

**INVESTIGATING THE RELATIONSHIP BETWEEN STUDENTS'
COMPETENCE IN SIMPLE PAST TENSE AND THEIR
UNDERSTANDING OF WRITING BIOGRAPHICAL RECOUNT
TEXTS AMONG FIRST-YEAR STUDENTS OF THE MA NW
IJOBALIT IN THE ACADEMIC YEAR 2022/2023**



by

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**STUDY PROGRAM OF ENGLISH LANGUAGE
EDUCATION FACULTY OF EDUCATION AND TEACHER
TRAINING STATE ISLAMIC UNIVERSITY OF MATARAM
MATARAM
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Thesis

**Presented to State Islamic University of Mataram
to fulfill the requirement for the attainment of Sarjana
Degree in English Language Education**



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MATARAM
2023**



Perpustakaan UIN Mataram

ADVISORS' APPROVAL

Thesis by: Lalu Wahyudi Hidayat, NIM. 190107024 entitled "Investigating the relationship between students' competence in simple past tense and their understanding of writing biographical recount texts among first-year students of the MA NW Ijobalit in the academic year 2022/2023" has fulfilled the requirement and has been approved by the thesis advisors to be examined.

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Mataram, 08 September 2023

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Mataram, 8 September 2023

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THESIS RATIFICATION

Thesis by Lalu Wahyudi Hidayat, Reg. Number: 190107024 entitled "Investigating the relationship between students' competence in simple present tense and their understanding of writing biographical recount texts among first-year students of the MA NW Ijobalit in the academic year 2022/2023" has been defended in front of the examiners board of study program of English Language Education, Faculty of Education and Teacher Training, State Islamic University of Mataram

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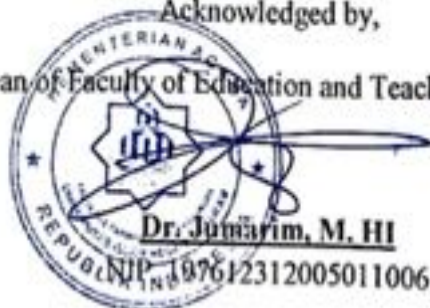
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Acknowledged by,

Dean of Faculty of Education and Teacher Training



MOTTOS

Indeed, Allah doesn't change the condition of people until they change what is in themselves

QS. Ar-Rad :11¹

“Change your life from today. Never bet on the future, you must act now without delay”

-simone de Beauvoir²

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¹ Kementerian Agama, *Tafsir Al-Qur'an* (jakarta, 2017).

² Brainy Quote, *Quotes*, 2016.

DEDICATION

“I dedicated this thesis special to my Beloved Parents my mother; Mardiaty, and my father; Lalu Hajarul Ihsan S.Pd, my-self, my Beloved sisters; Baiq Wahyuni Sulastris and Baiq Ulfa Aliya Fitri and all of my supporter in my life”



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ACKNOWLEDGEMENTS

Alhamdulillahirabbil 'aalamin, The first of all, the writer would like to express her sincere thanks to almighty Allah SWT who has given health, blessing, guidance and inspiration to the writer in finishing this thesis with the title “investigating the relationship between students' competence in simple past tense and their understanding of writing biographical recount texts among first-year students of the MA NW Ijobalit in the academic year 2022/2023”

This thesis is arranged or made to fulfill one requirement to get the sarjana degree of education in English Language Department of State Islamic University of (UIN) Mataram. The writer realizes that he cannot complete this thesis without the guidance, advice, suggestion, support and encouragement for many people during the writnig on this thesis. In this chance, the writer would like to thank to:

1. Dr. H. Pauzan, M.Hum, M.Pd as the first advisor and Husnawadi, MA. TESOL as the second advisor who already guided and advised patiently during the arrangement of this final project.
2. 2. Dr. Ika Rama Suhandra, M.Pd as the head of Engilsh Education Department and Kasyfur Rahman, M.Pd, as deputy head of English Education Department, who always guided me to write this thesis with right book guidance
3. The dean of Education and Teacher Training Faculty, Dr. Jumarim, M.HI.
4. Prof Dr. H. Masnun Tahir, M. Ag, the Rector of State Islamic University of Mataram for giving permission and approving to carry out this thesis of sarjana.
5. All lecturers in English Education Department of Education and Teacher Training Faculty for Valuable knowledge, and advice during the years of my studies.
6. Muhammad Qodri,S.Pd. as headmaster of the MA NW Ijobalit who has given permission of doing the research.
7. Alfiani, s.Pd. as English teacher of the MA NW Ijobalit and all teachers who have given permission and support to the writer for doing this research.
8. Thank you to the students who participated and were kind to help

9. Thank you so much to my parents, Mardiaty and Lalu Hajarul Ihsan who I am very proud of and always pray for the success of their children.
10. All thanks to my beloved classmate (TBI A 2019), the greatness class for a help, kind and support during study. You all cheerful friends.
11. For all who given their help in writing this thesis that the writer could not mentioned one by one. I hope that the good deeds of these various parties will receive multiple rewards from Allah SWT and I hope this scientific work will benefit for the universe, Amen.

Mataram, _____ 2023

Writer,

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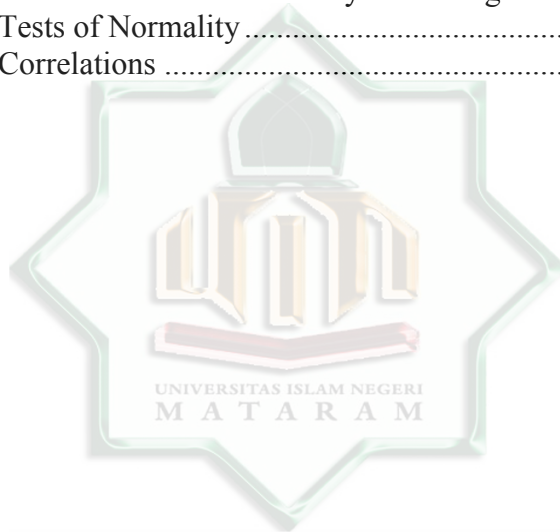
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ABSTRACT

This research aimed to find out the The Relationship Between Students' Competence In Simple Past Tense And Their Understanding Of Writing Biographical Recount Texts Among First-Year Students Of The MA NW Ijobalit In The Academic Year 2022/2023. The researcher conducted a correlation research which was in area of quantitative. The number of sample was 32 students which were taken using cluster. Test was used as the instrument of this research. There were two test forms to gather the data; multiple choice test to get the data of students' mastery of simple past tense and essay test to get the students' ability in writing recount text.

The result of the research showed that the mean for the mastery of simple past tense was 78.5, mean for the writing ability of recount text was 77.96. From those data, 0.661 was gotten for the coefficient rxy. Because of the coefficient rxy was not equal with 0, the null hypothesis (H₀) was rejected and the alternative hypothesis (H_a) was confirmed. Therefore, there was a significance correlation between students' mastery of simple past tense and their ability in writing biographical recount text at the eleventh grade students of mA NW Ijobalit in the academic year 2022/2023.

Due to the result of this research, the students should study more about simple past tense specifically and grammar generally. They should also study texttypes completely include their generic structures and lexicon grammatical features. Then, teacher as facilitator should be able to facilitate the need of the students in any materials.

Keywords: *relationship, writing biographical recount text, simple past tense mastery.*

**MENYELIDIKI HUBUNGAN KOMPETENSI SISWA DALAM
SIMPLE PAST TENSE DENGAN PEMAHAMAN PENULISAN
TEKS BIOGRAPHICAL RECOUNT SISWA TAHUN PERTAMA
MA NW IJOBALIT TAHUN PELAJARAN 2022/2023**

Oleh
Lalu Wahyudi Hidayat
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ABSTRAK

Penelitian ini bertujuan untuk mengetahui Hubungan Antara Kompetensi Siswa Dalam Simple Past Tense Dan Pemahaman Mereka Dalam Menulis Teks Biographical Recount Pada Siswa Tahun Pertama MA NW Ijobalit Tahun Ajaran 2022/2023. Peneliti melakukan penelitian korelasional yang bersifat kuantitatif. Jumlah sampel sebanyak 32 siswa yang diambil secara cluster. Tes digunakan sebagai instrumen penelitian ini. Ada dua bentuk tes untuk mengumpulkan data; tes pilihan ganda untuk mendapatkan data penguasaan siswa terhadap simple past tense dan tes esai untuk mengetahui kemampuan siswa dalam menulis teks recount.

Hasil penelitian menunjukkan bahwa rata-rata penguasaan simple past tense adalah 78,5 sedangkan kemampuan menulis teks recount adalah 77,96. Dari data tersebut diperoleh koefisien rxy sebesar 0,661. Karena koefisien rxy tidak sama dengan 0, maka hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) terkonfirmasi. Oleh karena itu, terdapat korelasi yang signifikan antara penguasaan siswa terhadap simple past tense dan kemampuan mereka dalam menulis teks biografi recount pada siswa kelas sebelas mA NW Ijobalit pada tahun ajaran 2022/2023.

Karena hasil penelitian ini, siswa harus mempelajari lebih lanjut tentang simple past tense secara khusus dan tata bahasa secara umum. Mereka juga harus mempelajari tipe teks secara lengkap termasuk struktur umum dan fitur tata bahasa leksikonnya. Kemudian, guru sebagai fasilitator harus mampu memfasilitasi kebutuhan siswa dalam materi apa pun.

