



**THE CORRELATION BETWEEN SIMPLE PAST  
TENSE MASTERY AND WRITING NARRATIVE  
TEXT MASTERY AT THE ELEVENTH GRADE  
STUDENTS OF SMA NEGERI 1 KOTAPINANG**

**A THESIS**

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary  
Padangsidempuan as a Partial Fulfillment of the Requirement for Graduate  
Degree Education (S.Pd) in English

**Written By:**

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STATE ISLAMIC UNIVERSITY OF  
SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2022**



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## LETTER OF AGREEMENT

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To: **Dean**

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*Assalamu'alaikum warohmatullah wabarakatuh*

After reading, studying and giving advice for necessary revision on the thesis belongs to **Dhea Sari**, entitled "**The Correlation Between Simple Past Tense Mastery and Writing Narrative Text Mastery at The Eleventh Grade Students of SMA Negeri 1 Kotapinang**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

*Wassalamu'alaikum warohmatullah wabarakatuh*

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan in article 14 verse 2.

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## **LEGALIZATION**

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Mastery and Writing Narrative Text Mastery  
at The Eleventh Grade Students of SMA  
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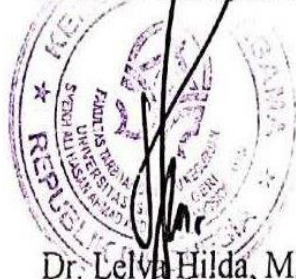
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#### **ABSTRACT**

This research discussed about the correlation between simple past tense mastery and writing narrative text mastery at the eleventh grade students of SMA negeri 1 Kotapinang. The students problem in this research were: 1) Students consider that learning English is very difficult, 2) students are worried about making mistake, 3) Students have less confidence, 4) students are lack in mastering Simple past tense and writing narrative text. The purpose of this research are to know of how significant the correlation between simple past tense mastery and narrative text writing mastery at the eleventh students of SMA Negeri 1 Kotapinang.

The formulations of the problem in this research were, how is the students' mastery in simple past tense at the eleventh students of SMA Negeri 1 Kotapinang?, How is the students' mastery in writing narrative text at the eleventh students of SMA Negeri 1 Kotapinang ?, And is there a positive correlation between simple past tense mastery and narrative text writing mastery at the eleventh students of SMA Negeri 1 Kotapinang?.

The kinds of this research was quantitative research with correlational method. The sample were 30 students and chosen by randomly from 3 classes. In this research, the researcher used the way to take sample is used by lottre. The instrument of the test is multiple choice for simple past tense and essay test for writing narrative text.

To analyze the data, the researcher used Product Moment formula. After analyzing the data, the researcher found that mean score of variable X was 79.5 and mean score of variable Y was 74.76. The result showed that there was a significant correlation between two variables. It means the hypothesis ( $H_a$ ) was accepted and ( $H_0$ ) was rejected. It was concluded that there was a significant correlation between simple past tense mastery and writing narrative text mastery at the eleventh students of SMA Negeri 1 Kotapinang and the criteria score interpretation between simple past tense mastery and writing narrative text mastery at the eleventh students of SMA Negeri 1 Kotapinang in good category.

***Key words:*** Simple Past Tense Mastery, Writing Narrative Text Mastery

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### **ABSTRAK**

Penelitian ini membahas tentang hubungan antara penguasaan kalimat sederhana bentuk lampau dan penguasaan menulis teks narasi pada siswa kelas sebelas di SMA Negeri 1 Kotapinang. Masalah siswa dalam penelitian ini adalah: 1) Siswa menganggap bahwa belajar Bahasa Inggris sangat sulit, 2) Siswa takut salah, 3) Siswa kurang percaya diri, 4) Siswa kurang menguasai kalimat bentuk lampau dan menulis teks narasi. Tujuan dari penelitian ini adalah untuk mengetahui seberapa signifikan hubungan antara penguasaan kalimat sederhana bentuk lampau dan penguasaan menulis teks narasi pada siswa kelas sebelas dari SMA Negeri 1 Kotapinang.

Formulasi masalah di dalam penelitian ini adalah, bagaimana penguasaan kalimat sederhana bentuk lampau pada siswa tingkat kelas sebelas dari SMA Negeri 1 Kotapinang?, Bagaimana penguasaan menulis teks narasi pada siswa kelas sebelas dari SMA Negeri 1 Kotapinang? Dan apakah ada makna penting antara penguasaan kalimat sederhana bentuk lampau dan menulis teks narasi pada siswa kelas sebelas dari SMA Negeri 1 Kotapinang?. Tujuan dari penelitian ini adalah untuk menggambarkan tingkat penguasaan kalimat sederhana bentuk lampau pada siswa kelas sebelas dari SMA Negeri 1 Kotapinang, untuk menggambarkan tingkat penguasaan menulis teks narasi pada siswa kelas sebelas dari SMA Negeri 1 Kotapinang dan untuk mencari tahu korelasi antara penguasaan kalimat sederhana bentuk lampau dan menulis teks narasi pada siswa kelas sebelas dari SMA Negeri 1 Kotapinang.

Jenis penelitian ini adalah penelitian kuantitatif dengan metode korelasi. Sampelnya 30 siswa dan dipilih secara acak dari 3 kelas. Dalam penelitian ini peneliti mengambil sampel menggunakan cara lotre.

Untuk analisis data, peneliti menggunakan rumus Produk momen. Setelah menganalisis data, peneliti menemukan nilai rata-rata dari variabel X adalah 79.5 dan nilai rata-rata dari variabel Y adalah 74.6. Hasilnya menunjukkan bahwa adanya pengaruh yang signifikan antara kedua variabel. Artinya hipotesis ( $H_a$ ) diterima dan ( $H_o$ ) ditolak. Disimpulkan bahwa adanya hubungan signifikan antara kedua variabel dan kriteria skor hubungan penguasaan kalimat sederhana bentuk lampau dan penguasaan menulis teks narasi pada siswa kelas sebelas dari SMA Negeri 1 Kotapinang masuk ke dalam kategori yang tinggi.

***Kata Kunci: Penguasaan kalimat sederhana bentuk lampau, penguasaan menulis teks narasi***

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

**Padangsidempuan, December 2022**  
**Declaration maker,**

**Dhea Sari**  
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## CHAPTER I

### INTRODUCTION

#### A. Background of The Problem

Writing is an activity for producing and expressing, it is producing the words and sentences then it expressing with the meaning of ideas, thus writing skills is the activity to transfer the ideas through words and sentences the idea will change to scientific. While, Nunan makes interpretation about writing; writing is clearly complex process and competent writing is frequently accepted as being the language skill to acquired.<sup>1</sup>

Based on syllabus in 2013 Curriculum (K13), there are some texts that should be learn of students at senior high school, such as descriptive text, procedure text, report text, analytical exposition textand also narrative text. Narrative text is the text used to retell the events should be written based on the sequense of time. So the events are told chronologically. Writing narrative text is not easy. The students should follow the generic structure and use the appropriate past tenses such as simple past tense, past perfect tense and past continous tense. But in general, most of sentences used in narrative text are in simple past tense as a language feature of the text.

Narrative is to construct a pattern of events with a problematic and or unsuspected outcome that entertains and instructs the reader or the listener”. A narrative text is a special kind of story that is valued very highly in English-

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<sup>1</sup>David Nunan, *Language Teaching Methodology; A textbook for teachers*, (Sydney: Macquarie University, 2000), p.91.

Speaking Cultures. The narrative pattern is used as the basic of stories in novels, plays, poems, comics, soap operas, movies and even advertisement in English-Speaking Cultures.<sup>2</sup>

The basic purpose of narrative text is to entertain and interest the reader by presenting a story or event that has a problem that causes conflict and at the end of the story there is a resolution or a happy or even sad ending. Actually, narrative texts are not only limited to stories that smell mystical, fiction, legends, fairy tales or fables, but other stories in the form adventures, mysteries and all forms of stories. But in school lessons, narrative texts are usually only used to show fictional stories such as fairy tales or legends.

In fact, some of the eleventh grade students of SMA Negeri 1 Kotapinang face some difficulties to writing narrative text. Based on interviewed with one of the students in SMA Negeri 1 Kotapinang, “Students writing skill in narrative text is poor, because students find difficulties in writing it. We do not understand the kinds of writing, we do not know how to use good sentences when we will talk about our story or legends. We are lazy to study it. We are not motivated in writing.”<sup>3</sup> Based on interviewed with Mr. J, “The students still have problems in identifying tense especially the simple past tense. Some students still get confused to arrange the sentence because they feel so hard to decide what kind of tenses. They can not identify what tenses should be used in a sentence, especially in identifying simple past tense.

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<sup>2</sup>David Butt and At Al, *Using Functional Grammar*, (Sydney: Macquarie University, 2003), p. 127.

<sup>3</sup>Students of grade XI, “Private Interview on October in SMA Negeri 1 Kotapinang,” 2021.

It is dominated by vocabulary, grammar, it is known that students feel that grammar is very difficult. They can not make the sentence in simple past tense and they only use the simple present tense.”<sup>4</sup>

There are several factors of narrative text. The most dominant in writing is the use of the simple past tense. It is because most of students can not distinguish the different how to use simple past tense and simple present tense in a text. They also can distinguish the different Verb 1 and Verb 2. While in writing narrative text using the past sentence it is simple past tense.<sup>5</sup>

Simple past tense is one of tenses in grammar. Simple Past Tense derived from the word simple, past and tense. Simple it means not complicated, easy to understand or to do. Past it means gone by in time as in past time. So, simple past tense is to indicate that an activity or situation ended a particular time in the past, as stated by Pyle and Munos on Toefl, “Simple Past Tense is used for a complicated action that happened at one specific time in the past”.<sup>6</sup>

The using of simple past tense is quite similar to expression “used to”, to describe habit which stopped in simple past tense. It have same meaning as “used to”. Simple past tense is verbs tense that is used to talk about things that happened or existed before now. Imagine someone asks what your brother wolfgang did while he was in town last weekend. Remember that

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<sup>4</sup>English Teacher, “*Private Interview on August in Whatsapp Chatting*”, (Kotapinang, SMA Negeri 1), 2021.

<sup>5</sup>English Teacher.

<sup>6</sup>Michael A. Pyle & Mary Ellen Munos Page, *Toefl Preparation Guide*, (New Delhi: Wiley Dream Lech India Pvt, Ltd), p. 59.

simple Past Tense is used to indicate and action in past<sup>7</sup>. Simple past tense is a kind of tense that tells the events or the activities that began and ended in the past time. Simple past tense is a necessary especially in writing narrative text because simple past tense has important role how to write narrative text well.

There are several roles of simple past tense in writing narrative text. Narrative text uses certain grammar or grammar as the characteristics of narrative text. To role of simple past tense is tense or verb forms used in narrative text are past tenses or past tenses. Because the story is usually something that has happened in the past. Therefore, when telling something that has happened, the verb used is simple past tense.

Based on explanation above, the researcher only focused on the problem on the correlation between students' simple past tense mastery and narrative text writing mastery. So, the researcher interested in raising this problem to be studied, with the title, **“The Correlation Between Simple Past Tense Mastery and Writing Narrative Text Mastery at the Eleventh Grade Students of SMA Negeri 1 Kotapinang”**.

## **B. Identification of The Problem**

Based on the background of the problems above, the researcher identified the problems are the students are unable to write a paragraph well by using tenses. Students' weakness understanding grammar especially simple past tense in functions and uses tense. They are lack of understanding

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<sup>7</sup>Jayanthi Dakhsina Murthy, *Contemporary English Grammar*, p. 106.

of writing, when they write about their experiences, story and legends because they do not know about kind of written text especially narrative text. Students got difficulties to develop a topic; the students got difficulties in writing text. They are also lazy to write and they do not have motivation to write.

### **C. Limitation of The Problem**

There are several factors that can cause the students problem when they are studying Narrative Text. Students should know factors of mastering generic structure, language features of narrative text.

In this research the researcher does not discuss all the factors of writing. But the researcher only take tenses (Simple past tense) and narrative text writing for discussing in this research.

There are some reasons why people do research about narrative text. The first because of generic structure and kinds are more complete than one text. The second because of narrative text learned by students from senior high school till students in university. By learning it, the students know and have capability in writing a text based on generic structure, language features and using tenses well.

### **D. Formulation of The Problem**

Based on the problem above, writer formulated the problem as follow:

1. How is the students' mastery in simple past tense at the eleventh grade students of SMA Negeri 1 Kotapinang
2. How is the students' mastery in writing narrative text at the eleventh grade students of SMA Negeri 1 Kotapinang.

3. Is there any significant correlation between simple past tense mastery and writing narrative text mastery at the eleventh grade students of SMA Negeri 1 Kotapinang.

#### **E. Purpose the Research**

Based on the formulation above, the researcher determine the purpose of the research as follows:

1. To find out the students' mastery in simple past tense at the eleventh grade students of SMA Negeri 1 Kotapinang.
2. To find out the students' mastery in writing narrative text at the eleventh grade students of SMA Negeri 1 Kotapinang.
3. To find out a significant correlation between simple past tense mastery and writing narrative text mastery at the eleventh grade students of SMA Negeri 1 Kotapinang.

#### **F. Significances of the Research**

The significances of the research can be directed to :

1. The Teacher to give information to English teacher in using the tense of simple past tense and writing narrative text.
2. The Headmaster of the school, to give information about students understanding of the correlation between simple past tense and writing narrative text.
3. Students to know the way learn English will be better to improve students' skill in using simple past tense and writing narrative text.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Writing Narrative Text

###### a. Definition of Writing

Writing is a process organizing the idea, opinions and feelings into written form. According to Greene et.al “Writing is one means for expressing thought. The effectiveness of thought and thus of the writing is dependent upon both the natural ability and the experiences of the individual.”<sup>8</sup>

On other hand, Hornby says, “Writing is written works of an author or person’s feeling.”<sup>9</sup> Listed in the general guidelines for learning English in the 2013 curriculum, “Writing is expressing various meanings (interpersonal, ideational, textual) in various interactional oral texts and monologues.”<sup>10</sup> Writing is an activity for producing and expressing, it is producing the words and sentences then it is expressing with the meaning of ideas, thus writing skill is the activity to transfer the ideas through words and sentences then the ideas will change to the scientific.

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<sup>8</sup>Harry A. Greene et.al, *Develoving Language Skill In the Elementary School* (Boston: London, Sydney), p.284

<sup>9</sup>A.S. Hornby, *Oxford Advanced Learner’s Dictionary of Current English* (London: University Press, 1995), p. 502.

<sup>10</sup>“Pedoman Umum Pembelajaran Bahasa Inggris di SMA”  
<https://www.google.com/url?sa=t&source=web&rct=j&url=http://file.upi.edu/>, diakses 14 maret 2022 pukul 21.09 WIB.

From some explanations above, this research concluded writing is the activity to transfer the ideas and to describe a language is understood by written.

