**1743**	**1722**

APPENDIX 11

VARIABLE X
(SIMPLE PAST TENSE)

1. The maximum and minimum scores were obtained by setting the variable score from the low score to the high score

66	70	70	71	72	73	74	75	76	69	77	77
74	67	78	79	80	81	80	82	84	83	85	

2. High score = 85
3. Low score = 66
4. Range (R) = high score – low score
$$= 85 - 66$$
$$= 19$$
5. The total of the class (BK) = 1 + 3.3 log n
$$= 1 + 3.3 \log 23$$
$$= 1 + 3.3 (1.36)$$
$$= 1 + 4.49$$
$$= 5.49 = 5$$
6. Interval class (i) = R / BK
$$= 15 / 5$$
$$= 3$$

APPENDIX 12

VARIABLE Y

(WRITING RECOUNT TEXT MASTERY)

1. Maximum and minimum scores were obtained by setting the variable score from the lowest score to the highest score

65	77	76	66	71	74	67	70	84	73	69	69
70	75	75	75	80	78	79	80	81	83	85	

2. High score = 85
3. Low score = 65
4. Range (R) = high score – low score

$$= 85 - 65$$
$$= 20$$

5. The total of the class (BK) = 1 + 3.3 log n

$$= 1 + 3.3 \log 23$$
$$= 1 + 3.3 \ (1.36)$$
$$= 1 + 4.49$$
$$= 5.49 = 5$$

6. Interval class (i) = R / BK

$$= 20 / 5$$
$$= 4$$

APPENDIX 13

ANALISIS OF VARIABLE X AND VARIABLE Y

Statistics		Simple Past tense	Writing a recount text
N	Valid	23	23
	Missing	0	0
Mean		77	70
Std. Error of Mean		0.954	1.435
Median		77.00	70.00
Mode		76.00	70.00
Std. Deviation		4.581	6.884
Variance		21.001	47.386
Skewness		0.177	-0.062
Std. Error of Skewness		.481	.481
Kurtosis		-.626	-0.755
Std. Error of Kurtosis		0.939	0.939
Range		15.00	20.00
Minimum		70.00	65.00
Maximum		85.00	85.00
Sum		1771.00	1644.00

APPENDIX 14

STATISTICAL ANALYSIS DATA

No	Initial Name	Variable X	Variable Y	X²	Y²	XY
1	QH	78	83	6084	6889	6474
2	JN	70	65	4900	4225	4550
3	FZ	77	69	5929	4761	5313
4	PI	76	68	5776	4624	5168
5	TN	84	85	7056	7225	7140
6	EH	73	66	5329	4356	4818
7	ZN	77	70	5929	4900	5390
8	ML	81	83	6561	6889	6723
9	CR	78	75	6084	5625	5850
10	BR	70	66	4900	4356	4620
11	KH	83	84	6889	7056	6972
12	NW	75	68	5625	4624	5100
13	RB	74	67	5476	4489	4958
14	HR	79	78	6241	6084	6162
15	SR	72	67	5184	4489	4824
16	SM	85	85	7225	7225	7225
17	LR	76	75	5776	5625	5700
18	SH	71	67	5041	4489	4757
19	FR	80	83	6400	6889	6640
20	RF	77	75	5929	5625	5775
21	HW	74	67	5476	4489	4958
22	RQ	82	83	6724	6889	6806
23	RY	72	67	5184	4489	4824
	Total	**1771**	**1644**	**137163**	**125489**	**130376**

APPENDIX 15

The Result of Normality and Homogeneity Test Variable X and Y

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
Tests of Normality						
	Statistic	df	Sig.	Statistic	df	Sig.
Data_X	.083	23	.200[*]	.974	23	.772
Data_Y	.102	23	.200[*]	.969	23	.667

The Result of Homogeneity Test Variable X and Y

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
X	Based on Mean	3.464	1	21	.077
	Based on Median	3.042	1	21	.096
	Based on Median and with adjusted df	3.042	1	17.434	.099
	Based on trimmed mean	3.413	1	21	.079

APPENDIX 16

The Result of Product MomentTest

Correlations		Variable_X	Variable_Y
Variable_X	Pearson Correlation	1	.644[**]
	Sig. (2-tailed)		.001
	N	23	23
Variable_Y	Pearson Correlation	.644[**]	1
	Sig. (2-tailed)	.001	
	N	23	23

Hypothesis Test

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Variable_X - Variable_Y	.913	4.786	.998	-1.156	2.982	2.915	22	.370

APPENDIX 17

Table Nilai-nilai r Product Moment

N	Taraf Signifikansi		N	Taraf Signifikansi	
	5 %	1 %		5 %	1 %
3	0,997	0,999	38	0,320	0,413
4	0,950	0,990	39	0,316	0,408
5	0,878	0,959	40	0,312	0,403
6	0,811	0,917	41	0,308	0,398
7	0,754	0,874	42	0,304	0,393
8	0,707	0,834	43	0,301	0,389
9	0,666	0,798	44	0,297	0,384
10	0,632	0,765	45	0,294	0,380
11	0,602	0,735	46	0,291	0,376
12	0,576	0,708	47	0,288	0,372
13	0,553	0,684	48	0,284	0,368
14	0,532	0,661	49	0,281	0,364
15	0,514	0,641	50	0,279	0,361
16	0,497	0,623	55	0,266	0,345
17	0,482	0,606	60	0,254	0,330
18	0,468	0,590	65	0,244	0,317
19	0,456	0,575	70	0,235	0,306
20	0,444	0,561	75	0,227	0,296
21	0,433	0,549	80	0,220	0,286
22	0,423	0,537	85	0,213	0,278
23	**0,413**	0,526	90	0,207	0,270
24	0,404	0,515	95	0,202	0,263
25	0,396	0,505	100	0,195	0,256
26	0,388	0,496	125	0,176	0,230
27	0,381	0,487	150	0,159	0,210
28	0,374	0,478	175	0,148	0,194
29	0,367	0,470	200	0,138	0,181
30	0,361	0,463	300	0,113	0,148
31	0,355	0,456	400	0,098	0,128
32	0,349	0,449	500	0,088	0,115
33	0,344	0,442	600	0,080	0,105
34	0,339	0,436	700	0,074	0,097
35	0,334	0,430	800	0,070	0,091
36	0,329	0,424	900	0,065	0,086
37	0,325	0,418	1000	0,062	0,081