Kata Kunci: *hubungan, menulis teks biografi recount, penguasaan simple past tense.*

CHAPTER I INTRODUCTION

A. Background of study

English has become an international language that is spoken in almost all parts of the world, playing an important role in international affairs. Brumfit describes English as a universal language due to the sheer number and geographic distribution of its speakers and the majority of non-native speakers who use it for international interaction.³ Indonesian schools have recognized the importance of English as a foreign language, and it is taught at almost all levels of the education system, from elementary to advanced education.⁴ The country views English as a necessary language for economic, political, and social development, making it a compulsory subject in schools.⁵ English has become a global language spoken worldwide, playing a crucial role in international affairs. Christopher. J Brumfit categorizes English as a universal language due to its extensive number of speakers and widespread usage by non-native speakers in international interactions. Indonesian schools have recognized the significance of

³ Christopher. J. Brumfit, *London: Pergamon Press, English for International Communication* (London: Pergamon Press, 1981).

⁴ A. Baryadi, "English Language Teaching in Indonesia: A Continuous Challenge in Education and Cultural Diversity," *Journal of Education and Practice* 7 (2016): 46–52.

⁵ D. Nurhadi, "The Role of English in Indonesia: A Review of Current Education Policies and Practices.," *English Today* 31 (2015): 20–26.

English as a foreign language, teaching it at all education levels. The country views English as essential for economic, political, and social development, making it a compulsory subject in schools. As a result, many Indonesian students are exposed to English at an early age, and the language has become a significant part of their educational curriculum and daily life.

The success of the teaching and learning process is always expected by teachers and students. The teachers aim to ensure that their students master as much as possible what they have learned. In this regard, the teachers are expected to be creative in the process of teaching and learning to help and guide their students in order to obtain the maximum capability and increase their ability.⁶ Teachers and students both aspire for a successful teaching and learning process. Teachers strive to ensure their students acquire a comprehensive understanding of the subject matter. To achieve this, teachers are encouraged to employ creativity in their teaching methods, providing guidance and support to help students reach their full potential and enhance their abilities.

⁶ T. S. Richards, J. C., & Rodgers, *Approaches and Methods in Language Teaching* (Cambridge University Press, 2014).

By learning English, the students are expected to obtain a working knowledge of the language, which is essential for continuing their studies at the university level. English is taught from elementary school to university, but many students still encounter difficulties in constructing sentences and expressing their ideas in writing.⁷ Learning English is crucial for students as it equips them with a functional language proficiency necessary for their academic pursuits at the university level. English education spans from elementary school to university; however, many students struggle with sentence construction and expressing their ideas in writing.

The 2006 English curriculum emphasizes the development of reading, listening, speaking, and writing skills among SMA/MA students. Similarly, the 2004 English curriculum for SMA/MA mandates the study of the recount text genre starting from the first year of senior high school. The standard competence for this genre involves the ability to communicate orally and in writing using the appropriate schematic or generic structure, as well as interact with the text.⁸

⁷ Y. Cheng, Y., & Guo, "EFL Writing Anxiety and Strategies for Reducing Anxiety among College Students. *English Language Teaching*" 13(3) (2020): 1-10.

⁸ Kementerian Pendidikan dan Kebudayaan, *Kurikulum SMA/MA: Standar Isi* (Jakarta: Kemdikbud, 2004).

According to Jeen Peter and Professor G. Singaravelu, there are several issues that students encounter when attempting to develop their writing skills, including their lack of knowledge regarding the requirements of various writing genres, limited reading habits, disorganization of ideas, a tendency to deviate from the topic, and the usage of grammatical, lexical, syntactical errors, and incorrect spelling and punctuation.⁹ These findings are consistent with previous research by Silva & Matsuda that highlights the challenges students face in writing development, particularly in mastering the conventions of the written language.¹⁰

In the context of English language teaching, the importance of sentence construction cannot be ignored. Despite learning the language for several years, students often struggle with constructing English sentences. To write biographical recount texts, students require a mastery of tense, particularly the simple past tense, as recount texts typically describe past activities.¹¹ Recount texts are a common

⁹ Govindarajan Singaravelu, Jeen Peter, and G Singaravelu, "Problems in Writing in English among High School Learners," *Aegaeum Journal* 8, no. 9 (2020): 1502–1515, <https://www.researchgate.net/publication/351048985>.

¹⁰ P. K. . Silva, T., & Matsuda, *Writing*. In R. B. Kaplan (Ed.), *The Oxford Handbook of Applied Linguistics* (Pp. 375-387). (oxford: Oxford University Press., 2002).

¹¹ B. Derewianka, *A New Grammar Companion for Teachers* (Sydney: Primary English Teaching Association Australia., 2011).

teaching and learning material in senior high schools.¹² Therefore, it is crucial for teachers to focus on developing their students' mastery of sentence construction and tense usage in order to improve their writing abilities.

Based on the rationale above, the research aims to examine the association between the students' proficiency in utilizing the simple past tense and their competence in composing a biographical recount text, particularly for first-year students at the MA NW Ijobalit in the academic year 2022/2023.

The researcher's observation of the students' MA NW Ijobalit has shown that many of them struggle with mastering the simple past tense and writing biographical recount texts. Students encounter difficulties in using the correct forms of the simple past tense, including the irregular verbs. Furthermore, they tend to make mistakes in constructing the chronological sequence of events, organizing ideas and information, and using appropriate cohesive devices. These difficulties affect their ability to write biographical recount texts, which require a clear and coherent narrative of past events. Given the importance of

¹² Departemen Pendidikan Nasional, *Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA/MA* (Jakarta: Depdiknas, 2008).

writing skills in academic and professional settings, addressing these difficulties is crucial for students' success.

Based on the rationale above, this study aims to investigate the relationship between students' competence in using the simple past tense and their understanding of writing biographical recount texts among first-year students of the MA NW IJOBALIT in the academic year 2022/2023. The study seeks to identify the difficulties that students face in mastering the simple past tense and constructing biographical recount texts. By exploring this relationship, the study aims to provide insights that can help improve the teaching and learning of English writing, particularly in the context of biographical recount texts and the use of the simple past tense.

B. Statement of Problem and Limitation

1. Statement of Problem

The issues of this research may be stated as follows based on the study's background information:

- a. To what extent are the students competence on simple past tense and their abilities in writing Biographical recount text for the first year students of the MA NW IJOBALIT in academic year 2022/2023?

- b. What kind of relationship exists between first-year the MA NW IJOBALIT students' competence of the simple past tense and their capability to write biographical recount texts in the academic year 2022/2023?

2. Limitation

The scope of this research is consistent with how the concerns are stated. This study aims to determine the relationship between students' proficiency with the simple past tense and their ability for writing recount texts.

- a. The research subject is the first year students of the MA NW IJOBALIT in academic year 2022/2023.
- b. The research object is the correlation between students' mastery on simple past tense and their ability in writing biographical recount text.

C. Purpose and Significance of Research

1. Purpose of the research

Based on the previous research questions, the study aimed to achieve the following objectives:

- a. To assess the proficiency of the first-year students of the MA NW IJOBALIT's mastery of the simple past tense and their potential

for writing biographical recount texts in the academic year 2022/2023.

- b. To investigate the relationship between first-year of the MA NW IJOBALIT students' mastery of the simple past tense and their capacity for writing recount texts in the academic year 2022/2023.

2. Significance of Research

With the following succinct summary, the researcher expects this study will benefit English teaching and learning:

- a. For the students, this research is anticipated to improve their writing abilities as well as their command of grammar, particularly the simple past tense.
- b. For the teacher, this research can aid teachers in being one of several options for enhancing their students' writing grammatical proficiency.
- c. For the future research, this research will serve as a starting point for future researchers who want to develop studies with better outcomes.
- d. For the Institution/school, this research can develop more effective teaching strategies and method, enhance the curriculum, and adopt best practices in education.

D. Definition of Key Terms

Before continuing to analyze this research, the researcher has to define a few terms. This is carried out to avoid reader confusion and to provide a consistent framework between the writer and the readers. It is hoped that readers would be able to prevent miscommunication and misinterpretation.

1. The simple past tense is an English grammatical or structural tense that is used to convey all past events or acts and has no connection to the present. As stated by Azar, the simple past tense is a sentence tense used to describe finished past events.¹³ The simple past tense is an English grammatical or structural tense that is used to convey all past events or acts and has no connection to the present. As stated by Azar, the simple past tense is a sentence tense used to describe finished past events. Simple Past Tense: The simple past tense as denoting the termination of an action in the past. It is a versatile tense applicable to a broad array of past actions, whether swift, prolonged, or habitual. Additionally, simple past tense is employed for activities or circumstances commencing and

¹³ B. S. Azar, *Understanding and Using English Grammar, Workbook (Vol. A)* (Pearson Education, 2011).

concluding in the past. Generally, the simple past tense signifies the event's conclusion in the past, devoid of present relevance.

2. According to Donn Byrne, writing involves arranging a series of phrases in a specific sequence and connecting them in a logical manner, even if the sequence is only a few phrases long.¹⁴ The process of writing is a complex and intricate endeavor that involves various stages such as generating ideas, putting them on paper, and refining them until they are conveyed in a polished and comprehensible manner to readers.

3. Biographical recount texts are one type of recount texts that repeat events for educational or entertaining purposes.¹⁵

4. Achievement in Writing Biographical Recount Text

As articulated in the study's objectives, this research aims to discern the correlation between students' mastery of the simple past tense and their proficiency in writing biographical recount texts.