### **b. Purpose of Writing**

According to Hartig in Tarigan makes a summary about purposes of written, the purposes of writing as follows:

- 1) Assignment purpose  
This purpose is there is no function at all. The writer writes a text unnaturally but ordering someone such as: the students are given task by teacher, a secretary is asked to make report, etc.
- 2) Altruistic purpose  
The written is aimed to entertain, to help, to understand the readers. On other hand, the writer also wants to maket he readers's life easier and more gratify with the creation.
- 3) Persuasive purpose  
The written is purposed to make sure the reader with the truth idea that presented.
- 4) Informational Purpose  
The written has the goal to give the information or explanation to the readers.
- 5) Self-expressive purpose  
The written is purpose to introduce and declare the writer's self to the readers.
- 6) Creative purpose  
The written is aimed to express her/him selves and the writer also wants to engage her/his selves to achieve norm artistic and art.
- 7) Problem solving purpose  
The writer wants to solve the problem is found, the writer wants to explain, to clear and to search the thoughts and ideas carefully to be understood and received by the reader.<sup>11</sup>

The purpose of English language in senior high school is to develop the potential of students to have communicative competence in

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<sup>11</sup>H. R. Tarigan, *Menulis Sebagai Suatu keterampilan Berbahasa* (Bandung: Angkala, 1986), p. 21.

interpersonal discourse, transactional and functional using a variety of texts in written English, coherently using accurate and acceptable linguistic elements about various factual and procedural knowledge, as well as instilling noble values national character, in the context of life in the home, school and society.<sup>12</sup>

Based on explanations above, it can be concluded that the purpose of writing students is to have interpersonal, transactional, and functional discourse skills using various types of texts in writing English that are coherence, accurate and acceptable according to aspects of language.

### **c. Process of Writing**

Process of writing has important role to make a written. There are many experts give the opinion about it but the researcher only takes Sarwono and Purwanto statement.

Sarwono and Purwanto explain that there are some processes of writing. The explanation can be seen below:

#### 1) Prewriting

In prewriting, there are three steps done by the writer/learner namely: finding an idea, building the idea, planning and paying attention of the structure.

#### 2) Writing

Writing is the process of real writing. The writer writes down the idea or what she/he done in the first step.

#### 3) Revising

In revising steps, the writers/learners should do same steps. The first is adding the writers/learners add some words or phrases in the written. The second is rearranging the paragraph, the writers/learners rearranging the paragraph and make the

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<sup>12</sup>Permendikbud Nomor 59 tahun 2014 Kurikulum 2013 6. PMP Bahasa Inggris SMA. P.482.

paragraph better than before. The third is removing, the writers/learners remove some unimportant words or phrases of written. The last is replacing, the writers/learners can replace the word phrase into better placement.

4) Editing

In editing, writers/learners check the written line by line and make sure the words, phrases and sentence as strong as possible.

5) Publishing

Publishing is optional. If the written for assignment class so writer not to publishing but if the written for the reader so the written can be published.<sup>13</sup>

Based on explanation above, this research concluded that there are some processes in writing. In order for students to write well, they must follow the process of writing.

#### **d. Component of Writing**

In evaluation of writing, we have looked at the writer and the type of knowledge writers bring to the writing task. That have indicated the purpose of writing and genre determine what and how students write. Heaton states' skills of writing include five general components or main areas example, content, organization, vocabulary, language use and mechanical skill.

- 1) Content: the ability to think creatively and develop thoughts for a particular the relevant to assigned topic.
- 2) Organization: ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organized and other relevant word information.
- 3) Vocabulary: the ability to write the word effectively and to appropriate sentence.
- 4) Language use: the ability to write the correct those effectively and to appropriate sentence.

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<sup>13</sup>Jonathan Sarwono and Yudhy Purwanto, *English for Academic Purposes a Successful Way to Learn Scientific English* (Yogyakarta: Penerbit Andi, 2013), p. 61-62.

- 5) Mechanical skills: the ability to write the correct those conventional peculiar to written language such as, punctuation, spelling.<sup>14</sup>

While, according to O'Malley and Pierce state "there are four components of writing knowledge of the content, knowledge to organize the content, knowledge of discourse structures and knowledge of grammar.

1) Knowledge of the content

In expressing knowledge of the content, students conduct a memory search and call on prior knowledge and experience. Generating ideas is one of the important sub-processes that contribute to planning in writing. Knowledge of the content is ideas or suggestion about a written text. Ideas or suggestion come from the writers' experiences and sometimes what did writer see and hear.

2) Knowledge to organize the content

The writers need the procedural knowledge to organize the content, to group the ideas, and to sequence the ideas in ways that match the purposes of the writing.

3) Knowledge of discourse Structures

Discourse structures are evident in the ways that various types of writing are organized. Example persuasive essay often introduce a problem or question, state a position, present arguments in support of the position or against other alternatives, and draw some complications of the position taken. Fables and autobiographical composition have different structures altogether. Writers must be familiar with the various ways of organizing different types of writing and expressing meaning through syntactic constructions and writing convention.

4) Knowledge of grammar

This is the basis for composition. Quality writing does not automatically result from simple knowledge of formal grammar or even the ability to recognize "good" paragraph.

Event, J Michael says just four the component of writing. Writing ability is someone capability or power to use or apply those five

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<sup>14</sup>J. B. Heaton, *Writing English Language Test* (England, 1987) p.335

components of writing in written representation. No one will write in the same way differences are common in the way people describe that they know. Alternative ways of writing should always be expected. The student may employ different sentence patterns.<sup>15</sup>

#### e. Narrative Text

##### 1) Definition of Narrative Text

A narrative text is a special kind of story that is valued very highly in English-Speaking Cultures. The narrative pattern is used as the basic of stories in novels, plays, poems, comics, soap operas, movies and even advertisement in English-Speaking Cultures.<sup>16</sup> The basic purpose of narrative text is to entertain and interest the reader by presenting a story or event that has a problem that causes conflict and at the end of the story there is a resolution or a happy ending or not a sad one.

According Djuharie, narrative text is kind of text about story or fairy tale which has purposed to entertain the reader. The main characteristic of a narrative text is about the problem and how to solve the problem, which is like a solution. Narrative text content is about fantasy or event true story which has been added some engineering story.<sup>17</sup>

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<sup>15</sup>J. Michael O'Malley and Lorraine Valdez Pierce, *Authentic Assessment For English Language Learners* (Longman: Pearson Education, 1996) p. 136-137.

<sup>16</sup>David Butt and at al. *Using Functional Grammar* (Sydney: MacQuarie University, 2000), p. 225.

<sup>17</sup>Otong Setiawan Djuharie, *Genre: Dilengkapi 700 Soal Uji Pemahaman* (Bandung: Yrama Widya, 2007), p. 33.

Narrative text is telling about stories that happened in the past to entertain the readers that deals with complications or problematic events which lead to a crisis and it turn finds a resolution.<sup>18</sup> Narrative text is one of kinds of text that must be understood by the students, such as how to writethe text based on the generic structure, so it can be a good and correct writing. Narrative text is a text that has been learnt by the students in the junior high school.

Basically, writing narrative text is the form of writing used to relate the story of act or even. Narrative place occurrences in time and tells what happened to natural time sequence. Types of narrative include short story, novel and stories, as well as a large part of our everyday social interchange in the form of letters and conversation. So narrative text is basic and constant form of human expressions regardless of ethnic origin, primary language and cultururation.

. Based on all of the explanations above, it can be concluded that narrative text is one kind of the text which is an imagination story, legend, fairy tales or event that occurred in the past, which has systematical and chronologically form. This text has function to amuse or entertain the reader or listeners.

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<sup>18</sup>Rony T. P. Sinaga, "Students' Difficulties In Writing Narrative Text At SMA N 4 Pematangsiantar" *Nommensen Jurnal of English Studies (NoJES)*, vol. 1 No. 1, 2020.

## 2) Generic Structure of Narrative Text

A narrative can be fictional or true, as long as the story is clear and has correct grammar, spelling and vocabulary. Narrative deals with problematic events, which lead to a crisis or turning of some kind.<sup>19</sup>

Generic structure is divided into five elements, they are:

### a) Orientation

Orientation is about the opening paragraph where the characters of the story are introduced. Orientation is parts of text give setting or opening about narrative. Orientation contains the thesis of the text. In this level also used to produce atmosphere so that makes the students are persuaded to follow the story. In other words orientation of narrative text tells who the character was/where, where it happened, when it happened.

### b) Complication

In complication, tells about what happens with the participants. Complication is the main element of narrative. The complication makes the story more interesting because the character is prevented to reach what they want. Without complication, the text is not narrative. The conflict can be shown as natural, social or psychological conflict.

### c) Resolution

Resolution is parts of text to describe about the reaction to solve the problem. Resolution it tells how the problem was solved it also called solving problem. Resolution is the part where the problem is solved, it consists of the final events of the story and it answers the question "How did it end".

### d) Re-orientation

Re-orientation tells what the story has told or tells again the character and contains the message of moral value to the readers. Those elements must exist in narrative text. It gives more explanation in order to make the story clear and understandable.<sup>20</sup>

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<sup>19</sup>Linda, Peter Weignell and Gerot, *The Genre-Grammar Connection* (Australia:AEE, 1994).

<sup>20</sup>Emi Ermawati, *Narrative Structure of short stories*, First Edition ( Malang: UIN Maliki Press, 2010), p. 37.

The orientation is beginning of the narrative text, its function is to set the scene and introduce the participants. The second is the complication. This is the place in which a crisis arises. The third is the resolution in which the crisis is resolved for better or for worse. The fourth is the re-orientation/coda it can be optional.

### 3) Language Features of Narrative Text

The characteristics / language features of narrative text, are:

- 1) Past tense ( killed, drunk, etc )
- 2) Adverb of time ( once upon time, one day, etc )
- 3) Time conjunction ( when, then, suddenly )
- 4) Specific character.  
The character of story is specific, not general  
( Cinderella, Snow White, Rapunzel, etc )
- 5) Action verb.  
A verb that shows an action ( killed, dug, walked, etc )
- 6) Direct speech  
It is to make the story lively.<sup>21</sup>

From some explanations above, this research concludes it seems that narrative text has many language features. It has to identify the specific characters, place and time in order to make the reader or viewer easy to understand the way of the story, give information about what characters will do.

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<sup>21</sup>British Course, “ Narrative Text; Definition, Purposes, Generic Structures, Language Features”, (<http://britishcourse.com> accessed at March 17, 2022 retrieved on 09.20 am).

#### 4) Narrative Text Material

Read the text below carefully and choose the answer between A, B, C, D, or E!

##### The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What type of text is the above text? It is ...
  - a. A narrative text
  - b. A description text
  - c. An anecdote text
  - d. An expository text
2. What destroyed the homes of all rats?
  - a. A group of mice did
  - b. The hunter did
  - c. Elephant-hunter did
  - d. A group of elephant did
3. What helped the elephant's herd free?
  - a. The elephant-hunter did
  - b. The hunters did
  - c. The trapped elephants did
  - d. Entire group of rats did
4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
  - a. Identification
  - b. Orientation
  - c. Complication
  - d. Resolution
5. At the end of the story, how was the elephant's herd?
  - a. Angry
  - b. Sad
  - c. Happy
  - d. Dead<sup>22</sup>

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<sup>22</sup>“Contoh soal Narrative Text dan jawaban The Rats and The Elephants”, (<https://www.englishahkam.com> accessed at March 17, 2022 retrieved on 09.12 am).

## 2. Simple Past Tense

### a. Definition of Simple Past Tense

According to Pyle and Munos on Toefl, “Simple past tense is used for a complicated action that happened at one specific time in the past.”<sup>23</sup> While, Schramper stated: “Simple Past Tense is used to talk about activities or situations that began and ended at a particular time in the past (e.g. yesterday, last night, two days ago, in 1990)”.<sup>24</sup> Wishon and Burk also agreed to explanation above, they stated “Simple past tense is used to report a state or activity which can be ascribed to a definite past time.

Simple past tense is needed to show a time, simple past tense is a tense that show activities in past time. According to Wren and Marten state “ Past tense is to indicate an action completed in the past”.<sup>25</sup> According to Fitikides past tense is “Used when a define time or date is mentioned, while present perfect is used when no time is mentioned”.<sup>26</sup> Simple past tense is one of tenses in grammar. Simple past tense is to indicate that an activity or situation ended a particular time in the past.

Based on defenition above, this research concluded that simple past tense is show to action or happened in past time or past habits.

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<sup>23</sup>Michael A. Pyle & Mary Ellen Munos Page, *TOEFL Preparation Guide* (New Delhi: WILEY Dream Lech India Pvt, Ltd), p. 59.

<sup>24</sup>Betty Schramper Azar, *Understanding and Using english Grammar* (New Jersey: Englewood Cliffs, 1989) p. 17.

<sup>25</sup>Wren and Martin, *High school English Grammar and Composition* (Chand and Company LTD: Ram Nagar , 1990), p. 82.

<sup>26</sup>J. Fitikedes, *Common Mistakes In English with Excercise* (Jakarta: Binarupa Aksara, 1990), p. 28.

Simple past tense is used to indicate an event at a specific time in the past by using adverb of time. As supported by Pyle and Ellen.

### **b. Formula of Simple Past Tense**

Simple past tense is a simple verb form to show that an event happened in the past. In simple past tense, the time of the incident (yesterday, last two days, last year) or the time period (for two months, for a day, for an hour ) can be specifically stated.. They can be seen as the charts below:

#### 1) Simple Past Tense for Nominal Sentence

Nominal is a sentence that's predicate consist of adjective, noun, numeral and adverb, it is not a verb. It is also a noun other word or word group, including an adjective that occurs in grammatical function typical of nouns substantive.<sup>27</sup>

##### a) Positive Sentence (+)

Formula : **Subject + Was/Were +...**

Example : - I was a student

- You were a doctor

##### b) Negative Sentence (-)

Formula : **Subject + Was/Were + Not + ...**

Example : - They were not students

- We were not doctors

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<sup>27</sup>Victoria Neufeldt. *Webster's New World Collage Dictionary*, p.988

## c) Interrogative Sentence (?)

Formula : **Was/Were + Subject +...?**

Example : - Were they students ?

- Was she a nurse ?

## 2) Simple Past Tense for Verbal

## a) Active Voice

Active is used to statement. Active is also called denoting the voice or form of a verb whose subject is the performer or agent of action of the verb or showing action rather than state of being (said of verb like *throw* and *walk*).<sup>28</sup>

## (1) Positive Sentence (+)

Formula : **Subject + Verb 2+...**

Example : - I went to school yesterday

- He ate in restaurant two days ago

## (2) Negative Sentence (-)

Formula : **Subject + Did + Not + Verb 1 +...**

Example : - I did not/didn't go to school yesterday

- We did not/didn't bought flowers in market last month

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<sup>28</sup>Victoria Neufeldt. *Webster's New World College Dictionary* (USA: MacMilan, 1994), p. 14.

## (3) Interrogative Sentence (?)

Formula : **Did + Subject + Verb 1 +...?**

Example : - Did you go to school yesterday ?

- Did she buy a book in bookstore last week ?

