

## A CORRELATION BETWEEN SIMPLE PAST TENSE MASTERY AND WRITING NARRATIVE TEXT MASTERY

Siti Meutia Sari<sup>1</sup>

<sup>1</sup>English Department, Graha Nusantara University, Indonesia

Email @[meutia.s@yahoo.com](mailto:meutia.s@yahoo.com)

*The aims of this research are to find out: 1) The extent of the students' mastery in simple past tense at the eleventh grade of SMA Negeri 2 Padangsidempuan, 2) The extent of the students' mastery in writing narrative text mastery at the eleventh grade of SMA Negeri 2 Padangsidempuan, 3) Whether there a significant correlation between simple past tense mastery and writing narrative text mastery at the eleventh grade of SMA Negeri 2 Padangsidempuan. In order to get the aims of this research is all of the eleventh grade students of SMA Negeri 2 Padangsidempuan in the period of 2018 / 2019. The sample is taken from the population by random sampling consists of 44 students. This study is carried on by using descriptive method. Furthermore, the instrument is used for collecting the data by giving test to the students. After the data is gotten from the field of the research, the data will be analyzed by descriptive and statistic analysis, by using the formulation "  $r$  " Product Moment. It can be concluded that the simple past tense of students is categorized " enough " ( 64,09 ) and narrative text of students is categorized " good " ( 71,13 ). After the data had been gained from the field of the research, the data was analyzed, the writer got  $r_{xy} = 0,957$  and  $r_{table}$  is 0,304 at the 5 % significant level,  $r_{xy}$  is greater then  $r_{table}$ . It means that the hypothesis is accepted.*

**KeyWords** ; Simple Past Tense, Genre, Narrative,

### INTRODUCTION

English as an international language, it is spoken by many countries all over the world including Indonesia because Indonesia make English as one of the subject in every school, since Primary school, Junior high school, senior high school until university. English is considered as compulsory subject taught from elementary school up to university. There are four skills that should be taught to the students at school, they are listening, speaking, reading, and writing. They cannot be separated from other aspects of language such as grammar and vocabulary. Based on our curriculum, students of senior high school are expected to learn English from various types of text. It means that the students have to deal with many kinds of text during the English lesson. The syllabus stated the students should be able to identify the topic, certain information, the meaning of the words and sentences in the text.

Nowadays, English is a compulsory subject to be taught in every school in Indonesia and also English subject will be found in all curriculum from Primary school up to University. There are four language skills in teaching English. They are writing, reading, listening and speaking. Writing is one of the language skills to be mastered by the students because writing has much portion in teaching English than the other language skills. There are many kinds of writing such as genre. The genre can be categorized, they are narrative,

report, narrative, descriptive, procedure, recount and so forth. Narrative text is a kind of genre in studying English at SMA. Narrative text is a kind of genre that contains the process order of doing something. A process is a express our a Opinion, ideas in a writing from. Narrative text has social function it is to entertain the reader and share the story.

The important thing of mastering Narrative text for SMA students are firstly the students can understand about the generic structure of Narrative text, they are Orientation is use a who, when, where, Complication is use an event that causes a complication: there may be more than one in a story, Resolution is use as solution to the problem, Re-orientation is use an reaction by characters to the complication. Secondly the students can understand about the lexicogrammatical features such as use of simple past tense, focus on individual participant and use of temporal sequence. So by mastering the generic structure and lexicogrammatical features of narrative text, the students are expected to be able to write Narrative text well.

As far as many efforts were held continuously. In fact, the phenomenon has showed that there are many students have low ability in writing Narrative text. It can be proved based on the writer observation which found the low average of the students in English in last semester; they only got the average of 70. So the score is still low and the standard of English mark is 75 based on their list of score. It can be caused the students still have less ability to differentiate one kind of genre with another genre, and then the students still have less ability to comprehend the generic structure and lexicogrammatical features of Narrative text. One factor of Narrative text mastery is tenses mastery. Narrative text use tense form, the tense is simple past tense, because one of the lexicogrammatical features of narrative text is the using of simple past tense and also simple past tense dominates the tense in writing Narrative text. Simple past tense is a kind of tense that tells the event or the activities that began and ended in the past time. Simple past tense use past tense verb, and the adverb of time that suitable to the simple past tense such as yesterday, last year, last month, ago, and so forth. Simple past tense is a necessary especially in writing narrative text because simple past tense has important role how to write narrative text well. So if the students want to write Narrative text, the students must understand the simple past tense first.