An integral aspect scrutinized in this research pertains to students' accomplishments in composing recount texts. There exist various assumptions regarding students' achievements in writing recount texts. However, within this research, achievement in writing

¹⁴ Donn Byrne, *Teaching Writing Skill* (Essex: Longman, 1988).

¹⁵ C. Graff, G., & Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (W.W. Norton & Company, 2010).

biographical recount texts signifies the extent of understanding of the simple past tense that students have successfully demonstrated in its application within recount text compositions.



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CHAPTER II

REVIEW OF LITERATURE AND RESEARCH HYPOTHESIS

A. Review of Previous Research

There are some previous researchses related to the topic of investigating the relationship between students' competence in simple past tense and their understanding of writing biographical recount texts among first-year students.

The first research by Zainal, Sahlan B, and Teaching Science Faculty in 2016 aimed to investigate the relationship between students' mastery of simple past tense and their ability to write recount texts. The participants were 35 grade 8 students from a junior high school in Indonesia, and this research used quantitative approach and a questionnaire as the research instrument. the data were collected through tests and writing tasks. The results indicated that there was a significant correlation between students' mastery of simple past tense and their ability to write recount texts.¹⁶

The second research by Lestari, Fitri Novia, and Rachmanita in 2021 also explored the correlation between

¹⁶ Sahlan B Zainal and Teaching Science Faculty, *A Correlation Between Students ' M Astery of Simple Past Tense and Their Ability in Writing Recount Text*, 2016.

students' mastery of simple past tense and their ability to write recount texts. The participants were 40 grade 8 students from a junior high school in Indonesia, this research used quantitative approach and test as the research instrument, and the data were collected through tests and writing tasks. The findings revealed a significant correlation between students' mastery of simple past tense and their ability to write recount texts.¹⁷

The third research by Murdani, Oktavia, and Mukhaiyar in 2020 also aimed to investigate the correlation between students' mastery of simple past tense and their ability to write recount texts. The participants were 60 grade 8 students from a junior high school in Indonesia, this research used pretest-posttest design and the data were collected through tests and writing tasks. The results showed a positive correlation between students' mastery of simple past tense and their ability to write recount texts.¹⁸

Finally, the fourth research by Ekawati, Sri in 2017 examined the relationship between students' mastery of simple

¹⁷ Lestari, Fitri Novia, and Rachmanita, "The Correlation between Students' Mastery of Simple Past Tense and Their Ability in Writing Recount Text," *Language and Education Journal* 6, no. 02 (2021): 85–94.

¹⁸ Oktavia Murdani and Mukhaiyar, "The Correlation between Students' Mastery in Simple Past Tense with the Ability of Writing Recount Text," *Journal of English Language Teaching* 9, no. 4 (2020): 4–7.

past tense and their achievement in writing recount texts. The participants were 31 eighth-graders from a junior high school in Indonesia, this research used quantitative approach and test as the research instrument, and the data were collected through tests and writing tasks. The results showed a significant correlation between students' mastery of simple past tense and their achievement in writing recount texts.¹⁹

Based on previous research above, it can be seen that the differences of the current research from those previous researches, the first research used quantitative approach and a test as the research instrument, the second research used quantitative approach and test as the research instrument, the third research used pretest-posttest design, and lastly, the fourth research used use quantitative approach and test as the research instrument. And those previous researches aims' similar to know the significant relationship between students' competence in simple past tense and their ability to write recount texts without specifying the type of recount text, but differ with the current research, this research uses correlatilan design and the aims of this research to know

¹⁹ Sri Ekawati, "The Mastery of Simple Past Tense and Its Correlation with the Achievement in Writing Recount Texts by Eighth Graders of SMPN 2 Mlati" (2017): 4.

significant relationship between students' competence in simple past tense and their ability to write biographical recount texts, it more specify on biographical recount text.

B. Theoretical Framework

Based on the research, the author began to assume that there could be a connection between students' mastery of the simple past and their capacity for producing biographical recount texts.

1. Writing

a. Definition of Writing

Writing is a skill which requires students to express their ideas in written form. Writing involves complex process.²⁰ As stated by Hogue, “writing is a process of creating, organizing, writing, and polishing”.²¹ In line with Hogue, Rohmah has a notion “writing involves the mastery of all elements in the target language such as grammar, content, vocabulary, spelling and mechanics

²⁰ Ann Hogue, *The Essentials of English: A Writer's Handbook* (New York: Pearson Education, 2003).

²¹ Galuh Nur Rohmah, *How to Write Autonomously: Practical and Simple Guide to Improve the Students Writing Skill* ((Malang: UIN Malang Press, 2009).

together”.²² Moreover, the position of English as a foreign language for Indonesian students makes the subject of writing become more difficult for them. Consequently, students may have difficulties in doing this activity because it involves multifaceted process such as produce a particular feeling or impression, arrangement, script, and refinement.

The process of writing is a complex and intricate endeavor that involves various stages such as generating ideas, putting them on paper, and refining them until they are conveyed in a polished and comprehensible manner to readers. According to Donn Byrne, writing involves arranging a series of phrases in a specific sequence and connecting them in a logical manner, even if the sequence is only a few phrases long.²³ This implies that writing is the act of translating one's thoughts or ideas into words on paper, utilizing sentences that are structured and connected in a meaningful way.

²² Hogue, *The Essentials of English: A Writer's Handbook*.

²³ Byrne, *Teaching Writing Skill*.

The technical aspects of writing include elements such as handwriting, spelling, punctuation, and constructing text into well-formed phrases, paragraphs, and texts.²⁴ Writing courses place a strong emphasis on the author's ability to develop original ideas on a topic since writing is a means of conveying personal meanings.²⁵ Therefore, to produce a well-crafted sentence, paragraph, or text, one must observe and apply certain principles or technical components. Furthermore, writing can be employed to express a wide range of topics, including one's thoughts, information, opinions, or events.²⁶

Many professionals have offered diverse perspectives regarding writing, emphasizing that in addition to listening, speaking, and reading abilities, writing represents a challenging skill.²⁷ This is because writing is fundamental in generating, organizing, and

²⁴ J. R. Flower, L., & Hayes, *A Cognitive Process Theory of Writing* (College Composition and Communication, 32(4), 365-387. doi:10.2307/356600, 1981).

²⁵ Graff, G., & Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing*.

²⁶ B. M. Kroll, *Second Language Writing: Research Insights for the Classroom* (Cambridge University Press., 1990).

²⁷ I. Leki, *Understanding ESL Writers: A Guide for Teachers* (Heinle & Heinle: I hope this helps! Let me know if you need anything else, 1992).

assessing ideas, as well as communicating them to readers. The present investigation focused specifically on the ability to produce narrative texts..

b. Aspect of Writing

To write effectively, it is necessary to do more than simply convert ideas into written form; it is also crucial to ensure that the writing conforms to appropriate formatting standards. As such, a measuring scale that accounts for various elements is required. Tribble proposes that the explanation of writing measurement and writing activities should fulfill five fundamental requirements, which include mechanics, vocabulary, grammar, organization, and content.²⁸

1) Content

The writing content should be clear for the readers to recognize the message and information from it. There are two parts of content material in writing, they are unity and completeness. This content material turns out to be traits of properly writing.

²⁸ C. Tribble, *Writing* (Oxford University Press., 1996).

2) Organization

Organization in writing issues with coherence. It can be coherence order, order facts, general to specific to general, chronological order, and spatial order. It approaches that the writer has arranges and organizes the thoughts. The paragraph can be coherent if the thoughts are put in the proper order.

3) Grammar

Grammar in writing includes accurate language and point of grammar. Grammar in writing descriptions contains using verbs, adjectives, adverbs, and use simple gift tense. Excellent grammar will assist the reader to recognize the means of the text.

4) Mechanics

A part of the mechanics in writing are capitalization, punctuation, and spilling. Incorrect spiling and punctuation will make the loss of different which means in the textual content. So, using this element in writing have a massive impact on understanding the meaning of the written text.

5) Vocabulary

Evaluates how students select words and phrases and whether they possess a broad vocabulary.

In summary, writing effectively necessitates more than merely transcribing ideas into written form. The explanation of writing measurement and writing activities must satisfy fundamental requirements, including mechanics, vocabulary, grammar, organization, and content, to create a comprehensive measuring scale.

2. Recount Text

A recount text is defined as writing that contains various events in the past where part of the text serves to retell an event in a coherent sequence of events. The purpose of this recount text is to retell past events of a person or experience sought in chronological order.²⁹

Recount is a form of literature that entails listing and describing previous encounters by reliving incidents in the chronological order in which they occurred. While narrative

²⁹ Yeny Dwi. Pujiastuti, "A Descriptive Study on Teaching Writing Recount Text to the Second Year Students of SMP N 2 Banyudono.," *Jurnal of Publication* (2010): 1–10.

texts create fictional stories to entertain and provide moral lessons to readers, recount texts recount past events. The primary objective of recount texts is to explain historical events through a series of incidents, describing what happened and when it happened for the audience.³⁰

After analyzing multiple definitions, the researcher concluded recount text is a text that recounts an event or events from the past. The aim of such texts is to educate or entertain the audience by providing an account of historical events.