## b) Passive Voice

Passive is use to correct form of “be” (was/were). It is also denoting voice or form of a verb whose subject is recipient (object) of action of verb.<sup>29</sup>

## (1) Positive Sentence (+)

Formula : **Subject + Was/were + Verb 3 +...**

Example : - She was gone to mosque last night

- I was drunk milk yesterday

## (2) Negative Sentence (-)

Formula : **Subject + Was/were + Not + Verb 3 +...**

Example : - She was not gone to mosque last night

- I was not drunk milk yesterday

## (3) Interrogative Sentence (?)

Formula : **Was/were + Subject + Verb 3 +...?**

Example : - Was she ridden a bike ?

- Were you written a letter ?

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<sup>29</sup>Victoria Neufeldt. *Webster's New World Collage Dictionary*, p.988.

From explanations above, the form is used for all subjects, both singular and plural. All regular verbs take an- **ED** ending in the past tense. Moreover, there are some spelling rules of regular verbs.

### c. Kinds of Simple Past Tense

There are three kinds of simple past tense, they are :

#### 1) Affirmative Statements Form

Affirmative sentences are sentences that we usually say. Can be used to show facts, recurring events or habits.

##### a) Nominal Sentence

Formula : **Subject + Was/were + Complement +...**

Example : I was in class yesterday

##### b) Verbal Sentences

Formula : **Subject + Verb 2 +...**

Example : I ate a banana

#### 2) Negative Statements Form

The negative or regular and irregular verbs are formed with did not (didn't) and the infinitive:

##### a) Nominal Sentences

Formula : **Subject + Was/were + Not + Complement +...**

Example : I was not in class yesterday

##### b) Verbal Sentences

Formula : **Subject + Did + Not + Verb 1 +...**

Example : I did not eat a banana

### 3) Interrogative Statements Form

Interrogative sentences are also known as question sentences.

#### a) Nominal Sentences

Formula : **Was/were + Subject + Complement +...**

Example : Was they in the canteen yesterday ?

#### b) Verbal Sentences

Formula : **Did + Subject + Verb 1 +...**

Example : Did you drink milk ?

These following examples of regular verbs form from present, past tense and past participle :

### REGULAR VERB

<b>Present</b>	<b>Past Tense</b>	<b>Past Participle</b>
Ask	Asked	Asked
Clean	Cleaned	Cleaned
Laugh	Laughed	Laughed
Move	Moved	Moved
Stay	Stayed	Stayed

The regular verb in simple past tense end in -ED.

### IRREGULAR VERB

<b>Present</b>	<b>Past Tense</b>	<b>Past Participle</b>
Become	Became	Become
Eat	Ate	Eaten
Get	Got	Gotten
Know	Knew	Known
Write	Wrote	Written

Whereas the irregular verb in simple past tense do not end in -ED some verbs have irregular past forms.<sup>30</sup>

#### d. The Rule of Verb + ED in Simple Past Tense

In generally, verb for Simple Past Tense just add “ed “in irregular verb, example: pay, become, played, except:

- a) Verb 1 ended by “e” + “-d” only, example: receive → received.
- b) Verb 1 ended by “y”, and before the “y” is a consonant, so change “y” first with “i” then + “-ed”, example: tidy → tidied.
- c) Verb 1 ended by a consonant, before the consonant is a vowel and pronunciation in one syllable or in short sound, so double consonant and + “-ed”, example: beg → begged.
- d) Verb 1 followed by a preposition “-ed” is placed before preposition.<sup>31</sup>

According to Betty Azar Schramfer, there are sixs rule of verbs, they are:

- a) End of verb is a consonant “e” add “-d”. Example: Smile → Smiled.
- b) One vowel + one consonant add double the consonant + “-ed”. Example : Stop → Stopped.
- c) Two vowels + two consonants add “-ed” do not double the consonant. Example : Rain → Rained.
- d) Two consonants ad “-ed” do not double the consonant. Example : Count → Counted.
- e) Consonant + “y” change “y” to “i” add “ed”. Example : study → studied.
- f) Verb that end in “ie” add “ed”. Example : Die → Died.
- g) Vowel + “y” add “ed” do not change “y” to “i”. Example : Play → played.<sup>32</sup>

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<sup>30</sup>Ebook: Betty Schramfer Azar, *Basic English Grammar 3rd Edition* ( New York: Pearson Education, 2002), p. 190

<sup>31</sup>Hilman Fariz Mukti, *Complete English Grammar* (Jakarta Selatan: Absolut, 2002), p. 219-224.

<sup>32</sup>Betty Schramfer Azar, *Basic English Grammar 3rd Edition*. P. 183

Also many verbs indicating irregular verbs in English. In irregular verbs don't end in -ED and there is list of some of common irregular verb.

#### **e. Adverb of Time in Simple Past Tense**

Adverb of time is a form of information that explains when something happens, as well as for how long and also how often. Adverb of time is very easy to find in an English sentence. Generally, they are always in the same position depending on their function.

Adverb of time which states when and duration is at the end of the sentence; while those stating the frequency are in front of the predicate. However, the adverb of time can also move around according to the original meaning of the sentence. There are some adverbs of time that are commonly used in simple past tense sentences, they are:

- 1) Yesterday  
Yesterday morning, yesterday afternoon, yesterday evening, etc.
- 2) Last  
Last night, last week, last Sunday, last month, last year, last spring, last summer, last winter, etc.
- 3) Ago  
Two days ago, a week ago, a month ago, five months ago, a year ago, etc.
- 4) For  
For 5 months, for 7 hours, for 10 years, etc.
- 5) In  
in 1999, in 2006, in 2021, etc.<sup>33</sup>

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<sup>33</sup>Deari, “ Keterangan Waktu Simple Past Tense yang Lebih Bervariasi”, (<https://englishcoo.com>, accessed march 22, 2022 retrieved on 22.25 pm.)

## f. The Use of the Simple Past Tense

The use of simple past tense is declared by some linguist experts.

One of them is Greenbaum and Quirk, who stated that the simple past tense is used to refer to a situation set at a definite time in the past such as:

- 1) The event past is used with dynamic verb sense to refer to a single definite event in the past. The event may take place an extended period or at the point of time.  
Ex: The Norman *invaded* England in 1066.  
The plane *left* at 9 a.m.
- 2) The habitual past is used with dynamic verb senses to refer to past events that repeatedly occur.  
Ex: We *spent our* holiday in Bali when we were children.
- 3) The state past is used with stative verb senses to refer to a single unbroken state of affairs in the past.  
Ex: I once *liked* reading novels.<sup>34</sup>

In contemporary English Grammar stated by Murthy that the uses of Simple past tense are:

- 1) For a past action which past time adverbs  
Ex: Madhavi Wrote me a letter yesterday
- 2) For a past discontinued habit.  
Ex: He visited temples frequently ( he is not in the habit of visiting temples now).

The simple past tense is a verb form that is used to express:

- 1) One action which happened or took place at particular time in the past.  
Ex: I was a student at that time
- 2) Repeated, habitual action in the past.  
Ex: I always drank a milk at the night.<sup>35</sup>

From definition above, it can be concluded that the simple past tense is a past action which past time and discontinued habit.

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<sup>34</sup>Sidney Greenbaum and Randolph Quirk, *Student's Grammar of the English Language* (London: Pearson Education Limited, 1990). P. 50.

<sup>35</sup>Jayanti Dakshina Murthy, *Contemporary English Grammar* (New Delhi: Book Place Delhi, 2003), p. 150.

## B. Review of Related Findings

Actually, there are some previous researches that relevant to this research. The first research was done by Siti Meutia Sari. The result of the result showed that there is a significant correlation between simple past tense mastery and writing narrative text mastery which got the value of  $r$  table ( $0.957 > 0.304$ ). So the hypothesis is accepted.<sup>36</sup>

The Second research was done by Ani. The result of the research showed that there was a significant correlation between vocabulary mastery and speaking mastery that result showed coefficients  $r$  ( $0.737$ ) was more than  $r$  table ( $0.423$ ). It was said that the validity of the contribution of variable X to variable Y was valid or could be say that was accepted.<sup>37</sup>

The third research was done by Nasution. She stated there is a positive correlation between simple sentence mastery and writing discussion text mastery because that “ $r$ ” calculation is  $0.847 > 0.207$ . It means that  $r$  count  $>$   $r$  table ( $0.847 > 0.207$ ) which means the hypothesis was accepted.<sup>38</sup>

The fourth research was done by Sihombing. The result of the research showed that there was any significant correlation between two variables. It means the hypothesis ( $H_a$ ) was accepted and ( $H_o$ ) was rejected. It was concluded that there was any significant correlation between simple present

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<sup>36</sup>Siti Meutiah Sari, “A Correlation Between Simple Past Tense Mastery and Writing Narrative Text Mastery”, *Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, Volume 11, No. 1. Juni 2020, p. 99.

<sup>37</sup>Anry Ani, “ The Correlation Between Vocabulary Mastery and Speaking Mastery at grade VIII Students of SMP N 5 Padangsidempuan”, (2021), p.51, <http://etd.iain-padangsidempuan.ac.id/6597/>

<sup>38</sup>Lenny Deswita Nasution, “ The Correlation Between Simple Sentence and Writing Discussion Text Mastery to the sixth semester students of English Department at STAIN Padangsidempuan”, (2013), <http://etd.iain-padangsidempuan.ac.id/5397/>

tense mastery and writing analytical exposition text master at the XI grade students of MAS Baharuddin.<sup>39</sup>

The fifth study was research by Kartika. The researcher concluded that (Ho) was rejected and (Ha) was accepted. So, there was a significant correlation between the mastery of simple past tense and reading comprehension of narrative text at the tenth grade of state senior high school 1 Sentajo Raya.<sup>40</sup>

So, based on the related findings above, the researcher concluded that there are some correlations between Simple Past Tense and Writing Narrative Text. This research made by researcher to complete the researchers above. Therefore, researcher will solve writing problems in correlation between simple past tense and writing narrative text at the eleventh grade students of SMA negeri 1 Kotapinang.

### **C. Framework of Thinking**

Simple past tense is one of tenses in grammar. Simple Past Tense derived from the word simple, past and tense. Simple it means not complicated, easy to understand or to do. Past it means gone by in time as in past time. So, simple past tense is to indicate that an activity or situation ended a particular time in the past.

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<sup>39</sup>Liawardani Sihombing, “ The Correlation Between Simple Present Tense Mastery and Writing Analytical Exposition Text Mastery at The XI Grade Students of MAS Baharuddin”, (2022), <http://etd.iain-padangsidempuan.ac.id/7833/>

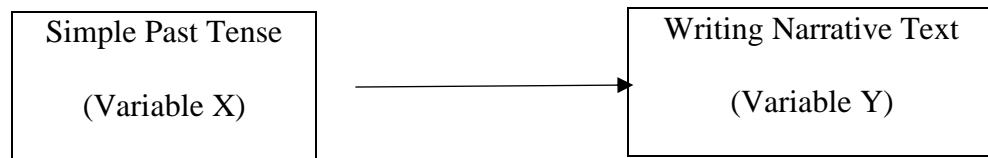
<sup>40</sup>Septi Kartika, Correlation Between The Mastery of Simple Past Tense and Reading Comprehension of Narrative Text at the Tenth Grade Students of State Senior High School Sentajo Raya”, (2018), <http://repository.uin-suska.ac.id/14108/>

Narrative text is one of kinds of text that must be understood by the students, such as how to write the text based on the generic structure, so it can be a good and correct writing. Narrative is a form of text which try to tell what is happen in order to make the reader imagine that they are in that situation.

There are several roles of simple past tense in writing narrative text. Narrative text uses certain grammar or grammar as the characteristics of narrative text. To role of simple past tense is tense or verb forms used in narrative text are past tenses or past tenses. Because the story is usually something that has happened in the past. Therefore, when telling something that has happened, the verb used is simple past tense.

Based on the explanation of the description above, this research tried to look the correlation between simple past tense mastery and writing narrative text mastery and the big problem that faced by students about tense and writing. They often got many problems especially using simple past tense in writing narrative text.

The interaction between simple past tense and narrative text is talk about even and act. Further, in the simple past tense, it described something that could have happened in the past time: Actually, the students' mastery in simple paast tense was quite higher to mastery on writing narrative text.



**Figure 1: The correlation between simple past tense mastery and writing narrative text mastery**

#### **D. Hypothesis**

The hypothesis of this research are :

1. There is a significant correlation between simple past tense mastery and writing narrative text mastery at the eleventh grade students of SMA negeri 1 Kotapinang. ( $H_a$ ).
2. There is no significant correlation between simple past tense mastery and writing narrative text mastery at the eleventh grade students of SMA negeri 1 Kotapinang. ( $H_o$ ).

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Place and Time of the Research

This research was conducted in SMA Negeri 1 Kotapinang especially at grade XI. That is on Jl. Bedagai No. 25 Kotapinang, Kabupaten Labuhanbatu Selatan, I was conducted from 17<sup>th</sup> eptember 2021 up to finish.

#### B. Method of Research

The method used in this research was quantative approach by applying correlational study. Lodico et.al said, “all quantitative research approaches summarize results numerically. However, the approaches differ in their goals and the procedures used to collect data”.<sup>41</sup> It means the research which related with the numerical called quantitative research and all of them have different in goal and procedure.

The method of this research was descriptive method. “Descriptive method is carried out to obtain information about the references, attitudes, practices or interest some group of people”.<sup>42</sup> Descriptive method is a method which describes condition of the present time naturally. This research conducted descriptive method to describe the correlation between simple past tense mastery and writing narrative text mastery.

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<sup>41</sup>Marguerite G Lodico, et.al, *Method in Educational Research : From theory to Practice*, (San Fransisco: Jossey Bass A wiley Imprint, 2006), p. 12.

<sup>42</sup>L. R. Gay and Peter Airaisan, *Education Research Competencies for Analysis and Application*, (USA: New Jersey, 2000), p. 279.

## C. Population and Sample

### 1. Population

According to Arikunto, “population is the total number of the students or the subject of research”.<sup>43</sup> It is supported by Kothari, “population is the total of items about which information is desired”.<sup>44</sup> The population is the students at the grade eleventh of SMA Negeri 1 Kotapinang. The population of this research consists of 3 classes with 95 Students. It can be seen from the table follow:

**Table 1**  
**The Population of the Eleventh Grade Students of SMA Negeri 1 Kotapinang**

No	Grade	Population
1	XI MIA 1	32
2	XI MIA 2	33
3	XI MIA 3	30
Total		95

Source: School Administration Data of SMA Negeri 1 Kotapinang.

### 2. Sample

Sample is the part of the population. It is the part of quantity and characteristic of the population. Next, sample is a part of the population, it must be representative.<sup>45</sup> This research used probablity sampling by random sampling.

Based on Sugiyono, “Simple random sampling used when the sample is homogen and sample taking without looking of the levels in the

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<sup>43</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (14thed), (Jakarta: Rineka Cipta, 2010),p. 173.

<sup>44</sup>C.R Kothari, *Research Methodology: Methods and Techniques*, (Bangalore: New Age, 2004),p.153.