APPENDIX 18

Table Nilai-Nilai t

d.f	$t_{0.10}$	$t_{0.05}$	$t_{0.025}$	$t_{0.01}$	$t_{0.005}$	d.f
1	3,078	6,314	12,706	31,821	63, 657	1
2	1,886	2,920	4,303	6,965	9,925	2
3	1,638	2,353	3,182	4,541	5,841	3
4	1,533	2,132	2,776	3,747	4,604	4
5	1,476	2,015	2,571	3,365	4,032	5
6	1,440	1,943	2,447	3,143	3,707	6
7	1,415	1,895	2,365	2,998	3,499	7
8	1,397	1,860	2,306	2,896	3,355	8
9	1,383	1,833	2,262	2,821	3,250	9
10	1,372	1,812	2,228	2,764	3,169	10
11	1,363	1,796	2,201	2,718	3,106	11
12	1,356	1,782	2,179	2,681	3,055	12
13	1,350	1,771	2,160	2,650	3,012	13
14	1,345	1,761	2,145	2,624	2,977	14
15	1,341	1,753	2,131	2,602	2,947	15
16	1,337	1,746	2,120	2,583	2,921	16
17	1,333	1,740	2,110	2,567	2,898	17
18	1,330	1,734	2,101	2,552	2,878	18
19	1,328	1,729	2,093	2,539	2,861	19
20	1,325	1,725	2,086	2,528	2,845	20
21	1,323	1,721	2,080	2,518	2,831	21
22	1,321	**1,717**	2,074	2,508	2,819	22
23	1,319	1,714	2,069	2,500	2,807	23
24	1,318	1,711	2,064	2,492	2,797	24
25	1,316	1,708	2,060	2,485	2,787	25
26	1,315	1,706	2,056	2,479	2,779	26
27	1,314	1,703	2,052	2,473	2,771	27
28	1,313	1,701	2,048	2,467	2,763	28
29	1,311	1,699	2,045	2,462	2,756	29
30	1,310	1,697	2,042	2,457	2,750	30
31	1,309	1,696	2,040	2,453	2,744	31
32	1,309	1,694	2,037	2,449	2,738	32
33	1,308	1,692	2,035	2,445	2,733	33
34	1,307	1,691	2,032	2,441	2,728	34
35	1,306	1,690	2,030	2,438	2,724	35
36	1,306	1,688	2,028	2,434	2,719	36
37	1,305	1,687	2,026	2,431	2,715	37
38	1,304	1,686	2,024	2,429	2,712	38

APPENDIX 19

<div align="center">

DOKUMENTATIONS

</div>

The researcher gave the worksheet to the students

Pictures 1 and 2 its about give a multiple-choices test to students about simple past

tense as a variable x

Pictures 3 and 4 Pictures its about give a essay test to students about recount text as a variable y

SURAT KETERANGAN PELAKSANAAN PENELITIAN
Nomor. 823.4/085/SMP.2/2025

Kepala SMP Negeri 2 Padangsidimpuan di Kecamatan Padangsidimpuan Selatan Kota Padangsidimpuan Provinsi Sumatera Utara dengan ini menerangkan bahwa :

Nama	:	**SAHBILA**
NIM	:	2120300004
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Program Studi	:	Tadris Bahasa Inggris

Adalah benar telah melaksanakan Penelitian sesuai dengan Surat Permohonan Izin Pelaksanaan Penelitian dari Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan dengan Nomor: 1038/Un.28/E.1/TL.00.9/03/2025 dalam rangka Penelitian untuk penulisan skripsi yang dilaksanakan dengan judul:

" The Correlation Between Simple Past Tense and Writing Recount Text Mastery at the Eighth Grade Students of SMP N 2 Padangsidimpuan".

Demikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 22 Juli 2025
Kepala SMP Negeri 2 Padangsidimpuan
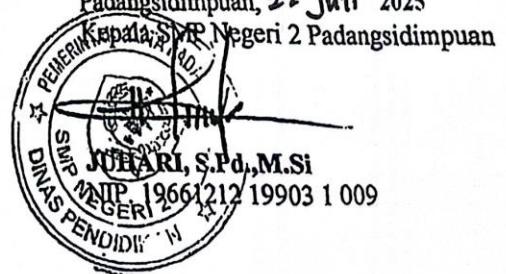
JUHARI, S.Pd.,M.Si
NIP. 19661212 199903 1 009

Nomor : 3395 /Un.28/E.1/TL.00.9/ 07 /2025   15 Juli 2025

Lampiran : -

Hal : Izin Riset
   Penyelesaian Skripsi

Yth. Kepala Sekolah SMP Negeri 2 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Sahbila

NIM   : 2120300004

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi : Tadris Bahasa Inggris

Alamat   : Rantauprapat,Jl.Istiqomah.Kampung Sawah

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation Between Studendts'Simple Past Tense and Writing Recount Text Mastery At the Eighth Grade Students of SMP N 2 Padangsidimpuan "**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas.

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan
Wakil Dekan Bidang akademik dan Kelembagaan

Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A.
NIP 19801224 200604 2 001