3. Biographical Recount text

1) Definition of Biography Recount Text

The biographical text is one of the writings that use one specific name where usually these people are involved in the biography. This recount biographical text is usually written in the simple past tense.³¹

A biography recount is a genre of non-fiction literature that endeavors to provide a comprehensive

³⁰ Z. Fidahussein, "Exploring Recount Texts in English Language Textbooks," *Journal of Education and Practice* 8(4) (2017): 51-57.

³¹ Feby Viraga, "THE EFFECTIVENESS OF PICTURE MEDIA IN WRITING BIOGRAPHY RECOUNT TEXT," *english education depastement*, no. 8.5.2017 (2022): 2003–2005, <https://www.who.int/news-room/fact-sheets/detail/autism-spectrum-disorders>.

overview of a prominent individual's recent life events, as documented by a third-party author. This literary form serves as a means of conveying significant insights into a subject's life story and character, as well as their personal, social, and historical context. Moreover, Biography Recount Text represents a specific type of recount text that concerns either the historical accounts of ancient figures or the lives of heroic figures, narrated in the third person.

2) Function of Biography Recount Text

Some of the purposes of biographical retelling text are:

- a) To learn about a person's life narrative beyond any achievements for which they may be noted.
- b) Make a lot of information accessible and educate the audience.
- c) To educate by recalling earlier occasions and life accomplishments.
- d) To let readers into the lives of another individual.

4. Grammar

a. Definition of Grammar

According to C.M. Gillie, Grammar is the systematic study of the structure and rules of a language. It encompasses the analysis of sentence components, such as nouns, verbs, adjectives, adverbs, and their relationship within sentences. Grammar also covers aspects such as tense, aspect, mood, voice, and sentence patterns. It provides learners with a framework to understand and produce grammatically correct sentences in English.³²

Syntax is an indispensable element of effective communication, as without it, verbal expression would become unappealing, akin to consuming tasteless food.

Consequently, grammar is a crucial component of interpersonal communication, allowing individuals to effectively convey their intended meaning.

The study of language structure falls under the purview of grammar and is deemed fundamental for individuals to acquire a new language comprehensively.

³² C.M. Gillie., *English Grammar: A Resource Book for Students*, 2nd ed. (Routledge, 2014).

Thus, employing proper grammatical constructs in all forms of communication is imperative to ensure that one's message is understood by others. Furthermore, grammar is essential in creating and representing complex meanings in phrases, clauses, and sentences, serving as a critical framework guiding human interaction with the external world. It is an integral component of cognition, facilitating comprehension rather than functioning as a separate cognitive system. The need to avoid miscommunication and misunderstanding underscores the importance of grammar in interpersonal communication.

In conclusion, mastering grammar is essential for effective communication, whether in oral or written form.

A strong command of grammar enables individuals to communicate their ideas and thoughts with clarity and coherence, thus facilitating successful communication.

b. Definition of Simple Past Tense

The simple past tense is a grammatical structure used to express events or actions that occurred in the past

and are completed.³³ According to various linguistic definitions, it signifies the occurrence of events at a particular point in the past. The simple past tense is utilized to indicate events or circumstances that started and ended in the past, with no present relevance. It is typically accompanied by time markers such as "yesterday," "last week," "at four in the morning," or "on Tuesday," which denote a specific time period.

As stated by Azar, the simple past tense is a sentence tense used to describe finished past events.³⁴ This tense denotes actions or events that have already taken place and are no longer occurring. It is inferred that this tense describes events or actions that started and finished at a specific point in the past. Thus, it is a way to convey a message about past events that are not relevant to the present moment.

In conclusion, the simple past tense is a grammatical device that is utilized to discuss past events that have concluded. It is commonly used in conjunction with time

³³ C. M. A. Celce-Murcia, M., Larsen-Freeman, D., & Coonan, "An ESL/EFL Teacher's Course," in *Grammar Book*, 3rd ed. (Heinle ELT, 2019).

³⁴ Azar, *Understanding and Using English Grammar, Workbook (Vol. A)*.

markers to specify a particular point in the past. It serves as a means of expressing past events or actions that are irrelevant to the present.

C. Research Hypothesis

Based on the exposition of relevant theories, the author endeavors to articulate the hypothesis that will guide the present research. As posited by Creswell, a hypothesis in quantitative research is a declarative statement made by the researcher that predicts or conjectures the outcome of a relationship among attributes or characteristics.³⁵ Given that there is always a chance that a study will demonstrate a connection between variables, the alternative hypothesis for this investigation is proposed as follows:

1. Ha (Alternative hypothesis): students' simple past tense competence has corelation with students' understanding of biographical recount text

³⁵ J. W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (2nd Ed.)*. Pearson, 2015.

2. Ha (Alternative hypothesis): students' simple past tense competence has not coretation with students' understanding of biographical recount text



Perpustakaan UIN Mataram

Chapter III Research Method

A. Approach and Type of Research

The goal of this study is to determine if students' proficiency with the simple past tense and their success in creating biographical recount texts are correlated. As it describes the correlation between the results of the simple past tense exam and the writing test, this research employed a quantitative approach that is categorized as a correlational study. A test approach is employed in this investigation. The qualitative excerpts above evidence that the learning model is perceived to help the students improve their writing skills in English.³⁶

According to Gall and Brog, correlational research refers to studies whose goal is to employ correlational statistics to find relationships between variables.³⁷ In order to determine the association in this study, two key variables must be taken into account: the participants' scores on the basic mastery exam and the writing test. The strength of the association between variables

³⁶ Syarifudin Syarifudin, "Online Collaborative Flipped Writing Classroom for EFL Writing Instruction in the New Normal Era: Students' Perceptions," *International Journal of Arabic-English Studies* 23, no. 1 (2023): 257–280.

³⁷ Gall and Brog, *Educational Research, an Introduction* (New York: Allyn and Bacon, 2003).

is indicated by the correlational coefficient (r), which can be either positive or negative. The coefficient's range ranges from -1.00 to +1.00. A complete negative correlation is represented by a coefficient of -1.00. Whereas a coefficient of 0 implies no connection at all, a coefficient of 1.00 indicates complete positive correlation

B. Population and Sample

The population of this study is all the first year students of the MA NW Ijobalit academic year 2022/2023, which consisted of 32 students. The researcher probably refers to Arikunto's theory of sampling, which states that if there are more than 100 people in the population, a researcher should take 10-15% or 20-25% of them, and if there are fewer people, they should take all of them.³⁸ It is advised that the researcher include every student. Because there are only 33 students in the population—or fewer than 100—the researcher have used the entire sample or do population research.

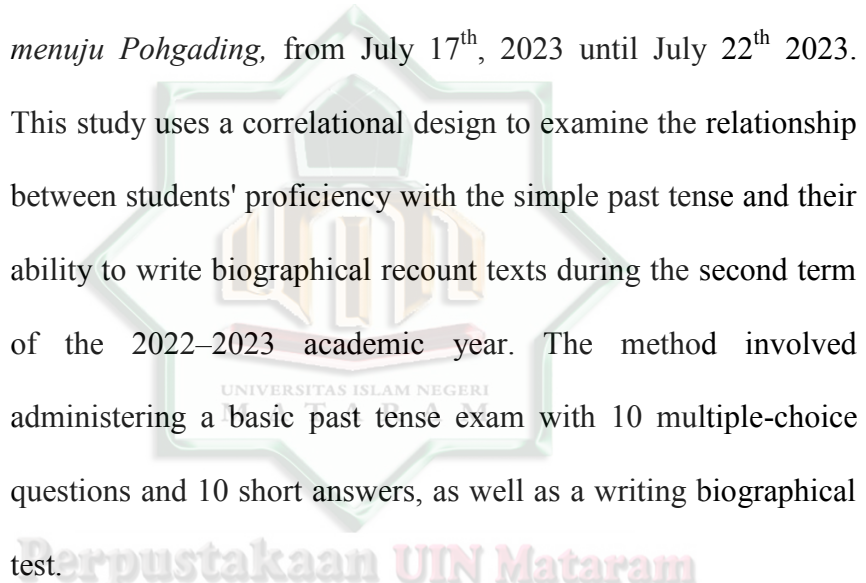
Because managing a large sample would take a lot of time and effort, the researcherr simplified the sample. This sample size

³⁸ Suharsimi Arikumto, *Prosedur Penilaian: Suatu Pendekayatrn Praktek* (Jakarta: Rineka Cipta, 2002).

is thought to be sufficiently representative for the inquiry. Hence, for the sake of this inquiry, the researcher have used all of them as samples.

C. Setting and Time of Research

The setting of the research is carried out on the MA NW Ijobalit which is located on IJOBALIT DAYA, *Jl. Jurusan tnjung menuju Pohgading*, from July 17th, 2023 until July 22th 2023. This study uses a correlational design to examine the relationship between students' proficiency with the simple past tense and their ability to write biographical recount texts during the second term of the 2022–2023 academic year. The method involved administering a basic past tense exam with 10 multiple-choice questions and 10 short answers, as well as a writing biographical test.



D. Variables of Research

In basic, correlation research is an investigation of the connections between the variables. In this study, the two factors are independent. These results reflect the students' writing and simple past tense test results. The purpose of this study is to determine if students' proficiency with the simple past tense and

their success in writing recount texts are correlated. The researcher posits that the students' proficiency with the simple past tense and their success in producing recount texts are related. The students' vocabulary proficiency, motivation, and frequency of practice are three variables that may have an impact on their success in creating biographical recount texts. Nevertheless, the researcher just looks into the two aforementioned variables in this study.