<sup>45</sup>Sandu Siyoto and Ali Sodik, *Dasar Metodologi Penelitian* (Yogyakarta: Literasi Media, 2015), P.73.

population.”<sup>46</sup> To take the sample, this research used Slovin’s formula which explained as follow:

$$n = \frac{N}{n + Ne^2}$$

Where:

n = The total of the sample  
 N = Total of population  
 e = The limit of error tolerance.

So, this research used formula above to determine the sample size, with the limit of error tolerance 10 % as follows:

$$N = 95$$

$$e = 15\% (0,15)$$

$$n = \dots?$$

$$n = \frac{95}{1 + 95 \cdot 0,15^2}$$

$$n = \frac{95}{1 + 95 \times 0,0225}$$

$$n = \frac{95}{1 + 2,137}$$

$$n = \frac{95}{3,137}$$

$$n = 30,28 \text{ rounded to } 30.$$

The sample of this research is shown below:

**Table 2**  
**The Sample of The Eleventh Grade Students of SMA Negeri 1**  
**Kotapinang**

No	Class	Population	Sample
1.	XI MIA 1	32 Students	14 Students
2.	XI MIA 2	33 Students	9 Students
3.	XI MIA 3	30 Students	7 Students
Total		95 Students	30 Students

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<sup>46</sup>Sugiyono, *Statistika Untuk Penelitian* (Bandung: Alfabeta, 2007), p.81.

## **D. Definition of Operational Variables**

### 1. Simple Past Tense

Simple past tense is a tense sentence that is used to express events that occurred in the past and have ended in the past.

### 2. Narrative Text

Narrative text is kind of text about story or fairy tale which has purposed to entertain the reader. The main characteristic of a narrative text is about the problem and how to solve the problem, which is like a solution.

## **E. Instrument of the Research**

Instrument is the important thing in a research. Arikunto said that “instrument is a tool to help the researcher in collecting the data easier and systematically”.<sup>47</sup> The quality of instrument was established the quality of the data. The instrument for collecting data is test. Based on the source of research, this research used the test as instrument for collecting data.

### 1. Test

Test is some of questions and other tools which used to measure skills, knowledge and intelligences ability. The test was multiple choice that usually consist of a question or statement to which students' respond by selecting the best answer among the number of choices.

This research used multiple choice test by making some questions with 50 items in order to get information about students mastery in simple

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<sup>47</sup>Suharsimi Arikunto, p. 134.

past tense. To find out the scores of the students answer, the researcher gave 2 score from each item. So, the maximum of test was 100. The indicators of simple past tense can be seen on table here.

**Table 3**  
**The Indicators of simple past tense mastery**

No	Indicators	Items	Number of Items	Score
<b>1.</b>	Students are able into:			
	a. Positive Simple Past Tense	5	1,2,3,4,5	10
	b. Negative Simple Past Tense	5	6,7,8,9,10	10
	c. Interrogative Simple Past Tense	5	11,12,13,14,15	10
	d. Negative Interrogative Simple Past Tense	5	16,17,18,19,20	10
	e. Yes Short Answer Simple Past Tense	5	21,22,23,24,25	10
	f. Yes Long Answer Simple Past Tense	5	26,27,28,29,30	10
	g. No Short Answer Simple Past Tense	5	31,32,33,34,35	10
	h. No Long Answer Simple Past Tense	5	36,37,38,39,40	10
	i. Adverb of Time in Simple Past Tense	5	41,42,43,44,45	10
	j. Change to Regular and Irregular Verb	5	46,47,48,49,50	10
Total		50	50	100

For the narrative text mastery test, this research used essay test to test the students in writing was probably one of the most common writing tasks. Essay is group of paragraphs written about single topic

and a central main idea.<sup>48</sup> In this test, students asked to write a narrative text about a legend. So, indicator of test are:

**Table 4**  
**The Indicators of writing narrative text mastery**

No.	Indicators	Items Will be Scored	Score	Result Score
1.	Social Function in Narrative Text <sup>49</sup>	a. Students are able to write a story of narrative text	15	15%
		b. Students are able to understand what the social function in narrative text	10	10%
2.	Generic Structure in Narrative Text <sup>50</sup>	a. Students are able to introduce the participants and the setting place and time that said Orientation	10	10%
		b. Students are able to evaluate the before condition of story that said Evaluation	10	10%
		c. Students are able to show the problem arises that said Complication	10	10%
		d. Students are able to show the problem is solved that said Resolution	10	10%

<sup>48</sup>Dorothy E Zemach and Lisa A Rumisek, *Academic Writing form Paragraph to Essay, First Edition* (Oxford: Macmillan Education, 2005), p. 56. Retrieved from <https://www.pdfdrive.com/academic-writing-from-paragraph-to-essay-e12836704.ht>, On Sunday 10 April 2022, at 15.08 p.m.

<sup>49</sup>Rahmad Husein and Anni Holila Pulungan, *Sumber Belajar Penunjang PLPG 2017 Mata Pelajaran Bahasa Inggris*, Chapter 6, p.1.

<sup>50</sup>Linda, Peter Weignell and Gerot.

		e. Students are able to tells what the message of moral value in a narrative text that said Re-orientation	10	10%
3.	Lexicogrammatical Features or Language Features in Narrative Text <sup>51</sup>	a. Students are able to mastering Grammar in Narrative text stories	5	5%
		b. Students can use adverb of time	5	5%
		c. Students are able to understand about individual participants or specific characters in a narrative text stories	5	5%
		d. Students mastering a lot of vocabulary to be able in writing narrative text Stories	5	5%
		e. Students are able to mastering time conjunction in writing narrative text stories	5	5%
Total			100	100%

- Question number 1 a ( Difficult category ) with a score 15
- Question number 1 b – 2 e ( medium category ) with a score 10
- Question number 3 a – 3 e ( easy category ) with a score 5<sup>52</sup>

<sup>51</sup>British Course.

<sup>52</sup>Amin Otoni Harefa, *Penilaian dan Hasil Belajar*, p.18.

## **F. Technique of Collecting Data**

To gain the data, this research used test. The researcher came to the chief of the school SMA Negeri 1 Kotapinang and came to the English teacher for asking permission. Then, the researcher went to the class. Next, researcher asked students for their attention and participation. The last, researcher shared the test.

When students finished answer the test, the researcher collected it. After that, the researcher evaluated the result of test and finally the researcher analyzed the result of test.

## **G. Technique of Data Analysis**

After collecting the data, the researcher analyzed the data by using quantitative data. Data analysis means the process of calculation and arrangement systematically of the data will be done by researcher. In quantitative research the most suitable analysis by using the statistical process and followed the steps.

1. Identify and correct the answer and subject research from the test.
2. Identify mean, median and modus by using descriptive statistic to arrange and categorize the score of variable X and Y. It is the second way of presenting the data analysis. According to Anas Sudijono, the three formulas above was explained below:

- a. Know the mean (average) score used the formula:

$$Me = \frac{\sum fi xi}{\sum fi}$$

- b. Know the median score used the formula:

$$Md = b + p \left( \frac{\frac{1}{2} n - F}{f} \right)$$

c. Know the modus of score used the formula:

$$Mo = b + p \left( \frac{b1}{b1 + b2} \right)^{53}$$

**Table 05**  
**The Interpretation of Means Score**

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

Source: Sujana and Ibrahim, education research and assessment<sup>54</sup>.

### 3. Identify the Normality Test

Normality test is used to know whether the data of research is normal or not. To know the normality, the researcher used *chi-square* formula.

The formula is as below:

$$x^2 = \sum \left( \frac{f_o - f_h}{f_h} \right)^2$$

Where:

$x^2$  = Value of Chi-square

$f_o$  = Observed Frequency

$f_e$  = Expected Frecuency.

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<sup>53</sup>Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2008), p. 85-106.

<sup>54</sup>Sujana, Nana and Ibrahim. *Penelitian dan Penilaian Pendidikan*. (Bandung: Sinar Baru Algesindo, 2001) cet. 02. P.215.

#### 4. To Test Hypothesis

To know the correlation between variable X and Y, the data was calculated applied product moment formula. The formula of product moment explained below:

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

Where:

- $r_{xy}$  = Coefficient correlation between variable X and Y
- X = The scores of variable X
- Y = The scores of variable Y
- XY = Product X and Y
- N = Total of sample<sup>55</sup>

#### 5. To examine the significances variable

To examine the significances variable X and Y will calculate by:

$$T = \frac{r_{xy} \sqrt{n-1}}{\sqrt{1 - (r_{xy})^2}}$$

Where:

- T = Result of t- test
- N = Total of sample
- $r_{xy}$  = Coefficient correlation between X and Y<sup>56</sup>

#### 6. To know the contribution of coefficient determination variables

To know the contribution of coefficient correlation between variables X and Y. it can be define the formula determinant correlation:

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

Where:

- CD = Contribution of coefficient determination
- R = Coefficient correlation.

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<sup>55</sup>Suparni, et. Al., *Pengantar Statistik Pendidikan* (Jakarta: Gaung Persada Press Jakarta, 2009), p. 97.

<sup>56</sup>Riduan, *Belajar Mudah Penelitian untuk Guru, Karyawan dan Peneliti Pemuda*,...p. 98.

The result should be appropriated with the interpretation to the index correlation of product moment, the interpretation of the result can be seen in the following table.

**Table 6**  
**The Interpretation of Pearson Correlation Analysis (XY).**

<b>Product Moment</b>	<b>Interpretation</b>
Between 0.00 – 0.20	Very Low
Between 0.20 – 0.40	Low
Between 0.41 – 0.70	Enough
Between 0.71 – 0.90	High
Between 0.91 – 100	Very High

Source: Sugiyono, Statistical for research.<sup>57</sup>

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<sup>57</sup>Sugiyono, *metode penelitian kualitatif dan kuantitatif dan R&D*, (Bandung: Alfabeta, 2007), p. 124.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

In this chapter, this research discussed the result of testing, in order to evaluate the correlation between simple past tense mastery and writing narrative text mastery at the eleventh grade students of SMA Negeri 1 Kotapinang. The researcher has calculated the data by using descriptive method. Applying the quantitative analysis, this research used the formulation “r” Product Moment. Then the researcher described the data as follow:

#### **A. The Description of the Data**

To facilitate understanding of the result of this study, the data were described by sequence of variables. Description of research result started from variable (X) was simple past tense mastery and variable (Y) was writing narrative text mastery.

##### **1. Simple Past Tense Mastery**

In this part, this research showed the result of the research that has been done to the dependent variable that is simple past tense mastery. In this research, the researcher presented 50 questions of multiple choice. Each number got 2 score if the answer was true.

After calculating the scores, it was found that the highest score was 94 and the lowest score was 66. To complete this research, it was needed for the researcher to calculate the mean score that was 79.5, the median

score that was 81.12 and the modus score that was 81.5. Where Modus is a score which has the most frequency.

Meanwhile, median was the score in the middle of the score which divided a distribution of data into two equal part and mean was the score which represent the general value that was achieved by the students. So, the specification calculation was described in the table below :

**Table 7**  
**The Resume of Variable Score of Simple Past Tense Mastery**

No.	Statistics	Variable X
1.	Good Score	94
2.	Low Score	66
3.	Range	28
4.	Interval	5
5.	Modus Score	81.5
6.	Median Score	81.12
7.	Mean Score	79.5
8.	Standart Deviation	7.08

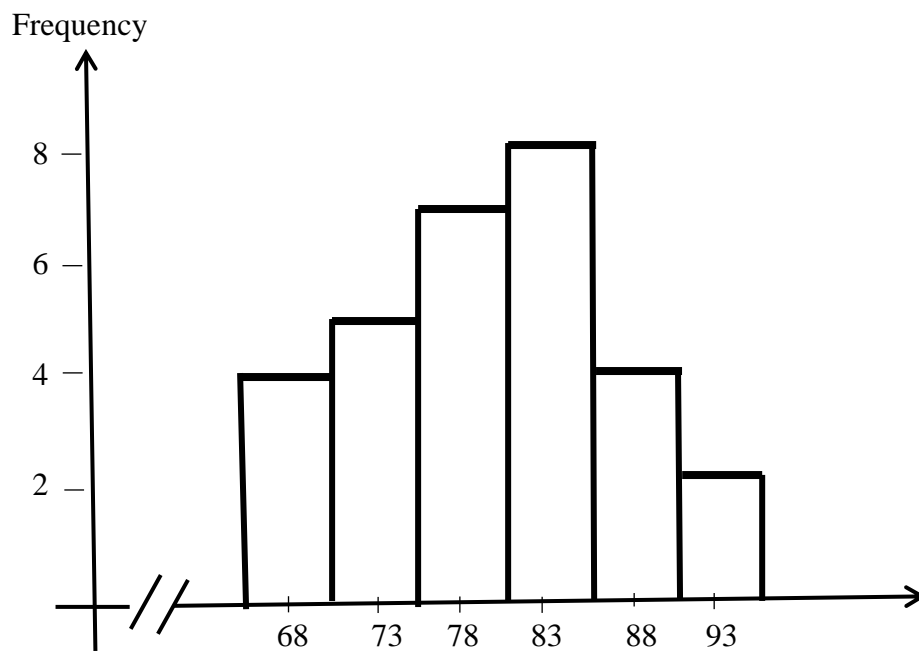
Table 7 presented the conclusions of the result from students' answer. It shows that mean is 79.5 which means that the students' ability in simple past tense was in good predicate. The computed of the frequency distribution of the students' score of group can be appied in table frequency distribution as follow:

**Table 8**  
**The Frequency Distribution of Simple Past Tense Mastery**

<b>Interval</b>	<b>Mid Point</b>	<b>Frequency</b>	<b>Percentage</b>
66 – 70	68	4	13.33%
71 – 75	73	5	16.67%
76– 80	78	7	23.33%
81 – 85	83	8	26.67%
86 – 90	88	4	13.33%
91 – 95	93	2	6.67%
<b>Total</b>		30	100%

Based on the table above, it was known that the variable revelation of simple past tense mastery showed that the respondent in interval 66-70 was 4 students (13.33%), interval 71-75 was 5 students (16.67%), interval 76-80 was 7 students (23.33%), interval 81-85 was 8 students (26.67%), interval 86-90 was 4 students (13.33%) and the last interval 91-95 was 2 student (6.67%).

In order to get description of the data clearly and completely, the researcher presents them into histogram on the following figure:



**Figure 2: The Histogram of simple past tense mastery**

By looking at the histogram above, it can be known that the curve was normal. The degree of students' (respondent) in agreement of simple past tense mastery was the highest at the middle position.