E. Design of Research

The method the researcher uses to gather data is known as the research design. This study applied a correlational methodology because the researcher intended to assess the association between students' proficiency with the simple past tense and their capacity to produce biographical research texts. The goal of correlation study is to determine how the variables are related to one another. The two factors in this study are independent.³⁹ In this research, the researcher only tested one class or group of students using the basic past tense mastery exam and the writing test. Both exams measure achievement. These

³⁹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2014).

examinations are designed to assess how well each participant has mastered the simple past tense and used it to express themselves in recount texts. Achievement assessments, according to Best, aim to assess what people have learned based on their current performance.⁴⁰

F. Instrument of Research

In a research, instrument is the tool to collect the data. Instrument can be the form of test. The researcher used tests as the instrument in this research. Mardapi defines test as a set of questions that need answers, or a set of questions that should be responded in order to measure someone's ability or reveal certain aspect from the subject of the test.⁴¹ This study includes two tests. These are both accomplishment tests. Achievement tests are used to gauge one's level of talent, knowledge, competency, etc.⁴² This study's initial exam measured students' command of the simple past tense. The second test involved writing. But the researcher first conducted a try-out test.

⁴⁰ j. w. Best, *Research in Education* (New Jersey: Prentice Hall International, 1981).

⁴¹ D. Mardapi, *Konstruksi Tes Dan Analisa Butir* (Yogyakarta: Pustaka Pelajar, 2003).

⁴² H.B. Lyman, *Test Scores and What They Mean* (New Jersey: Prentice Hall, 1963).

1. Try Out

Before giving the test to the students who served as the study's sample, the researcher had other students at the same level try it out beforehand. On July 18th, 2023, the trial run was completed. Five individuals from a separate class were used by the researcher for the exam. The trial run was conducted to evaluate the test's level of difficulty and effectiveness.

2. Simple Past Tense Test

A test comprised of the simple past tense was provided to the students to gauge their proficiency with it. There were 10 simple answer questions and 15 multiple choice questions on the test. The researcher took a few factors into account while creating the basic past tense exam. Based on Madsen's statement, the first thought was given. According to Madsen, a grammar test should be simple to administer, simple to score, and give related guidance of student progress without exposing students to improper Batorem Sorian grammatical forms.⁴³ The students' competence was the second factor to

⁴³ H. S. Madsen, *Technique in Testing* (Oxford: Oxford University Press, 1983).

be taken into account. The researcher had spoken with the English teacher about the exam for this point.

The researcher also verified that the exam accurately reflects the students' command of the simple past tense. The test required the students to finish the statement using the proper form. There were a few brief chats, letters, and basic sentences that required the completion of blanks.

A. Scoring technique

Following the completion of data collection in the form of students' test results, the researcher embarked on data analysis using a scoring technique. Types of assessments were employed, namely a completion test consisting of 25 items for the simple past tense, in which each correct response was scored 1 and each incorrect response was scored 0.

Table 3.1, scoring technique

Question type	Assessment criteria	Score
Multiple	Correct answer	1
Choise	Wrong answer/blank	0

Simple answer questions	Correct answer	1
	Wrong answer/blank	0

To obtain the total score, the researcher utilized a formula developed by Lado.⁴⁴

$$S = \frac{R}{M} \times SM$$

In which

S: Total score

R: The Raw Score

M: The Maximum Raw Score

SM: The Maximum Score

Table 3.2, The Classification of Students' Score

No	SCORE	CATEGORY
	94-100	Excellent
	87-93	Very good
	80-86	Good
	75-79	Enough

⁴⁴ Lado, *Language Testing* 1961 (London: Longman, n.d.).

	55-75	Less
	Less than 55	Failed

B. Computing the frequency and the percentage of students' score

F

$$P = \frac{F}{N} \times 100\%$$

N

Where:

P = Percentage

F = Frequency

N = Total students

3. Writing Test

The writing test was required of the students after they had finished the basic past tense test. This exam was designed to assess the candidates' ability in using the simple past tense in writing biographical recount texts. For this test, the students need to compose a brief recall paragraph based on prior experiences. They can write a biographical recount text about the biography of an Indonesian president. The purpose

of this was to provide the students more flexibility while writing biographical recount texts.

For assessing writing, the researcher adopted the scoring technique proposed by Brown and Bailey,⁴⁵ which comprises five elements: Organization (identification, description), content (topic, detail), grammar, vocabulary, and mechanics (punctuation, spelling, capitalization).

Table 3.3, scoring technique of writing by Brown and Bailey

Aspect	Score	Performance description	weighting
Content (C) 15% Topic Details	4	The topic is complete and clear and the details are relating the topic	3x
	3	The topic is complete and clear but the details are not almost relating the topic	
	2	The topic is complete and clear but the details are not relating the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 10% Identification Description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are arranged with proper connectives	

⁴⁵ J. D. Brown, *Understanding Research In Second Language Learning*, 1988.

	2	Identification is not complete and descriptions are arranged with a few misuse of connectives	
	1	Identification is not complete and descriptions are arranged with misuse of connectives	
Grammar (G) 50% Use Past tense Agreement	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not affect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulari (V) 15%	4	Effective choice of words and word form	1.5x
	3	Few misuse of vocabularies, word, form, but not change the meaning	
	2	Limited range confusing word and word form	
	1	Very poor knowledge of words, word form, and not understandable	
Mechanics (M) 10% Punctuation Capitalization	4	It uses correct spelling, punctuation, and capitalization	1.5x
	3	It has occasional errors of spelling, punctuation, and capitalization	
	2	It has frequent errors of spelling, punctuation, and capitalization	
	1	It is dominated by errors of spelling, punctuation, and	

		cpitalization	
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The formula in scoring the students test is as below:

$$S = \frac{T}{M}$$

Where :

S = Score

T = The Students' Total Score

M = Maximum Score

Table 4, The Classification of Students' Score

No	SCORE	CATEGORY
	94-100	Exellent
	87-93	Very good
	80-86	Good
	75-79	Enough
	55-75	Less
	Less than 50	Failed

Computing the frequency and the percentage of students' score

F

$$P = \frac{F}{N} \times 100\%$$

N

Where:

P = Percentage

F = Frequency

N = Total students

G. Procedure of Data Collection

This research was carried out according to a process. On June 13th, the researcher began this study by requesting approval from the headmistress of the MA NW Ijobalit. The researcher visit the first-grade English instructor at the MA NW Ijobalit after obtaining permission from the headmistress. The researcher held discussions with the students, the study strategy, and the instrument used. After speaking with the teacher, the researcher randomly selected the courses that may be used. The researcher consulted the adviser after completing the permission, instrument consultation, and class selection processes.

The next stage is to test the instrument out on a few students. The trial run took place on June 14th, 2023. Five students from different class took the test. The test was administer to a sample of students on April 15th, 2023, after the researcher had examined the trial run's results. The data analysis and report writing were the last stages of this study.

H. Technique of Data Analysis

1) Normality test of Data

The normality test is One method used in statistical analysis to determine if population data are regularly distributed.⁴⁶ This research uses the Saphiro-Wilk normality test, which was done with a significance threshold of $\alpha=0.05$ (5%), to ascertain if the distribution class is normal or not. According to the Saphiro-Wilk, the data cannot be claimed to be regularly distributed if the result was less than 0.05, and they were normally distributed if the result was greater than 0.05.

2. Test of Hypothesis (T-test)

Hypothesis test was performed by using pearson product moment correlation technique.

$$N \sum XY - (\sum x)(\sum Y)$$

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

Where:

r_{xy} = the coefficient of correlation between two variables of the test

⁴⁶ "Buku-Ajar_Dasar-Dasar-Statistik-Penelitian.Pdf," n.d.

x = the score of simple past tense test

y = the score of recount text test

n = the number of the students

Σxy = the total scores of cross product xy

Σx = the sum of simple past tense' test score

Table 3.4, Interpretation Table of r^2 Value

No	STANDARD	INTERPRETATION
1	0,800-1,00	Very Hight
2	0,600-0,800	Hght
3	0,400-0,600	Moderate
4	0,200-0,400	Low
5	0,000-0,200	Very Low

If the r_{xy} lies between 0,40-1,00, H_1 is accepted and H_0 is rejected. Whereas, if the r_{xy} lies between 0,00-0,40, H_0 is accepted. To see whether the correlation between the students' mastery of simple past tense and their ability in writing recount text is significant or not, the researcher concluded the result by applying the following comparison between the r analysis and the r table.

If $r_{xy} > r$ table. The correlation is positive.

If $r_{xy} < r$ table. The correlation is negative

If $r_{xy} > r$ table is zero correlation.

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. RESEARCH FINDINGS

1. Simple past test finding score

Based on the test that was given, the eleventh grade of first class students in the MA NW IJOBALIT had average score 78.5% it means that they had enough in mastery of simple past tense. As seen in the table below:

Table 4.1, The Score of the Test to Measure the Students' Mastery of Simple Past Tense (X) Students' number Students' name Students' score

Students' number	Students' Score	Category
1	76	enough
2	84	Good
3	88	Very good
4	76	Enough
5	76	Enough
6	100	Exellent
7	88	Very good
8	100	Exellent
9	72	less

10	88	Very good
11	96	Excellent
12	96	Excellent
13	84	Good
14	92	Very good
15	68	Less
16	100	Excellent
17	92	Very good
18	72	Less
19	96	Excellent
20	76	Enough
21	68	Less
22	100	Excellent
23	56	Less
24	48	Failed
25	60	Less
26	48	Failed
27	84	Good
28	76	Enough
29	64	Less
30	56	Less
31	64	Less

32	68	Less
Total	2,512	
Average	78.5	Enough

As seen the data above students' average score of simple past tense mastery was 78.5 which can be categorized as good. For detail, from the sample of 32 students, 7 students got excellent score, 5 students got very good score, 3 students got good score, 5 student got enough, 10 students got less, 2 students got failed

2. Writing test finding score

Based on the test that was given, the eleventh grade of students in MA NW Ijobalit had average score 79.96% it means that they had good in writing recount text. As seen in the table below:

Table 4.2, The Score of Students' Ability in Writing Recount Text (Y)

Students' number	Students' Score	Students' name
1	75	Enough
2	88	Very good
3	86	Good
4	90	Very good
5	79	Enough
6	70	Less
7	82	Good

8	75	Enough
9	84	Good
10	85	Good
11	89	Very good
12	85	Good
13	87	Very good
14	87	Very good
15	78	Enough
16	90	Very good
17	86	Good
18	86	Good
19	90	Very good
20	87	Very good
21	88	Very good
22	90	Very good
23	65	Less
24	66	Less
25	65	Less
26	69	Less
27	85	Good
28	79	Enough
29	65	Less

30	67	Less
31	76	Enough
32	65	Less
Total	2,559	
Average	79.96	Enough

The average in writing test from 32 students as the sample is 79.96 which is also categorized as enough. Different from simple past tense test, in this writing test there are no students who got excellent and failed score. In detail, 10 students got very good score, 8 students got good score, 6 student got enough score and 8 students got less score.

a. Normality data

TABLE 4.3, Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
S. Past Tense Test	.106	32	.200*	.946	32	.112
Writing Test	.212	32	.061	.857	32	.051

*. This is a lower bound of the true significance.

Lilliefors Significance Correction

Based on the table 4.3 of the normality test above, the result reveals that the significance of the S. Pas tense test is 0.112 while the writing test 0.51. This shows that the pre-test and the post-test data are normally distributed because the significance of both tests higher than the significance of alpha (sig. $\alpha = 0.05$) namely, $0.112 > 0.05$ at the s. past tense test $0.51 > 0.05$ at the writing-test

- b. The relationship between students' score in simple past tense and their score in writing biographical recount texts.

TABLE 4.4, Correlations

		simple past tense test	writing test
simple past tense test	Pearson Correlation	1	.661**
	Sig. (2-tailed)		.000
	N	32	32
writing test	Pearson Correlation	.661**	1
	Sig. (2-tailed)	.000	
	N	32	32

Correlation is significant at the 0.01 level (2-tailed).

The result shows that there is a significant correlation between students' mastery of simple past tense and their ability in expressing simple past tense in the form of biographical recount text. From the statistical analysis, it is found that there is a positive correlation between students mastery of simple past tense and their ability in writing biographical recount text. It

means that students' mastery of simple past tense gave contribution to their ability in writing biographical recount text.

Table shows the result of partial correlation test of students' mastery of simple past tense and their achievement in writing a biographical recount text. According to the result of the analysis it is gained r-value at 0.661 with significant level at 0.000. Since the significant level is lower than the alpha ($0.000 < 0.05$) it can be concluded that there is a correlation between both variables. The correlation value is 0,661, which means that percentage of correlation between both variable is 66,1%. This correlation is categories as high.

B. Discussion

In this research, the researcher got the data from components of simple past tense and writing recount text, participants and the process made by the students of the MA NW IJOBALIT. The researcher chose first class that consists of 32 students.

The data above shows that there are some students who got excellent and very good score. Some of those who got excellent and good score in simple past tense test also got good score in writing test. In contrast, some students who got fair, poor and very poor score in

simple past tense test had fair score in writing test. While, according to curriculum 2006 that is used the MA NW IJOBALIT, students considered as successful if they got at least 75 for maximum score 100 in English subject. Considering that policy 10 students (31.25%) failed and 22 students (68.75) are successful in simple Past tense mastery test. While in writing test 7 students (21,875%) failed and 25 students (78.125%) are successful. The results of the tests indicates that the students' mastery of simple past tense and their achievement in writing biographical recount text is not spread evenly yet.

The computation above shows that there is a positive correlation between tense and the students' mastery of simple past tense and their ability in expressing simple past tense in the form of bioraphical recount text. It means that the better students' mastery of simple past tense the better their ability in writing recount text.

This current research is similar to the research conducted by Sahlan B Zainal, this research results indicated that there was a significant correlation between students' mastery of simple past tense and their ability to write recount texts.

This current research is similar to the research conducted by Lestari, Fitri Novia, and Rachmanita, this research results indicated

that there was a significant correlation between students' mastery of simple past tense and their ability to write recount texts.

This current research is similar to the research conducted by Oktavia Murdani, , research results indicated that there was a significant correlation between students' mastery of simple past tense and their ability to write recount texts.

This current research is similar to the research conducted by Mukhaiyar and Sri Ekawat, this research results indicated that there was a significant correlation between students' mastery of simple past tense and their ability to write recount texts.

After finding out the correlation coefficient, the researcher concluded that the correlation of the two variables is significant. In other words there is a positive correlation between students mastery of simple past tense and their achievement in writing recount text. It means the higher the students' score in simple past tense test the better their score in writing test. However, this research did not analyze the students cause and effect in doing the writing test. It means that students who had poor level of simple past tense mastery always had poor ability in writing recount text. In this research, however, there are some students who had good level in simple past

tense but did not get same score level in writing test. There are also some students who had minimum level of simple past tense mastery but able to create a good recount text. There are some other factors that might influence their result in the two tests such as their concentration vocabulary mastery, experience, habit in writing, etc. However, those factors are not included in this research.



Perpustakaan UIN Mataram

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

After getting the data which had been analyzed on the previous research, the researcher concluded about correlation between students' mastery of simple past tense and their ability in writing biographical recount text at the first grade students of the MA NW Ijobalit in academic year 2022/2023.

Based on the analysis of data about mastery of simple past tense, in which the level was divided into six categories. Excellent Mastery was 28,125% with the frequency of the students was 9, very good mastery was 18.75% with the frequency of the students was 6, good mastery was 21.875% with the frequency of the students was 7, enough mastery was 18.75% with the frequency of the students was 6, less was 6.25% with the frequency of the students was 2, and failed was 6.25% with the frequency of the students was 2. It could be seen in the all percentages that 68.75% (22) students passed the test and 31.22% (10) students failed the test, which could be concluded that the extent of the mastery of simple past tense of the students in the MANW Ijobalit was high.

Based on the analysis of data about ability in writing recount text in which the level is divided into three categories. Very good mastery was 56.25% with the frequency of the students was 18, good mastery was 18.75% with the frequency of the students was 6, enough was 25% with the frequency of the students was 8. It could be seen in the all percentages it showed that 75% (24) students passed the text while 18.75% (8) students failed the text, which concluded that the extent of the ability in writing recount text of the students in the Ma NW Ijobalit was high.

There is a correlation between students' mastery of simple past tense and their ability in writing recount text. This result was obtained from the computation of the correlation between the students' mastery of simple past tense and their ability in writing recount text applied to the sample of 0.9201 while the r table is 0.388, it means that the result that obtained from the computation is greater than its critical value. Therefore, the researcher concluded that the correlation between the students' mastery of simple past tense and their ability in writing recount text is high significant.

B. SUGGESTIONS

1. For the teachers

- a. Teachers have to be selective on choosing a suitable method in teaching and learning process. Teachers have to know the students need in teaching and learning process, it is going to make the students feel comfort during teaching and learning process.
- b. It is essential for the teachers to know that one of the factors affect the students' ability in writing recount text is the students' mastery of simple past tense.
- c. The teachers should provide an opportunity for the students to have extensive writing practice in the class and give the students more writing assignments.
- d. The researcher hopes that teachers may create an interactive teaching and learning process in order to make students more active in giving respond to the material.

2. For the student

- a. The students should improve their mastery of simple past tense because the mastery of simple past tense can improve their ability in writing recount text.
- b. The students should read much as possible in order to enrich their and support their ability in writing recount text.
- c. The researcher hopes that Students study more and respond in teaching and learning process.
- d. The researcher hopes that Students more interested in English lesson.

3. Suggestion to readers

The researcher hopes that in the future this research can be use not only for English teacher, but also teachers of others subject. This is based on the importance of teaching English to every students. Because, English has the potential to guide towards a stronger globalization. Readers can apply the media as described in this study to improve their mastery of English.

4. For the future research

This research can become one reference for the next researchers related to their research. The next researcher can develop this topic more such as use this approach to enhance

students' grammatical mastery of simple past tense, writing skill or another skill.