## 2. Writing Narrative Text Mastery

The resume score of variable writing narrative text mastery at the XI students of SMAN 1 Kota Pinang that has been gotten as table below:

**Table 9**

### **The Resume of the Variable Score of Writing Narrative Text Mastery**

No.	Statistic	Variable X
1.	Good Score	88
2.	Low Score	65
3.	Range	23
4.	Interval	4
5.	Modus Score	73.7
6.	Median Score	74.1
7.	Mean Score	74.76

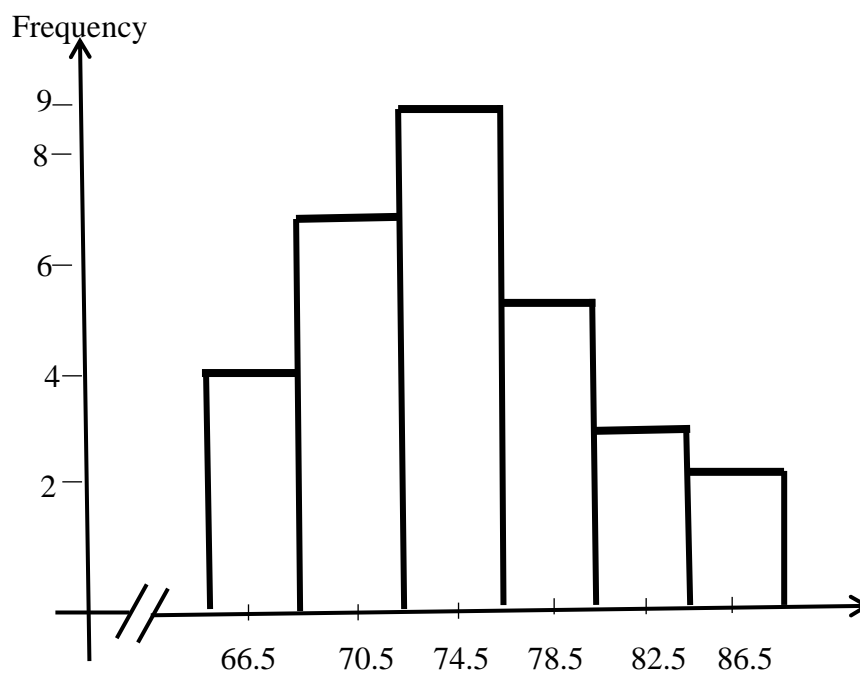
From the table above, the researcher got that highest the score was 88, lowest score was 65, modus was 73.7, median score was 74.1, mean score was 74.76. Based on the calculation, the mean score was 74.76 it means that the students' writing narrative text mastery was high predicate. The computed of the frequency distribution of the students' score of group can be applied in to table frequency distribution as follows:

**Table 10**  
**The Frequency of Distribution of Writing Narrative Text Mastery**

<b>Interval</b>	<b>Mid Point</b>	<b>Frequency</b>	<b>Percentage</b>
65 – 68	66.5	4	13.33%
69 – 72	70.5	7	23.33%
73 – 76	74.5	9	30.00%
77 – 80	78.5	5	16.67%
81 – 84	82.5	3	10.00%
85 – 88	86.5	2	6.67%
<b>Total</b>		30	100%

Based on the table above, it was known that the variable revelation of writing narrative text mastery showed that the respondent in interval 65-68 was 4 students (13.33%), interval 69-72 was 7 students (23.33%), interval 73-76 was 9 students (30.00%), interval 77-80 were 5 students (16.67%), interval 81-84 was 3 students (10.00%) and the last interval 85-88 was 2 students (6.67%).

In order to get description of the data clearly and completely, the researcher presents them into histogram on the following figure:



**Figure 3: The Histogram of writing narrative text mastery**

## B. Testing Requirements Analysis

### 1. Normality Test

After getting the resume score of variable X and variable Y, the data were analyzed by using Chi-square formula to know whether the data were normal or not. Normality test was as the requirements of test before going to the testing hypothesis.

**Table 11**

**Normality Data using Chi-square**

Class	Normality Test	
	$t_{count}$	$t_{table}$
Data X	8.76	9.488
Data Y	3.44	7.815

Based on the table above, the score of data X =  $x^2_{count} < x^2_{table}$  (8.76 < 9.488) with  $n = 30$  and data Y =  $y^2_{count} < y^2_{table}$  (3.44 < 7.815) with  $n =$

30, on 5% significant level. It meant that data X and Y were distributed normal

## 2. Testing of Hypothesis

Hypothesis testing aims to determine the correlation between simple past tense mastery and writing narrative text mastery at the eleventh grade Students of SMA Negeri 1 Kotapinang by using the product moment formula. Before testing the hypothesis, first performing the calculation of the scores obtained by the respondents as below :

$$X = 2396$$

$$Y = 2256$$

$$X^2 = 192.912$$

$$Y^2 = 157.488$$

$$XY = 179.906$$

The result was used to calculate the value of correlation between variable X and Y. This is the calculation of  $r_{xy}$  : 0,628

$$\begin{aligned} r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}} \\ &= \frac{30.179906 - (2396)(2256)}{\sqrt{\{30.192912 - (2396)^2\} \{30.157488 - (2256)^2\}}} \\ &= \frac{5\,397\,180 - 5\,405\,376}{\sqrt{\{5\,787\,360 - 5\,740\,816\} \{4\,724\,640 - 5\,089\,536\}}} \\ &= \frac{-8196}{\sqrt{\{46544\} \{-364896\}}} \\ &= \frac{-8196}{\sqrt{\{-16\,983\,719\,424\}}} \\ &= \frac{-8196}{130\,321,59} \\ &= 0.628 \end{aligned}$$

$H_a$  : There is a significant correlation between simple past tense mastery and writing narrative text mastery at the eleventh grade students of SMA Negeri 1 Kotapinang.

$H_0$  : There is no significant correlation between simple past tense mastery and writing narrative text mastery at the eleventh grade students of SMA Negeri 1 Kotapinang.

Based on the calculation above, the product moment has gotten coefficient correlation  $r_{xy} = 0.628$  was higher than  $r_{table} = 0.361$  on 5% significant level. The hypothesis ( $H_0$ ) was accepted namely  $r_{count} > r_{table}$  ( $0.628 > 0.361$ ). The result showed that there was a significant correlation between simple past tense mastery and writing narrative text mastery at the eleventh grade students of SMA Negeri 1 Kotapinang”.

Testing the significant, this research use the formulate  $t_{count}$

$$\begin{aligned}
 T_{count} &= \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} \\
 &= \frac{0,628\sqrt{30-2}}{\sqrt{1-0,628^2}} \\
 &= \frac{0,628\sqrt{28}}{\sqrt{1-0,394384}} \\
 &= \frac{0,628 (5.29)}{\sqrt{0,605616}} \\
 &= \frac{3,32212}{0,77821} \\
 &= 4.268
 \end{aligned}$$

Based on the calculation above, the researcher found that  $t_{count} = 4.268$ ,  $df = n - 2$  ( $30 - 2 = 28$ ) and  $t_{table}$  on 5% significant level = 2.04. So,  $t_{count} > t_{table}$  ( $4.268 > 2.04$ ). It meant that there was a significant correlation

between two variables that it was said that validity of the contribution of variable X to variable Y was “accepted”.

Then the contribution of variable X to variable Y was drawn bellow:

CD = Contribution of coefficient determination

r = The coefficient correlation

$$\begin{aligned} \text{CD} &= r^2 \times 100\% \\ &= 0.628^2 \times 100\% \\ &= 0.394384 \times 100\% \\ &= 39.43\% \end{aligned}$$

**Table 12**

**Categories Value Correlation Coefficient and Strength Correlation**

No.	Value of high r	Interpretation
1	0.90 – 1.00	Very Good
2	0.70 – 0.90	Good
3	0.40 – 0.70	Enough
4	0.20 – 0.40	Low
5	0.00 – 0.20	Lowest

**C. Discussion**

Simple past tense is a tense that is used to express events that occurred in the past and have ended in the past. It is supported by Wren and Marten that past tense is to indicate an action completed in the past.<sup>58</sup> Based on the testing hypothesis that simple past tense mastery correlated towards writing

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<sup>58</sup>Wren and Marten, *High School English Grammar and Composition* (Chand and Company LTD: Ram Nagar, 1990), p. 82

narrative text mastery at the eleventh students of SMA Negeri 1 Kotapinang it could be categorized into high category.

Actually, there are some previous researches that relevant to this research. The first research was done by Sari. The result of the result showed that there is a significant correlation between simple past tense mastery and writing narrative text mastery which got the value of  $r$  table ( $0.957 > 0.304$ ). So the hypothesis is accepted.<sup>59</sup>

The Second research was done by Rachmanita et.al. based on the finding the correlation coefficient or  $r$  obtained (0.325) was found to be greater than the  $r$  table (0.2120) at a significant level of 0.002, which was less than the value of 0.05. it meant that the alternative hypothesis ( $H_a$ ) had been accepted while the null hypothesis ( $H_0$ ) had been rejected. Finally, the result of the research showed that there was a correlation between students' mastery of simple past tense and their ability in writing recount text.<sup>60</sup>

The third research was done by Handayani. The research result the correlation between simple past tense mastery and writing skill in narrative text is positive correlation. It mean that there is similar direction relationship between the X and Y Variables. After knowing the result  $t$  table or  $r$  pearson product moment is 0.958. therefore, he hoothesis is accepted that there is a positive correlation between simple past tense mastery and writing skill in

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<sup>59</sup>Siti Meutiah Sari, "A Correlation Between Simple Past Tense Mastery and Writing Narrative Text Mastery", *Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris*, Volume 11, No. 1. Juni 2020, p. 99.

<sup>60</sup>Lestari, Fitri Novia, Rachmanita, "The Correlation Between Students' Mastery of Simple Past Tense and Their Ability in Writing Recount Text", *Language and Education Journal*, Volume 6, No. 2. November 2021, p. 90.

narrative text at the eleventh grade students of SMA N 1 Pabelan in Academic year 2020/2021.<sup>61</sup>

The fourth research was done by Sihombing. The result of the research showed that there was any significant correlation between two variables. It means the hypothesis (ha) was accepted and (Ho) was rejected. It was concluded that there was any significant correlation between simple present tense mastery and writing analytical exposition text master at the XI grade students of MAS Baharuddin.<sup>62</sup>

The fifth study was research by Kartika. The researcher concluded that (Ho) was rejected and (Ha) was accepted. So, there was a significant correlation between the mastery of simple past tense and reading comprehension of narrative text at the tenth grade of state senior high school 1 Sentajo Raya.<sup>63</sup>

Based on the explanation above it was proved that this research about the mastery of students in simple past tense and writing narrative text was rather same with the other although it was in this different location. It can be stated that the correlation of the students mastery was enough.

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<sup>61</sup>Rusita Rikka Handayani, "The Correlation Between Study of Students' Simple Past Tense Mastery and Writing Skill In Narrative Text ( A Study at the Eleventh Grade Students of SMAN 1 Pabelan in the Academic Year 2020/2021)", (2021), <http://e-repository.perpus.iainsalatiga.ac.id/10446/>

<sup>62</sup>Liawardani Sihombing, "The Correlation Between Simple Present Tense Mastery and Writing Analytical Exposition Text Mastery at The XI Grade Students of MAS Baharuddin", (2022), <http://etd.iain-padangsidempuan.ac.id/7833/>

<sup>63</sup>Septi Kartika, "Correlation Between The Mastery of Simple Past Tense and Reading Comprehension of Narrative Text at the Tenth Grade Students of State Senior High School Sentajo Raya", (2018), <http://repository.uin-suska.ac.id/14108/>

**D. Limitation of Research**

The limitation of this research, are:

1. The researcher did not know how serious the students were in answering the test.
2. The researcher was in capable of measured honest aspects of the students in answering the test that given until possibly the students cheat or guess.
3. The researcher did know wether students' concentrated or not in answering the test with time was limited.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

After getting the result of research work, the researcher come to describe the data as follow:

1. Students' simple past tense mastery at the eleventh grade students of SMA Negeri 1 Kotapinang was "Good" category and mean score was 79.5.
2. Students' writing narrative text mastery at the eleventh grade students of SMA Negeri 1 Kotapinang was "Good" category and mean score was 74.76.
3. There was a significant correlation between simple past tense mastery and writing narrative text mastery at the eleventh grade students of SMA Negeri 1 Kotapinang. On the result of calculating data, the hypothesis  $H_a$  was accepted whereas  $H_0$  was rejected. The calculating of product moment by getting correlation coefficient  $r_{xy} = 0.628$ .

#### B. Suggestion

Here, the researcher give information as follows :

1. The headmaster of SMA Negeri 1 Kotapinang should be active to look his students' mastery in English language lesson.
2. The researcher hopes that other researcher will conduct a research related to the topic of this study.
3. To the students in SMA Negeri 1 Kotapinang should do practice in writing text, especially in writing narrative text.

4. To the teacher especially English teachers of SMA Negeri 1 Kotapinang are hoped to develop the students mastery in using simple past tense. So, the students' mastery in writing narrative text will also increase.

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## Appendix 1

### Simple Past Tense Mastery

**Name** :

**Class** :

**Date** :

**Choose the best correct answer to the questions below by crossing (X) on the letters A, B, C, D on the answer sheet provided.**

1. I ... my phone two days ago
  - a. loss
  - b. lost
  - c. was losing
  - d. is losing
2. My mother ... my room.
  - a. has entered
  - b. was entering
  - c. entered
  - d. enter
3. My father ... the newspaper.
  - a. read
  - b. was read
  - c. had read
  - d. is readed
4. My sister and me ... in a cafeteria.
  - a. had relaxed
  - b. relaxed
  - c. were relaxing
  - d. relax
5. Daniella ...George in library.
  - a. was meeting
  - b. met
  - c. had met
  - d. have meet
6. I was dinner with Justin Bieber ....
  - a. Last night
  - b. In the morning
  - c. Tomorrow
  - d. Tonight
7. Katie ... in that office for almost four years.
  - a. Worked
  - b. Work
  - c. Works
  - d. Working
8. He ... away in 2011.
  - a. Pass
  - b. Passing
  - c. Is pass
  - d. Passed
9. The girl ... tell lies
  - a. Did not
  - b. Do not
  - c. Does not
  - d. Had not
10. Anisa was ... in the canteen.
  - a. Drinks
  - b. Drunk
  - c. Did not drink
  - d. Does not drink
11. They ... watching a movies yesterday.
  - a. Was not
  - b. Were not
  - c. Did not
  - d. Does not
12. She ... read book last morning.
  - a. Do not
  - b. Does not
  - c. Did not
  - d. Done

13. My brother ... buy a car three weeks ago.  
 a. Was not  
 b. Were not  
 c. Does not  
 d. Have not
14. He ... not attend his examination last week.  
 a. Were  
 b. Does  
 c. Was  
 d. Are
15. Moksi did not ... me a message yesterday.  
 a. Sent  
 b. Send  
 c. Sended  
 d. Sun
16. She was not ... breakfast in this morning.  
 a. Get  
 b. Got  
 c. Give  
 d. Good
17. Did she ... to tomy's birthday party yesterday ?  
 a. Come  
 b. Came  
 c. Comes  
 d. Coming
18. ... my teacher buy a book yesterday ?  
 a. Done  
 b. Bought  
 c. Was  
 d. Have
19. Did Anwar ... to the school yesterday ?  
 a. Buy  
 b. Came  
 c. Come  
 d. Sleep
20. Did not you ... my bag on the table ?  
 a. See                      c. Sing  
 b. Saw                      d. Song
21. Luie : ... he a actor ?  
 Chiko : No, he was not.  
 a. Was  
 b. Were  
 c. Did  
 d. Done
22. Was not she ... a cat last week ?  
 a. Buy  
 b. Play  
 c. come  
 d. see
23. Did not you... my bag on the table ?  
 a. See                      c. Sing  
 b. Saw                      d. Song
24. Were not they gone to mosque yesterday ?  
 a. Yes, they were  
 b. Yes, they was  
 c. Yes, they does  
 d. No, they were not
25. Did you write an article with laptop ?  
 a. Yes, I did  
 b. Yes, I do  
 c. Yes, I done  
 d. Yes, I does
26. Did you write a letter last month?  
 a. Yes, I write a letter  
 b. Yes, I was  
 c. Yes, I was a latter  
 d. Yes, I did
27. Was he a famous actor in 1998?  
 a. Yes, he was a famous actress in 1998.  
 b. Yes, he did a famous actor in 1998.  
 c. Yes, he was a famous actress in 1998.  
 d. Yes, he does a famous actor in 1998.
28. Did your mother cook cookies yesterday ?  
 a. No, She did not  
 b. Yes, she does