Perpustakaan UIN Mataram

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APPENDICES

Appendix 1- Letter



PEMERINTAH PROVINSI NUSA TENGGARA BARAT
BADAN RISET DAN INOVASI DAERAH
Jalan Syarif Hamid Zuhri 2 - Desa Lela - Kecamatan Kediri - Kota praja 73362
Kabupaten Lombok Barat - Provinsi NTB, E-mail: brida@ntb.go.id Website: brida.ntb.go.id

SURAT IZIN
Nomor : 070 / 3703 / II – BRIDA / VII / 2023
TENTANG
PENELITIAN

Dasar :

- a. Peraturan Daerah Provinsi Nusa Tenggara Barat Nomor 14 Tahun 2021 Tentang Perubahan kedua atas perda No 11 Tahun 2016 Tentang Pembentukan Dan Susunan Perangkat Daerah Provinsi NTB.
- b. Peraturan Gubernur NTB Nomor 49 Tahun 2021 Tentang Perubahan Ke Empat Atas Peraturan Gubernur Nomor 51 Tahun 2016 tentang Kedudukan, Susunan Organisasi, Tugas dan Fungsi serta Tata Kerja Badan-Badan Daerah Provinsi Nusa Tenggara Barat.
- c. Surat Dari Dekan Tarbiyah dan Keguruan Universitas Islam Negeri Mataram Nomor : 704/Un. 129/TK/SR/PP.00.9/05/2023 Perihal : Permohonan Izin Penelitian .
- d. Surat dari BAKESBANGPOLDAGRI Provinsi Nusa Tenggara Barat Nomor : 070/1769/VR/BKBPON/2023 : Perihal : Rekomendasi Izin Penelitian.

MEMBERI IZIN

Kepada :

Nama : Lala Mahyudi Hidayat
NIK / NIM : 520317191000001 / 190107024
Instansi : Universitas Islam Negeri Mataram
Alamat/HP : Jombang Luak, Kelurahan Jombang Kecamatan Labuhan Haji kabupaten Lombok Timur provinsi Nusa Tenggara Barat / 087755821732

Untuk : Melakukan Penelitian dengan Judul: "Investigating The Relationship Between Students' Competence In Simple Past Tense And Their Understanding Of Writing Biographical Recount Texts Among First-Year Students Of The Ma NW Jombang In The Academic Year 2022/2023"

Lokasi : MA NW Jombang
Waktu : Juli - Agustus 2023

Dengan ketentuan agar yang bersangkutan menyerahkan hasil penelitian selambat lambatnya 1 (satu) bulan setelah selesai melakukan penelitian kepada Badan Riset Dan Inovasi Daerah Provinsi NTB via email: bidang.bes@ntb.go.id

Demikian surat izin Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di Lombok Barat
Pada tanggal, 15/7/2023
an. Kepala Bria Provinsi NTB
KEPALA BIDANG LITBANG, INOVASI
DAN TEKNOLOGI BADAN RISET DAN
INOVASI DAERAH PROVINSI NTB.


LALA MAHYUDI SP. MH
Pembina (Fungsional)
NP. 19651231 199003 1 055

Tembusan disampaikan kepada Yth:

- 1. Gubernur NTB (Sebagai Laporan)
- 2. Bupati Lombok Timur ;
- 3. Kepala Kantor Kementerian Agama Kabupaten Lombok Timur ;
- 4. Dekan Fakultas Tarbiyah dan Keguruan UIN Mataram ;
- 5. Kepala MA NW Jombang, Lombok Timur ;
- 6. ...



**YAYASAN KHAIROL FATIHIN IJOBALIT
PONDOK PESANTREN KHAIROL FATIHIN (YKFI-P2KF)
MADRASAH ALIYAH NW IJOBALIT
TERAKREDITASI B**

**NOMOR : 239/BANSM-NTB/KP/XI/2018 TANGGAL 22 NOVEMBER 2018
NSM : 131252030110 NPSN : 50222513**

Di Jember Laysung Polonging Sekolah Kad. Sekolah Kao Lulusan Mgr. Esh. Loran Dp. 0110/2011/01

SURAT KETERANGAN

No. 6/MA.NW/Ib/SK/IX/2023

Yang bertanda tangan di bawah ini :

Nama : MOH QADRI, S.P.d
Unit Kerja : MA NW Ijobalit
NIP : -
Jabatan : Kepala Sekolah
Alamat : Dusun Dames Desa Dames Damai Kec. Suralaga Kab. Lombok Timur NTB

Menerangkan bahwa yang namanya di bawah ini :

Nama : LALU WAHYUDI HIDAYAT
NPM : 190107024
Jurusan : Tadris bahasa Inggris
Perguruan Tinggi : Universitas Islam Negeri Mataram (UIN Mataram)

Bahwa yang namanya tersebut di atas memang benar telah melakukan penelitian di MA NW Ijobalit pada bulan Juli-Agustus 2023 dengan judul "Investigating The Relationship Between Students' Competence In Simple Past Tense And Their Understanding Of Writing Biographical Recount Texts Among First-Year Students Of The MA NW Ijobalit In The Academic Year 2022/2023"

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Ijobalit, 23 Agustus 2023

Kepala Madrasah MA NW Ijobalit





KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Pendidikan No. 35 Telp. (0370) 621298-625337 (Fax 625337) Mataram
Jln. Gajah Mada No. Telp (0370) 620783-620784 (Fax 62784) Jempang- Mataram

KARTU KONSULTASI

Nama Mahasiswa : Lala Wahyudi Hidayat
NIM : 190107024
Pembimbing I : Dr. H. Pauzan, M.Hum, M.Pd
Pembimbing II : Husnawadi, M.A, TESOL
Judul Skripsi : INVESTIGATING THE RELATIONSHIP BETWEEN STUDENTS' COMPETENCE IN SIMPLE PAST TENSE AND THEIR UNDERSTANDING OF WRITING BIOGRAPHICAL RECOUNT TEXTS AMONG FIRST-YEAR STUDENTS AT MA NW LIOBALIT IN THE ACADEMIC YEAR 2022/2023

No.	Tanggal	Materi Konsultasi	Paraf
1	7/3/23	Basard essay.	[Signature]
2	16/3/23	Statemen or book	[Signature]
3	21/3/23	Form of literature	[Signature]
4	28/3/23	Research notand.	[Signature]
5	05/4/2023	task	[Signature]
6	10/4/2023	A.C.C	[Signature]

Mataram, 10. April 2023
Dosen Pembimbing 2

Husnawadi, M.A, TESOL,
NIP.



KEMENTERIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI (UIN) MATARAM
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Judul Skripsi : INVESTIGATING THE RELATIONSHIP BETWEEN STUDENTS' COMPETENCE IN SIMPLE PAST TENSE AND THEIR UNDERSTANDING OF WRITING BIOGRAPHICAL RECOUNT TEXTS AMONG FIRST-YEAR STUDENTS AT THE MA NW JOBALIT IN THE ACADEMIC YEAR 2022/2023

No.	Tanggal	Materi Konsultasi	Paraf
1	18 - 5 - 2023	Spelling and	[Signature]
2	25 - 5 - 2023	Grammar and	[Signature]
3	3 - 5 - 2023	Research method	[Signature]
4	9 - 5 - 2023	Information to add researcher	[Signature]
5	19 - 5 - 2023	at the end of the text	[Signature]
6	29 - 5 - 2023	kegiatan ACC Mataram	[Signature]

Mataram, 29, Mei 2023
Dosen Pembimbing I

[Signature]
Dr. H. Pauzan, M.Hum, M.Pd
NIP. 197312312000121002



KEMENTERIAN AGAMA RI
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No.	Tanggal	Materi Konsultasi	Paraf
1	19/06/23	Analisis	[Signature]
2	26/06/23	Analisis	[Signature]
3	03/07/23	Discussion	[Signature]
4	10/07/23	Discussion	[Signature]
5	16/07/23	Discussion	[Signature]
6	24/07/23	ACC	[Signature]

Mataram,
Dosen Pembimbing 2

[Signature]
Husnawadi, M.A, TESOL,
NIP.



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Pembimbing II : Husnawadi, M.A, TESOL
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No.	Tanggal	Materi Konsultasi	Paraf
1	07/08/23	Summing Data	[Signature]
2	09/08/23	Add more Discussion	[Signature]
3	16/08/23	Compare and Contrast	[Signature]
4	24/08/23	Add Pro nouns Study Review final Draft	[Signature]
5	31/08/23	Add more Reference	[Signature]
6	08/09/23	ACC	[Signature]

Mataram,
Dosen Pembimbing I

Dr. H. Pauzan, M.Hum, M.Pd
NIP. 197312312000121002

CURRICULUM VITAE



Full Name : Lalu Wahyudi Hidayat
Birthday : Letok, October 19th 2000
Gender : Male
Marital Status : Single
Address : Ijobalit, Labuhan Haji,
LOTIM
Phone : 087755821732
Email : 190107024.mhs@uinmataram.ac.id

Education

- 2007 – 2013 SDN 1 Ijobalit
- 2013 – 2016 MTs NW Ijobalit
- 2016 – 2019 MA NW Ijobalit

Perpustakaan UIN Mataram

Appendix 2 instrument

A. Simple past tense test

Name : _____
Absent : _____
2023
Class : X

School : MA NW Ijobalit
Date : Tuesday, July 18th
Time : 60 minutes

15 multiple choice and 10 simple answer questions

Circle the correct answer!

1. I...my drawing book two days ago
 - a. loss
 - b. lost
 - c. was losing
 - d. losses
2. I was listening to music when my teacher.... my class
 - a. has entered
 - b. entering
 - c. entered
 - d. will enter

Complete the following letter with a correct form!

Dear, Sarah

I am writing to you just to
memorize

about our holiday in your city last year.

I (3)... so happy being there with you. We (4)... many tourism objects
like Parangritis Beach, Prambanan

Temple, and Malioboro. I really (5)..... the places. We (6)... many
foods and souvenirs there. We also (7)... the pictures
scenery. We (8)... so happy spending time together.

I hope we can visit there again next time.

Sincerely,

Ratna

3. a. is
 - b. was
 - c. are
 - d. were
4. a. visited
 - b. visiting

- c. visits
d. visit
5. a. is
b. am
c. are
d. was
6. a. buy
b. buying
c. bought
d. buyed
7. a. take
b. takes
c. taked
d. Took
8. a. were
b. was
c. are
d. Is
9. she read novel last morning
a. Do
b. Does
c. Did
d. was
10. "The Doctor gives the prescription"
a. Did the doctor not given the prescription?
b. Didn't the doctor give the prescription?
c. Did not the doctor gave the prescription?
d. Didn't the doctor gave the prescription
11. She ... a book last night
a. buys
b. buyed
c. bought
d. will buy
12. Dina ... her report
a. didn t finished
b. do not finished
c. did not finish
d. will finish
13. He... a diligent student
a. Wasn t
b. werent

- c. aren't
 - d. Will not
14. Did You ... me a message?
- a. Sent
 - b. send
 - C. sende
 - d. will send
15. ...they an architect?
- a. Were
 - b. Was
 - c. Is
 - d. Do

2) Fill the blank with the correct form!

Example: My father drinks coffee every morning. This morning he drank coffee too.

1. He always goes to work by car. Yesterday he to work by bus.
2. They always get up early. This morning they up late
3. Bill often loses his key. He one last Saturday.
4. I write a letter to Jane every week. Last week I two letters
5. She meets her friends every evening. She them yesterday evening, too.
6. I usually read two newspapers every day. I only a newspaper yesterday.
7. They come to my house every Friday. Last Friday they too.
8. We usually go to the cinema on Sunday. We to the cinema last Sunday, too.
9. Tom always has a shower in the morning. tom this morning too.
10. They buy a new car every year. Last year they a new car

B. Writing test

Name : _____

School : MA NW Ijobalit

Absent : _____

Date : Thursday, July 20th

2023

Class : X

Time : 60 minutes

1. Please write biography of an Indonesian President!



Perpustakaan UIN Mataram

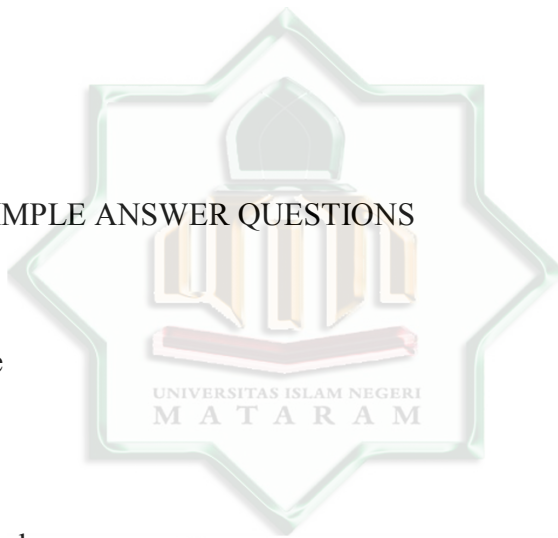
Appendix 3 Answer key

A. MULTIPLE CHOICE

2. B
3. C
4. B
5. A
6. D
7. C
8. C
9. A
10. C
11. B
12. C
13. C
14. A
15. B
16. A

B. SIMPLE ANSWER QUESTIONS

17. Went
18. Got
19. Lost
20. Wrote
21. Met
22. Red
23. Came
24. Went
25. Had a shower
26. bought



Perpustakaan UIN Mataram

Appendix 4 sample student work at writing biographical recount text

WRITING TEST

Name : ABDIZAL HADI

Class : X IPA

Question!

Please write biography of an Indonesian president!

Answer

B.J. HABIBIE

Bac

Bacharuddin Jusuf Habibie known as B.J. Habibie was born on 25 June 1936. He was the third president of the Republic of Indonesia (1998-2001). Habibie was born in Parepare, South Sulawesi Province to Alim Abdurrahman Habibie and R.A. Euis Marni Puspawati. His father was an architect from Gorontalo and mother of 3 boys. His father was a doctor and his mother was a dancer. His parents met while studying in Lebak. When he was 19 years old, Habibie's father was died.

Following his father's death, Habibie continued his studies in Jakarta and then in 1955 moved to Germany. In 1960, Habibie received a degree in aeronautics in Germany. While his father was living in Germany, he worked as a research assistant at the German and Institute for Aeronautical Research to conduct research for his father's degree.

When Habibie's minimum salary forced him to work time, he found many jobs employment with the National Bank. He became an advisor to Habibie's company and projects which were helped funding from Deutsche Bundesbank. Due to his work with Nippon - the head of loan consultants offered his position to his father-in-law. He refused.

In 1974, Suharto requested Habibie to return to Indonesia as part of Suharto's plan to develop the country. Habibie was named as a special assistant to the second vice CEO of the state oil company Pertamina. Two years later, in 1976, Habibie was made chief Executive Officer of the new state-owned Nusantara Bate Aircraft Industry Company 1978 - which produced 25 aircraft of production and technology. Habibie was elected vice president in March 1988. On 21 May 1988, Suharto announced his resignation and Habibie was named as the second vice president. Habibie's government has been scrutinized in the field of the Asian Financial and others of the last few months of Suharto's presidency.

WRITING TEST

Name : HULIATUL TORIYISAH

Class : X MIPA

Question!

Please write biography of an Indonesian president!

Answer

Jokowi

Ir H. Joko Widodo is the current President of Indonesia. He was born on June 21, 1961 in Surakarta. He is well-known with his nickname 'Jokowi', the acronym from his complete name. Before he became the President of Indonesia, he was a furniture businessman. Then, he became the Mayor of Surakarta for two periods from 2005 to 2015. But, before he finished his term as Mayor, he became one of Jakarta's gubernatorial candidates Ir. Basuki-Tjahaja Purnama, M.M or Ahok in 2012. Again and again, before the due time, he was offered by PDI-P Party to be the candidate of President of Indonesia in 2014 with Jusuf Kalla as the Candidate of Vice President.

About his personal life, Jokowi married Mrs. Iriana who have three children named Gibran Rakaburno, Rizka Fakhriyah Raka, Kahiyang Ayu, and Kezia Rizka Pangaref. His hobby is listening to rock music. In 2010 wonder that years ago he was seen in a stadium to watch the concert of a legendary international rock band, Guns N' Roses. Besides, Jokowi is known as a person who is straight to the point and has calm personality. Related to his education background, Jokowi finished his primary education at SDN 162 Tirtayasa Solo and continued his secondary education at SMPN 1 Solo and SMAN 6 Solo. Jokowi graduated from forestry faculty of Gadjah Mada University in 1988.

When he was a kid, he ever had a bitter experience when his small house and also his father's stall cindereto lor in were evicted and became a center of travel again. Jokowi's mother said that Jokowi was a quiet boy but he was also sociable he always avoided any fight to keep the peace around him. His parents always simple. Not only that, when he was a kid, he used to walk to school while all of his friends rode bicycle. Simplicity is the way he lives.

In 2005, Jokowi decided to be the candidate of Mayor in Solo through PDI-P party. Many people were doubtful on his competency to be a Mayor since they thought that Jokowi was a businessman in furniture and was not a politician at that time. Ever when he was announced that he won in the election. Then, people began to trust him when he made many progressive innovation and breakthrough. By his hands, many...

WRITING TEST

Name : MISRIAH

Class X IPA

Question:

Please write biography of an Indonesian president!

Answer

Sukarno was the first president of Indonesia. He was born in 6 June 1901 and died in 21 June 1970. He led his country to fight against Netherlands and the man who proclaimed the independence. Sukarno was a prominent leader of nationalist movement during the colonial period. He spent more than a decade under the detention before released by the Japanese force.

Mr. Sukarno and all his nationalist fellows collaborated to collect support in spreading nationalist ideas. When Japan surrendered the Indonesian independence was declared by Sukarno and Muhammad Hatta on 17 August 1945. At the same time, Sukarno was appointed as the president and Muhammad Hatta as the Vice President. After became president, Sukarno had to fight once again against resisting Dutch re-colonization effort.

Appendix 5 Documentation





Appendix 6 non-borrowing certificate



UPT PERPUSTAKAAN UIN MATARAM
Sertifikat Bebas Pinjam

No:2072/Un.12/Perpus/sertifikat/BP/08/2023

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FTK/TBI

Mahasiswa/Mahasiswi yang tersebut namanya di atas ketika surat ini dikeluarkan, sudah tidak mempunyai pinjaman, hutang denda ataupun masalah lainnya di Perpustakaan Universitas Islam Negeri (UIN) Mataram.
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UIN Mataram
Kepala UPT Perpustakaan
Drs. H. M. Hum
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Appendix 7 plagiarism certificate



UPT PERPUSTAKAAN UIN MATARAM
Plagiarism Checker Certificate

No.2510/Un.12/Perpus/sertifikat/PC/09/2023

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INVESTIGATING THE RELATIONSHIP BETWEEN STUDENTS' COMPETENCE IN SIMPLE PAST TENSE AND THEIR UNDERSTANDING OF WRITING BIOGRAPHICAL RECOUNT TEXTS AMONG FIRST-YEAR STUDENTS OF THE MA NW IJOBALIT IN THE ACADEMIC YEAR 2022/2023

SKRIPSI Tersebut telah Dinyatakan Lulus Uji cek Plagiasi Menggunakan Aplikasi Turnitin

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