- c. No, she does not  
d. Yes, she cook cookies yesterday
29. Was Harris J popular when we were a child ?  
a. Yes, he was popular when we were a child.  
b. Yes, he were popular when we were a child.  
c. Yes, he did popular when we were a child.  
d. Yes, he does popular when we were a child
30. Were they go to a river two days ago ?  
a. No, they did not  
b. No, they were not  
c. No, they was not  
d. No, they does not
31. Were they gone to cinema yesterday ?  
a. No, they were not  
b. No, they was not  
c. Yes, they does  
d. Yes, they did
32. Kelly : ... he an actor ?  
Charlie : No, he did not.  
a. Was  
b. Were  
c. Did  
d. Done
33. Did you bring milk yesterday ?  
a. No, I do not  
b. No, I did not  
c. No, I does  
d. Yes, I was
34. Did the chef cook in the livingroom ?  
a. No, he did not  
b. No, he does not  
c. No, he were not  
d. No, he was not
35. Did he born in India ?  
a. Yes, he born  
b. No, he did not  
c. No, he does not
- d. No, he was not
36. Was Nilda sleep in the living room last night ?  
a. No, Nilda was not sleep in living room last night  
b. Yes, Nilda were sleep in living room last night  
c. No, Nilda is sleep in bedroom room last night  
d. Yes, Nilda are sleep in living room last night
37. Were not we have a class in the morning ?  
a. No, we were not have a class in the morning.  
b. Yes, We were run around the complex.  
c. No, We were eat in the kitchen.  
d. No, We were sleep in bedroom.
38. She was come to campus ...  
a. Today  
b. Tomorrow  
c. Tonight  
d. Last week
39. Anggun went to Korea ...  
a. Last winter  
b. Two days later  
c. Two years later  
d. Now
40. Dhea sick ...  
a. Yesterday  
b. Today  
c. In 2029  
d. In 10 years
41. They sleep well at the living room ...  
a. Last morning  
b. Last afternoon  
c. Last night  
d. In the morning
42. We spent our holiday in a

- beach ...
- Last day
  - Now
  - Today
  - Last summer
43. We ... (catch) the cat in front of campus last night.
- Will catch
  - Are catching
  - Catch
  - Caught
44. My friend .... (sleep) on the floor last night because the weather was very hot.
- Slept
  - Sleep
  - Eat
  - Drink
45. Widiya ... (take) her dress for her birthday party from the taylor yesterday.
- Taken
  - Took
  - Take
  - Taking
46. Every students ... (wear) sport uniform for the competition last week.
- Wear
  - Worn
  - Wearing
  - Weared
47. He ... (forget) to buy me some apples and a bar of chocolate.
- Forgot
  - Forget
  - Forgotten
  - Forgive
48. She has ... (see) me but did not wave her hand or call me.
- See
  - Seeing
  - Saw
  - Sawn
49. Sisca ... (walk) to campus from her house yesterday.
- Walking
  - Walked
  - Walker
  - Walk
50. The cat ... (sit) on the chair.
- Sit
  - Sat
  - Set
  - sing

## Appendix 2

### Key Answers

1. B	11. B	21. A	31. A	41. C
2. C	12. C	22. A	32. A	42. D
3. B	13. A	23. A	33. B	43. D
4. B	14. C	24. D	34. A	44. A
5. B	15. B	25. A	35. B	45. B
6. A	16. A	26. D	36. A	46. B
7. A	17. A	27. A	37. A	47. A
8. D	18. C	28. D	38. D	48. C
9. A	19. C	29. A	39. A	49. B
10. B	20. A	30. B	40. A	50. B





## Appendix 4

### THE RESULT OF STUDENTS SIMPLE PAST TENSE MASTERY

No	Name	Score
1.	IHS	86
2.	AKP	88
3.	CRAS	90
4.	MP	82
5.	AAR	88
6.	ATN	74
7.	ESPP	70
8.	FR	82
9.	JG	74
10.	CET	78
11.	FAA	68
12.	DSBS	78
13.	DP	94
14.	AGKS	94
15.	MNSH	72
16.	HAD	84
17.	DE	80
18.	DVSS	76
19.	GSS	84
20.	DSA	84
21.	FTS	84
22.	KA	80
23.	ERL	70
24.	EASS	82
25.	DPS	66
26.	BST	74
27.	KEP	80
28.	ASPS	78
29.	DAH	84
30.	BE	72
<b>Total</b>		<b>2396</b>

Appendix 5

THE RESULT OF STUDENTS WRITING NARRATIVE TEXT MASTERY

No.	Name	Social Function		Generic Structure					Language Features					Score
		Write a story of narrative text	Understand what the social function	Orien-tation	Evalua-tion	Compli-cation	Resolu-tion	Re-orientation	Gram-mar	Adverb of time	Parti-cipants	Voca-bulary	Time Conju-nction	
1	IHS	15	10	10	5	-	-	-	5	5	5	5	5	70
2	AKP	15	10	5	-	5	5	5	5	5	5	5	5	75
3	CRAS	15	10	5	-	5	5	5	5	5	5	5	5	75
4	MP	15	10	10	-	5	5	10	5	5	5	5	5	80
5	AAR	15	10	5	-	5	5	5	5	5	5	5	5	70
6	ATN	15	10	10	-	10	10	-	5	5	5	5	5	75
7	ESPP	15	10	10	-	10	10	8	5	5	5	5	5	88
8	FR	15	10	10	-	10	10	5	5	5	5	5	5	85
9	JG	15	10	5	-	5	5	5	5	-	5	5	5	65
10	CET	15	10	10	-	10	10	5	5	5	5	5	5	85
11	FAA	15	5	10	-	5	10	-	5	5	5	5	5	70
12	DSBS	15	5	5	-	5	5	5	5	5	5	5	5	65
13	DP	15	10	10	-	10	5	5	5	5	5	5	5	80
14	AGKS	15	10	10	-	10	10	-	5	5	5	5	5	80
15	MNSH	15	5	10	-	10	-	-	5	5	5	5	5	65
16	HAD	15	10	10	-	-	10	-	5	5	5	5	5	70

17	DE	15	5	5	-	5	5	5	5	5	5	5	5	65
18	DVSS	15	10	10	-	-	10	-	5	5	5	5	5	70
19	GSS	15	10	5	-	5	5	5	5	5	5	5	5	70
20	DSA	15	10	10	-	5	5	5	5	5	5	5	5	75
21	FTS	15	10	10	-	10	10	-	5	5	5	5	5	80
22	KA	15	10	5	-	5	5	5	5	5	5	5	5	70
23	ERL	15	10	10	-	10	5	5	5	5	5	5	5	80
24	EASS	15	10	10	-	8	10	10	5	5	5	5	5	88
25	DPS	15	10	5	5	5	5	5	5	5	5	5	5	75
26	BST	15	10	10	-	5	5	5	5	5	5	5	5	75
27	KEP	15	10	10	-	10	10	5	5	5	5	5	5	85
28	ASPS	15	10	5	-	10	5	5	5	5	5	5	5	75
29	DEH	15	10	10	-	5	5	5	5	5	5	5	5	75
30	BE	15	10	10	-	10	5	-	5	5	5	5	5	75
Total														2256

## Appendix 6

### VARIABLE X

#### (SIMPLE PAST TENSE MASTERY)

1. Maximal and minimum core were gotten by setting the variable score from low score to high score.

66	68	70	70	72
72	74	74	74	76
78	78	78	80	80
80	82	82	82	84
84	84	84	84	86
88	88	90	94	94

2. High score = 94

3. Low score = 66

4. Range

$$\begin{aligned} R &= \text{High score} - \text{low score} \\ &= 94 - 66 \\ &= 28 \end{aligned}$$

5. The total of the class (BK) =  $1 + 3,3 \log n$

$$\begin{aligned} &= 1 + 3,3 \log (30) \\ &= 1 + 3,3 \times 1,477 \\ &= 1 + 4,87 \\ &= 5,87 \\ &= 6 \end{aligned}$$

6. Interval class (i)

$$I = i = \frac{\text{range}}{\text{many class}} = \frac{28}{6} = 4,6$$

$$I = 5$$

In this research the researcher use 5 as interval class.

7. Mean score

No.	Interval Class	Fi	Xi	FiXi	F <sub>kh</sub>	F <sub>ka</sub>
1.	66 – 70	4	68	272	30	4
2.	71 – 75	5	73	365	26	9
3.	76– 80	7	78	546	21	16
4.	81 – 85	8	83	664	14	24
5.	86 – 90	4	88	352	6	28
6.	91 – 95	2	93	186	2	30
		30		2385		

$$\begin{aligned} \text{Mean score Me} &= \frac{\sum fi xi}{\sum fi} \\ &= \frac{2385}{30} = 79,5 \end{aligned}$$

$$8. \text{ Median score Md} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$b = \frac{81+80}{2} = 80,5$$

$$p = 5$$

$$F = 4+5 + 7 = 16$$

$$f = 8$$

$$\begin{aligned} \text{So, Md} &= 80,5 + 5 \left( \frac{\frac{1}{2}30 - 16}{8} \right) \\ &= 80,5 + 5 \left( \frac{-1}{8} \right) \\ &= 80,5 + 5 (-0,125) \\ &= 80,5 + 0,625 \\ &= 81,12 \end{aligned}$$

$$9. \text{ Modus score Mo} = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

$$b = \frac{81+80}{2} = 80,5$$

$$p = 5$$

$$b_1 = 8 - 7 = 1$$

$$b_2 = 8 - 4 = 4$$

$$\begin{aligned}
\text{So, Mo} &= 80,5 + 5\left(\frac{1}{1+4}\right) \\
&= 80,5 + 5\left(\frac{1}{5}\right) \\
&= 80,5 + 5(0,2) \\
&= 80,5 + 1 \\
&= 81,5
\end{aligned}$$

#### 10. Standart Deviation

Before the researcher calculates the standart deviation, the researcher prepares the table to help in using the formula below :

No.	Interval	<i>f</i>	<i>y</i>	<i>fy</i>	<i>Fy<sup>2</sup></i>
1	66 – 70	4	68	272	18.496
2	71 – 75	5	73	365	26.645
3	76– 80	7	78	546	42.588
4	81 – 85	8	83	664	55.112
5	86 – 90	4	88	352	30.976
6	91 – 95	2	93	186	17.298
<b>Total</b>		30		2385	191.115

$$\begin{aligned}
\text{SD} &= \sqrt{\frac{\sum Fy^2}{N} - \left(\frac{\sum Fy}{N}\right)^2} \\
&= \sqrt{\frac{191115}{30} - \left(\frac{2385}{30}\right)^2} \\
&= \sqrt{\frac{157647}{30} - (79,5)^2} \\
&= \sqrt{6370,5 - 6320,25} \\
&= \sqrt{50,25} \\
&= 7,08
\end{aligned}$$

#### 11. Trend Quality score of Y Variable

$$\text{Trend score} = \frac{\text{Total score}}{\text{Sample} \times 100} \times 100 \%$$

$$\text{Trend score} = \frac{2385}{3000} \times 100 \%$$

$$\text{Trend score} = 79,5 \%$$

## Appendix 7

### NORMALITY TEST RESULT OF NORMALITY VARIABLE X

No.	Interval Class	F	X	x	Fx	x <sup>2</sup>	fx <sup>2</sup>
1.	66 – 70	4	68	+3	12	9	144
2.	71 – 75	5	73	+2	10	4	100
3.	76 – 80	7	78	+1	7	1	49
4.	81 – 85	8	83	0	0	0	0
5.	86 – 90	4	88	-1	-4	1	16
6.	91 – 95	2	93	-2	-4	4	16
Total		30			21		325

$$\begin{aligned} M_x &= M^1 + i \frac{\sum fx'}{N} \\ &= 83 + 5 \left( \frac{21}{30} \right) \\ &= 83 + 5 (0.7) \\ &= 83 + 3.5 \\ &= 86.5 \end{aligned}$$

$$\begin{aligned} SD_t &= i \sqrt{\frac{\sum fx'^2}{n} - \left( \frac{\sum fx'}{n} \right)^2} \\ &= 5 \sqrt{\frac{325}{30} - \left( \frac{21}{30} \right)^2} \\ &= 5 \sqrt{10.83 - (0.7)} \\ &= 5 \sqrt{10.83 - 0.49} \\ &= 5 \sqrt{10.34} \\ &= 5 \times 3.21 \\ &= 16.05 \end{aligned}$$

**Table of Normality Data Test with Chi Kuadrat Formula**

<b>Inerval of Score</b>	<b>Real Upper Limit</b>	<b>Z-Score</b>	<b>Limit of Large of the Area</b>	<b>Large of Area</b>	<b>f<sub>h</sub></b>	<b>f<sub>o</sub></b>	<b><math>\frac{(f_0 - f_h)^2}{fh}</math></b>
66 – 70	70.5	- 0.56	0.28774	0.11	3.3	4	0.148
71 – 75	75.5	- 0.24	0.40517	0.38	11.4	5	3.592
76 – 80	80.5	0.06	0.0239	0.42	12.6	7	2.489
81 -85	85.5	0.37	0.1443	0.16	4.8	8	2.133
86 – 90	90.5	0.68	0.2517	0.10	3.0	4	0.333
91 – 95	95.5	0.99	0.3389	0.08	2.4	2	0.067
						<b>X<sup>2</sup></b>	<b>8.762</b>

Based on the table above, the researcher found that  $x^2_{count} = 8.762$  while  $x^2_{table} = 9.488$ , cause  $x^2_{count} < x^2_{table}$  ( $8.762 < 9.488$ ) with degree of freedom (dk) = 5 – 1 = 4 and significant level  $\alpha = 5\%$ , distribution of data Y (Simple Past Tense) is normal.

## Appendix 8

### HOMOGENITY TEST OF VARIABLE X

Calculation of parameter to get variant of the variable X, used homogeneity

test by using formula :  $S^2 = \frac{N\sum xi^2 - (\sum xi)^2}{n(n-1)}$

Hypotheses:

$$H_0 : \delta^2_1 = \delta^2_2$$

$$H_1 : \delta^2_1 \neq \delta^2_2$$

No.	Xi	X <sup>2</sup>
1	86	7396
2	88	7744
3	90	8100
4	82	6724
5	88	7744
6	74	5476
7	70	4900
8	82	6724
9	74	5476
10	78	6084
11	68	4624
12	78	6084
13	94	8836
14	94	8836
15	72	5184
16	84	7056
17	80	6400
18	76	4356
19	84	7056
20	84	7056
21	84	7056

22	80	6400
23	70	4900
24	82	6724
25	66	4356
26	74	5476
27	80	6400
28	78	6084
29	84	7056
30	72	5184
Total	$\sum X_i = 2396$	$\sum X_i^2 = 192912$

$$n = 30$$

$$\sum x_i = 2396$$

$$\sum x_i^2 = 192912$$

$$\begin{aligned}
 \text{So, } S^2 &= \frac{N \sum x_i^2 - (\sum x_i)^2}{n(n-1)} \\
 &= \frac{30(192912) - (2396)^2}{30(30-1)} \\
 &= \frac{5787360 - 5740816}{870} \\
 &= \frac{46544}{870} \\
 &= 53,49
 \end{aligned}$$

## Appendix 9

### VARIABLE Y

#### (WRITING NARRATIVE TEXT MASTERY)

1. Maximal and minimum core were gotten by setting the variable score from low score to high score.

65	65	65	65	70
70	70	70	70	70
70	75	75	75	75
75	75	75	75	75
80	80	80	80	80
85	85	85	88	88

2. High score = 88

3. Low score = 65

4. Range

$$\begin{aligned} R &= \text{High score} - \text{low score} \\ &= 88 - 65 \\ &= 23 \end{aligned}$$

5. The total of the class (BK)  $1 + 3,3 \log n$

$$\begin{aligned} &= 1 + 3,3 \log (30) \\ &= 1 + 3,3 \times 1,477 \\ &= 1 + 4,87 \\ &= 5,87 \\ &= 6 \end{aligned}$$

6. Interval class (i)

$$I = i = \frac{\text{range}}{\text{many class}} = \frac{23}{6} = 3.83$$

$$I = 4$$

In this research the researcher use 4 as interval class.

7. Mean score

No.	Interval Class	Fi	Yi	FiYi	F <sub>kh</sub>	F <sub>ka</sub>
1.	65 – 68	4	66,5	266	30	4
2.	69 – 72	7	70,5	493,5	26	11
3.	73 – 76	9	74,5	670,5	19	20
4.	77 – 80	5	78,5	392,5	10	25
5.	81 – 84	3	82,5	247,5	5	28
6.	85 – 88	2	86,5	173	2	30
Total		30		2243		

$$\begin{aligned} \text{Mean score Me} &= \frac{\sum fi xi}{\sum fi} \\ &= \frac{2243}{30} = 74,76 \end{aligned}$$

$$8. \text{ Median score Md} = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$b = \frac{73+72}{2} = 72,5$$

$$p = 4$$

$$F = 4 + 7 = 11$$

$$f = 9$$

$$\begin{aligned} \text{So, Md} &= 72,5 + 4 \left( \frac{\frac{1}{2}30 - 11}{9} \right) \\ &= 72,5 + 4 \left( \frac{4}{9} \right) \\ &= 72,5 + 4 (0.4) \\ &= 72,5 + 1,6 \\ &= 74,1 \end{aligned}$$

$$9. \text{ Modus score Mo} = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

$$b = \frac{73+72}{2} = 72,5$$

$$p = 4$$

$$b_1 = 9 - 7 = 2$$

$$b_2 = 9 - 5 = 4$$

$$\begin{aligned}
\text{So, Mo} &= 72,5 + 4 \left( \frac{2}{2+4} \right) \\
&= 72,5 + 4 \left( \frac{2}{6} \right) \\
&= 72,5 + 4 (-0,3) \\
&= 72,5 + 1,2 \\
&= 73,7
\end{aligned}$$

#### 10. Standart Deviation

Before the researcher calculates the standart deviation, the researcher prepares the table to help in using the formula below :

No.	Interval	<i>f</i>	<i>y</i>	<i>fy</i>	<i>Fy<sup>2</sup></i>
1	65 – 68	4	66,5	266	17.689
2	69 – 72	7	70,5	493,5	34.791,25
3	73 – 76	9	74,5	670,5	49.952,25
4	77 – 80	5	78,5	392,5	30.811,25
5	81 – 84	3	82,5	247,5	20.418,25
6	85 – 88	2	86,5	173	14.964,5
<b>Total</b>		30		2243	168.626,5

$$\begin{aligned}
\text{SD} &= \sqrt{\frac{\sum Fy^2}{N} - \left( \frac{\sum Fy}{N} \right)^2} \\
&= \sqrt{\frac{168626.5}{30} - \left( \frac{2243}{30} \right)^2} \\
&= \sqrt{\frac{157647}{30} - (74.76)^2} \\
&= \sqrt{5620.88 - 5589.05} \\
&= \sqrt{31.83} \\
&= 5,64
\end{aligned}$$

#### 11. Trend Quality score of Y Variable

$$\text{Trend score} = \frac{\text{Total score}}{\text{Sample} \times 100} \times 100 \%$$

$$\text{Trend score} = \frac{2243}{3000} \times 100 \%$$

$$\text{Trend score} = 74,76 \%$$

## Appendix 10

### NORMALITY TEST RESULT OF NORMALITY VARIABLE Y

No.	Interval Class	F	X	x	fx	x <sup>2</sup>	fx <sup>2</sup>
1.	65 – 68	4	66,5	+2	8	4	64
2.	69 – 72	7	70,5	+1	7	1	49
3.	73 – 76	9	74,5	0	0	0	0
4.	77 – 80	5	78,5	-1	-5	1	25
5.	81 – 84	3	82,5	-2	-6	4	36
6.	85 – 88	2	86,5	-3	-6	9	36
Total		30			-2		210

$$M_x = M^1 + i \frac{\sum fx_1}{N}$$

$$= 74.5 + 4 \left( \frac{-2}{30} \right)$$

$$= 74.5 + 4 (-0.07)$$

$$= 74.5 + (-0.28)$$

$$= 74.22$$

$$SD_t = i \sqrt{\frac{\sum fx_1^2}{n} - \left( \frac{\sum fx_1}{n} \right)^2}$$

$$= 4 \sqrt{\frac{210}{30} - \left( \frac{-2}{30} \right)^2}$$

$$= 4 \sqrt{7 - (-0.07)^2}$$

$$= 4 \sqrt{7 - 0.0049}$$

$$= 4 \sqrt{6.995}$$

$$= 4 \times 2.64$$

$$= 10.56$$

**Table of Normality Data Test with Chi Kuadrat Formula**

<b>Inerval of Score</b>	<b>Real Upper Limit</b>	<b>Z-Score</b>	<b>Limit of Large of the Area</b>	<b>Large of Area</b>	<b>f<sub>h</sub></b>	<b>f<sub>o</sub></b>	<b><math>\frac{(f_0 - f_h)^2}{fh}</math></b>
65 – 68	68.5	- 0.59	0.27760	0.13	3.3	4	0.002
69 – 72	72.5	- 0.21	0.41683	0.35	11.4	7	1.167
73 – 76	76.5	0.16	0.0636	0.48	12.6	9	2.025
77 – 80	80.5	0.54	0.2054	0.14	4.8	5	0.152
81 – 84	84.5	0.92	0.3212	0.11	3.0	3	0.027
85 – 88	88.5	1.30	0.4032	0.08	2.4	2	0.067
						<b>X<sup>2</sup></b>	<b>3.440</b>

Based on the table above, the researcher found that  $x^2_{count} = 3.440$  while  $x^2_{table} = 7.815$ , cause  $x^2_{count} < x^2_{table}$  ( $3.440 < 7.815$ ) with degree of freedom (dk) = 4 – 1 = 3 and significant level  $\alpha = 5\%$ , distribution of data Y (Writing Narrative Text) is normal.

## Appendix 11

### THE RESULT OF VARIABLE X AND VARIABLE Y

No	Initial of students	Variable X	Variable Y
1	IHS	86	70
2	AKP	88	75
3	CRAS	90	75
4	MP	82	80
5	AAR	88	70
6	ATN	74	75
7	ESPP	70	88
8	FR	82	85
9	JG	74	65
10	CET	78	85
11	FAA	68	70
12	DSBS	78	65
13	DP	94	80
14	AGKS	94	80
15	MNSH	72	65
16	HAD	84	70
17	DE	80	65
18	DVSS	76	70
19	GSS	84	70
20	DSA	84	70
21	FTS	84	80
22	KA	80	70
23	ERL	70	80
24	EASS	82	88
25	DPS	66	75
26	BST	74	75
27	KEP	80	85
28	ASPS	78	75
29	DAH	84	75
30	BE	72	75
<b>Total</b>		2396	2256

**Appendix 12**

**TABLE**  
**STATATISTICAL ANALYSIS OF DATA**

<b>No</b>	<b>Initial of students</b>	<b>Variable X</b>	<b>Variable Y</b>	<b>X<sup>2</sup></b>	<b>Y<sup>2</sup></b>	<b>XY</b>
1	IHS	86	70	7396	4900	6020
2	AKP	88	75	7744	5625	6600
3	CRAS	90	75	8100	5625	6750
4	MP	82	80	6724	6400	6560
5	AAR	88	70	7744	4900	6160
6	ATN	74	75	5476	5625	5550
7	ESPP	70	88	4900	7744	6160
8	FR	82	85	6724	7225	6970
9	JG	74	65	5476	4225	4810
10	CET	78	85	6084	7225	6630
11	FAA	68	70	4624	4900	4760
12	DSBS	78	65	6084	4225	5070
13	DP	94	80	8836	6400	7520
14	AGKS	94	80	8836	6400	7520
15	MNSH	72	65	5184	4225	4680
16	HAD	84	70	7056	4900	5880
17	DE	80	65	6400	4225	5200
18	DVSS	76	70	4356	4900	5320
19	GSS	84	70	7056	4900	5880
20	DSA	84	70	7056	4900	5880
21	FTS	84	80	7056	6400	6720
22	KA	80	70	6400	4900	5600
23	ERL	70	80	4900	6400	5600
24	EASS	82	88	6724	7744	7216

25	BST	66	75	4356	5625	4950
26	KEP	74	75	5476	5625	5550
27	ASPS	80	85	6400	7225	6800
28	DAH	78	75	6084	5625	5850
29	BE	84	75	7056	5625	6300
30	BST	72	75	5184	5625	5400
<b>Total</b>		X = 2396	Y = 2256	X <sup>2</sup> = 192.912	Y <sup>2</sup> = 157.488	Xy = 179.906

The result was used to calculate the value of correlation between variable X and Y. This is the calculation of  $r_{xy}$ : 0,628

$$\begin{aligned}
 r_{xy} &= \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}} \\
 &= \frac{30.179906 - (2396)(2256)}{\sqrt{\{30.192912 - (2396)^2\} \{30.157488 - (2256)^2\}}} \\
 &= \frac{5\,397\,180 - 5\,405\,376}{\sqrt{\{5\,787\,360 - 5\,740\,816\} \{4\,724\,640 - 5\,089\,536\}}} \\
 &= \frac{-8196}{\sqrt{\{46544\} \{-364896\}}} \\
 &= \frac{-8196}{\sqrt{\{-16\,983\,719\,424\}}} \\
 &= \frac{-8196}{130\,321,59} \\
 &= 0,628
 \end{aligned}$$

**Appendix 13**

**TABLE “r” PRODUCT MOMENT**

<b>No</b>	<b>The level of Significance</b>		<b>No</b>	<b>The level of Significance</b>		<b>No</b>	<b>The level of Significance</b>	
	<b>5 %</b>	<b>1 %</b>		<b>5 %</b>	<b>1 %</b>		<b>5 %</b>	<b>1 %</b>
<b>3</b>	0.997	0.999	<b>26</b>	0.388	0.496	<b>50</b>	0.279	0.361
<b>4</b>	0.950	0.990	<b>27</b>	0.381	0.487	<b>55</b>	0.266	0.345
<b>5</b>	0.878	0.959	<b>28</b>	0.374	0.478	<b>60</b>	0.254	0.330
<b>6</b>	0.811	0.917	<b>29</b>	0.367	0.470	<b>65</b>	0.244	0.317
<b>7</b>	0.754	0.874	<b>30</b>	0.361	0.463	<b>70</b>	0.235	0.306
<b>8</b>	0.707	0.834	<b>31</b>	0.355	0.456	<b>75</b>	0.227	0.296
<b>9</b>	0.666	0.798	<b>32</b>	0.349	0.449	<b>80</b>	0.220	0.286
<b>10</b>	0.632	0.765	<b>33</b>	0.344	0.442	<b>85</b>	0.213	0.278
<b>11</b>	0.602	0.735	<b>34</b>	0.339	0.236	<b>90</b>	0.207	0.270
<b>12</b>	0.576	0.708	<b>35</b>	0.334	0.430	<b>95</b>	0.202	0.263
<b>13</b>	0.553	0.684	<b>36</b>	0.329	0.424	<b>100</b>	0.195	0.256
<b>14</b>	0.532	0.661	<b>37</b>	0.325	0.418	<b>125</b>	0.176	0.230
<b>15</b>	0.514	0.641	<b>38</b>	0.320	0.413	<b>150</b>	0.159	0.210
<b>16</b>	0.497	0.623	<b>39</b>	0.316	0.408	<b>175</b>	0.148	0.194
<b>17</b>	0.482	0.606	<b>40</b>	0.312	0.403	<b>200</b>	0.138	0.181
<b>18</b>	0.468	0.590	<b>41</b>	0.308	0.398	<b>300</b>	0.113	0.148
<b>19</b>	0.456	0.575	<b>42</b>	0.304	0.393	<b>400</b>	0.098	0.128
<b>20</b>	0.444	0.561	<b>43</b>	0.301	0.389	<b>500</b>	0.088	0.115
<b>21</b>	0.433	0.549	<b>44</b>	0.297	0.384	<b>600</b>	0.080	0.105
<b>22</b>	0.423	0.537	<b>45</b>	0.294	0.380	<b>700</b>	0.074	0.097
<b>23</b>	0.413	0.526	<b>46</b>	0.291	0.376	<b>800</b>	0.070	0.091
<b>24</b>	0.404	0.515	<b>47</b>	0.288	0.372	<b>900</b>	0.065	0.086
<b>25</b>	0.396	0.505	<b>48</b>	0.284	0.368	<b>1000</b>	0.062	0.081

**Appendix 14**

**TABLE**  
**NILAI “T” UNTUK TARAF SIGNIFIKAN 5% DAN 1 %**

<b>df/db</b>	<b>5%</b>	<b>1%</b>	<b>df/db</b>	<b>5%</b>	<b>1%</b>
<b>1</b>	12,71	63,66	<b>24</b>	2,06	2,80
<b>2</b>	4,30	9,92	<b>25</b>	2,06	2,79
<b>3</b>	3,18	5,84	<b>26</b>	2,06	2,78
<b>4</b>	2,78	4,60	<b>27</b>	2,05	2,77
<b>5</b>	2,75	4,03	<b>28</b>	2,05	2,76
<b>6</b>	2,45	3,71	<b>29</b>	2,04	2,76
<b>7</b>	2,36	3,50	<b>30</b>	2,04	2,75
<b>8</b>	2,31	3,36	<b>35</b>	2,03	2,72
<b>9</b>	2,26	3,25	<b>40</b>	2,02	2,72
<b>10</b>	2,23	3,17	<b>45</b>	2,02	2,69
<b>11</b>	2,20	3,11	<b>50</b>	2,01	2,68
<b>12</b>	2,18	3,06	<b>60</b>	2,00	2,65
<b>13</b>	2,16	3,01	<b>70</b>	2,00	2,65
<b>14</b>	2,14	2,98	<b>80</b>	1,99	2,64
<b>15</b>	2,13	2,95	<b>90</b>	1,99	2,63
<b>16</b>	2,12	2,92	<b>100</b>	1,98	2,63
<b>17</b>	2,11	2,90	<b>125</b>	1,98	2,62
<b>18</b>	2,10	2,88	<b>150</b>	1,98	2,61
<b>19</b>	2,09	2,86	<b>200</b>	1,97	2,60
<b>20</b>	2,09	2,84	<b>300</b>	1,97	2,59
<b>21</b>	2,08	2,83	<b>400</b>	1,97	2,59
<b>22</b>	2,07	2,82	<b>500</b>	1,96	2,59
<b>23</b>	2,07	2,81	<b>1000</b>	1,96	2,58

**Appendix 15**

**Chi - Square Table**

<b>dk</b>	<b>Significant level</b>					
	<b>50%</b>	<b>30%</b>	<b>20%</b>	<b>10%</b>	<b>5%</b>	<b>1%</b>
<b>1</b>	0.455	1.074	1.642	2,706	3.841	6.635
<b>2</b>	1.386	2,408	3.219	4.605	5.991	9.210
<b>3</b>	2.366	3.665	4.42	6.251	7.815	11.341
<b>4</b>	3.357	4.878	5.989	7.779	9.488	13.277
<b>5</b>	4.351	6.064	7.289	9.236	11.070	15.086
<b>6</b>	5.348	7.231	8.558	10.645	12.592	16.812
<b>7</b>	6.346	8.383	9.803	12.017	14.067	18.475
<b>8</b>	7.344	9.524	11.030	13.362	15.507	20.090
<b>9</b>	8.343	10.656	12.242	14.684	16.919	21.666
<b>10</b>	9.342	11.781	13.442	15.987	18.307	23.209
<b>11</b>	10.341	12.899	14.631	17.275	19.675	24.725
<b>12</b>	11.340	14.011	15.812	18.549	21.026	26.217
<b>13</b>	12.340	15.119	16.985	19.812	22.362	27.688
<b>14</b>	13.339	16.222	18.151	21.064	23.685	29.141
<b>15</b>	14.339	17.222	19.311	22.307	24.996	30.578
<b>16</b>	15.338	18.418	20.465	23.542	26.296	32.000
<b>17</b>	16.338	19.511	21.615	24.769	27.587	33.409
<b>18</b>	17.338	20.601	22.760	25.989	28.869	34.805
<b>19</b>	18.338	21.689	23.900	27.204	30.144	36.191
<b>20</b>	19.337	22.775	25.038	28.412	31.410	37.566
<b>21</b>	20.337	23.858	26.171	29.615	32.671	38.932
<b>22</b>	21.337	24.939	27.301	30.813	33.924	40.289
<b>23</b>	22.37	26.018	28.429	32.007	35.172	41.638
<b>24</b>	23.337	27.096	29.553	33.196	35.415	42.980
<b>25</b>	24.337	28.172	30.675	34.382	37.652	44.314
<b>26</b>	25.336	29.246	31.795	35.563	38.885	45,642
<b>27</b>	26.336	30.319	32.912	36.741	40.113	46.963
<b>28</b>	27.336	31.391	34.27	37.916	41.337	48.278
<b>29</b>	28.336	32.461	35.139	39.087	42.557	49.588
<b>30</b>	29.336	33.530	36.250	40.256	43.773	50.892

## Appendix 16

### Z-Table

<b>Z</b>	<b>0.00</b>	<b>0.01</b>	<b>0.02</b>	<b>0.03</b>	<b>0.04</b>	<b>0.05</b>	<b>0.06</b>	<b>0.07</b>	<b>0.08</b>	<b>0.09</b>
<b>-3.9</b>	0.00005	0.00005	0.00004	0.00004	0.00004	0.00004	0.00004	0.00004	0.00003	0.00003
<b>-3.8</b>	0.00007	0.00007	0.00007	0.00006	0.00006	0.00006	0.00006	0.00005	0.00005	0.00005
<b>-3.7</b>	0.00011	0.00010	0.00010	0.00010	0.00009	0.00009	0.00008	0.00008	0.00008	0.00008
<b>-3.6</b>	0.00016	0.00015	0.00015	0.00014	0.00014	0.00013	0.00013	0.00012	0.00012	0.00011
<b>-3.5</b>	0.00023	0.00022	0.00022	0.00021	0.00020	0.00019	0.00019	0.00018	0.00017	0.00017
<b>-3.4</b>	0.00034	0.00032	0.00031	0.00030	0.00029	0.00028	0.00027	0.00026	0.00025	0.00024
<b>-3.3</b>	0.00048	0.00047	0.00045	0.00043	0.00042	0.00040	0.00039	0.00038	0.00036	0.00035
<b>-3.2</b>	0.00069	0.00066	0.00064	0.00062	0.00060	0.00058	0.00056	0.00054	0.00052	0.00050
<b>-3.1</b>	0.00097	0.00094	0.00090	0.00087	0.00084	0.00082	0.00079	0.00076	0.00074	0.00071
<b>-3.0</b>	0.00135	0.00131	0.00126	0.00122	0.00118	0.00114	0.00111	0.00107	0.00104	0.00100
<b>-2.9</b>	0.00187	0.00181	0.00175	0.00169	0.00164	0.00159	0.00154	0.00149	0.00144	0.00139
<b>-2.8</b>	0.00256	0.00248	0.00240	0.00233	0.00226	0.00219	0.00212	0.00205	0.00199	0.00193
<b>-2.7</b>	0.00347	0.00336	0.00326	0.00317	0.00307	0.00298	0.00289	0.00280	0.00272	0.00264
<b>-2.6</b>	0.00466	0.00453	0.00440	0.00427	0.00415	0.00402	0.00391	0.00379	0.03680	0.00357
<b>-2.5</b>	0.00621	0.00604	0.00587	0.00570	0.00554	0.00539	0.00523	0.00508	0.00494	0.00480
<b>-2.4</b>	0.00820	0.00798	0.00776	0.00755	0.00734	0.00714	0.00695	0.00676	0.00657	0.00639
<b>-2.3</b>	0.01072	0.01044	0.01017	0.00990	0.00964	0.00939	0.00914	0.00889	0.00866	0.00842
<b>-2.2</b>	0.01390	0.01355	0.01321	0.01287	0.01255	0.01222	0.01191	0.01160	0.01130	0.01101
<b>-2.1</b>	0.01786	0.01743	0.01700	0.01659	0.01618	0.01578	0.01539	0.01500	0.01463	0.01426
<b>-2.0</b>	0.02275	0.02222	0.02169	0.02118	0.02068	0.02018	0.01970	0.01923	0.01876	0.01831
<b>-1.9</b>	0.02872	0.02807	0.02743	0.02680	0.02619	0.02559	0.02500	0.02442	0.02385	0.02330
<b>-1.8</b>	0.03593	0.03515	0.03438	0.03362	0.03288	0.03216	0.03144	0.03074	0.03005	0.02938

<b>-1.7</b>	0.04457	0.04363	0.04272	0.04182	0.04093	0.04006	0.03920	0.03836	0.03754	0.03673
<b>-1.6</b>	0.05480	0.05370	0.05262	0.05155	0.05050	0.04947	0.04846	0.04746	0.04648	0.04551
<b>-1.5</b>	0.06681	0.06552	0.06426	0.06301	0.06178	0.06057	0.05938	0.05821	0.05705	0.05592
<b>-1.4</b>	0.08076	0.07927	0.07780	0.07636	0.07493	0.07353	0.07215	0.07078	0.06944	0.06811
<b>-1.3</b>	0.09680	0.09510	0.09342	0.09176	0.09012	0.08851	0.08691	0.08534	0.08379	0.08226
<b>-1.2</b>	0.11507	0.11314	0.11123	0.10935	0.10749	0.10565	0.10383	0.10204	0.10027	0.09853
<b>-1.1</b>	0.13567	0.13350	0.13136	0.12924	0.12714	0.12507	0.12302	0.12100	0.11900	0.11702
<b>-1.0</b>	0.15866	0.15625	0.15386	0.15151	0.14917	0.14686	0.14457	0.14231	0.14007	0.13786
<b>-0.9</b>	0.18406	0.18141	0.17879	0.17619	0.17361	0.17106	0.16853	0.16602	0.16354	0.16109
<b>-0.8</b>	0.21186	0.20897	0.20611	0.20327	0.20045	0.19766	0.19489	0.19215	0.18943	0.18673
<b>-0.7</b>	0.24196	0.23885	0.23576	0.23270	0.22965	0.22663	0.22363	0.22065	0.21770	0.21476
<b>-0.6</b>	0.27425	0.27093	0.26763	0.26435	0.26109	0.25785	0.25463	0.25143	0.24825	0.24510
<b>-0.5</b>	0.30854	0.30503	0.30153	0.29806	0.29460	0.29116	0.28774	0.28434	0.28096	0.27760
<b>-0.4</b>	0.34458	0.34090	0.33724	0.33360	0.32997	0.32636	0.32276	0.31918	0.31561	0.31207
<b>-0.3</b>	0.38209	0.37828	0.37448	0.37070	0.36693	0.36317	0.35942	0.35569	0.35197	0.34827
<b>-0.2</b>	0.42074	0.41683	0.41294	0.40905	0.40517	0.40129	0.39743	0.39358	0.38974	0.38591
<b>-0.1</b>	0.46017	0.45620	0.45224	0.44828	0.44433	0.44038	0.43644	0.43251	0.42858	0.42465
<b>-0.0</b>	0.50000	0.49601	0.49202	0.48803	0.48405	0.48006	0.47608	0.47210	0.46812	0.46414

<b>z</b>	<b>0.00</b>	<b>0.01</b>	<b>0.02</b>	<b>0.03</b>	<b>0.04</b>	<b>0.05</b>	<b>0.06</b>	<b>0.07</b>	<b>0.08</b>	<b>0.09</b>
<b>0.0</b>	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
<b>0.1</b>	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
<b>0.2</b>	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
<b>0.3</b>	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
<b>0.4</b>	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
<b>0.5</b>	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
<b>0.6</b>	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549

<b>0.7</b>	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
<b>0.8</b>	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
<b>0.9</b>	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
<b>1.0</b>	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
<b>1.1</b>	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
<b>1.2</b>	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
<b>1.3</b>	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
<b>1.4</b>	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
<b>1.5</b>	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
<b>1.6</b>	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
<b>1.7</b>	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
<b>1.8</b>	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
<b>1.9</b>	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
<b>2.0</b>	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
<b>2.1</b>	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
<b>2.2</b>	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
<b>2.3</b>	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
<b>2.4</b>	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
<b>2.5</b>	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
<b>2.6</b>	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
<b>2.7</b>	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
<b>2.8</b>	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
<b>2.9</b>	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
<b>3.0</b>	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990

## DOCUMENTATIONS





## CURRICULUM VITAE



### A. Identity

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**UNIVERSITAS ISLAM NEGERI**  
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**BERITA ACARA UJIAN MUNAQOSYAH SKRIPSI**

Ketua bersama anggota-anggota penguji lainnya, setelah memperhatikan hasil ujian munaqosyah mahasiswa:

**Nama** : Dhea Sari  
**NIM** : 17203 00126  
**Prodi** : Tadris Bahasa Inggris  
**Judul** : **The Correlation between Simple Past Tense mastery and Writing Narrative Text Mastery at the Eleventh Grade Students of SMA Negeri 1 Kotapinang**

Dengan ini menyatakan :

**TANPA REVISI/REVISI/DITOLAK(\*)**

Dalam ujian munaqosyah skripsi dengan Nilai ( <sup>79,5</sup> ) ( <sup>80,25</sup> )  
Demikian berita acara ini dibuat dengan sebenarnya.

Sekretaris

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Padangsidimpuan, 9 Desember 2022  
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Perihal

: B 2947/In.14/E.1/PP.009/09/2022 29 September 2022

: -  
: Pengesahan Judul dan Penunjukan Pembimbing Skripsi

Kepada Yth:

1. Dr. Fitriadi Lubis, M. Pd. (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd. (Pembimbing II)

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	: Dhea Sari
NIM	: 17 203 00126
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Correlation Between Simple Past Tense Mastery and Writing Narrative Text Mastery at The Eleventh Grade Students of SMA Negeri 1 Kotapinang

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Institut Agama Islam Negeri Padangsidimpuan Nomor 400 Tahun 2021 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui  
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Hal : Izin Penelitian  
Penyelesaian Skripsi

21 April 2022

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Kabupaten Labuhanbatu Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Dhea Sari  
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Program Studi : Tadris/Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "The Correlation Between Simple Past Tense Mastery and Writing Narrative Text Mastery at The XI Students of SMA Negeri 1 Kota Pinang".

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

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan  
Wakil Dekan Bidang Akademik



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PEMERINTAH PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN  
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Telah membaca instrumen penelitian yang berjudul “The Correlation Between Simple  
st Tense Mastery and Writing Narrative Text Mastery at The XI Students of SMA  
egeri 1 Kotapinang”. oleh peneliti :

N a m a : DHEA SARI  
N I M : 1720300126  
Program Studi : (S1) Tadris/Pendidikan Bahasa Inggris

Dengan ini menyatakan bahwa instrumen penelitian yang disusun oleh mahasiswa/i  
tersebut telah valid dan layak untuk melakukan penelitian.

Demikian Surat Keterangan ini kami perbuat dengan sebenarnya untuk dapat  
dipergunakan seperlunya, atas kerjasamanya kami ucapkan terima kasih.

Kotapinang, 04 Juni 2022





PEMERINTAH PROVINSI SUMATERA UTARA  
DINAS PENDIDIKAN

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Nama tersebut diatas adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padang Sidempuan melaksanakan riset mulai tanggal 23 Mei s.d 04 Juni 2022 di SMA Negeri 1 Kotapinang Kabupaten Labuhanbatu Selatan Provinsi Sumatera Utara untuk mendapatkan data/informasi yang berhubungan dengan judul skripsi : **"The Correlation Between Simple Past Tense Mastery and Writing Narrative Text Mastery at The XI Students of SMA Negeri 1 Kotapinang"**.

Demikian Surat Keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan seperlunya, atas kerjasamanya kami ucapkan terima kasih.

Kotapinang, 04 Juni 2022  
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