The purpose of teaching writing for language can be taught primarily for practicing language forms to develop accuracy and correctness. With the influence of behaviorist theory in the audio-lingual approach to teaching language. According to Yunus

(2003), "writing is such language based writing task, students would be given writing exercise that would reinforce language structures that they have learned thought manipulation of grammatical patterns. It means that writing is a reinforce language structure that may learned.". Rinaldi (2006) says, "writing is a skill that can be practiced and a mastered. It means that writing is one kind of language a skill that studied and should be mastery by all English learners who want to use the English in their communication.". Tarigan (2006) states that writing ability is a language ability which is used to communicate indirectly, not face to face with other person. It means writing ability is the way to communication with other people indirectly. The writer concludes that writer mastery is ability in expressing ideas into sentences or paragraph. Next, Langan (2010) states that writing ability is related to exploring sentences and paragraph in a clear directly way.

It means writing is one way of providing variety in classroom procedures, and it also makes possible individualized work in large classes. Skills in writing is a basic necessity in the academic environment, and even the non academic students, who has no need to have report and term papers, will occasionally need to write letters, message, memos, invitation and the like. Based on the explanation above, it can be concluded that writing is a the language skill, in which something can be informed to other people using written symbols of the language. It is a complex language skill because someone needs to find idea, grammatical and syntactical rules. And then, in studying the writing, the students are expected to be able to write the text based on the targets decide by the curriculum. While, there are so many kind of the text. One of the them is narrative text. This text is a kind of text that contains the process order of doing something. A process is a express our a opinion, ideas in a writing form. A good write in English is a good grammar or must know meaning interconnected sentences in a text. And then students should know the elements that releases to writing text. So, the teacher must give such of practice and clear explanation to make materials easier to received.

Narrative text is a kind of text which its purpose is to entertain or amuse the reader. Narrative text is organized focusing at character oriented. Oka (2002) says, "narrative is used in both essay and short stories. Essay are concerned with actual events in which the writer use the story to support his opinion, while stories deal with fictional events.". While Marta (2009) says, "narrative text is text which contain about story (fiction/ tales/ folktales/ fables/ myths/ epic). And its plot consist of climax of the story (complication) then followed by the

resolution. It means that narrative text with orientation and ended with complication.”. According to Djuharie (2007), “teks narrative merupakan jenis teks berupa cerita atau dongeng bertujuan menghibur pembaca.” It means that narrative text which is purpose to entertain or amuse the reader. Ida (2007) says that narrative text is a kind of text has function to retell the story that happened in the past. The purpose of the text is to entertain or the amuse the readers or listeners about the story.

Based on the above explanation it can be concluded that narrative text is a kind of writing that tells a story or relates an event. The story be very short to present a single a incident. It may be longer present a more detailed account of the event. It may be many pages long to tell about the life of a person or the history of a country. For measuring the students skills in writing narrative text, the writer make indicators, they are: 1) social function, 2) generic structure, 3) lexicogrammatical features.

### **Social Function**

Writing of narration is very important to know the kinds of narrative text one by one. They are folktale, myth, legend and fable. The social function of the narrative text is to amuse, entertain and deal with actual or vicarious experiences in different ways. According to Mardiani (2003), “the social function of the narrative text is to inform and entertain. It means that narrative text is an informing and entertain text.” Further, Sanggam and Kisno (2007) says, “the social function of the narrative text is narration a deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. It means that narrative text shows some events or problem which in the last of story finds as resolution. While Ida (2003) state that, the social function of the narrative text is entertaint or to amuse the readers or listeners about a story.

Yuliana (2004) states that the social function of the narrative text is to entertain or inform readers by telling them a story. It means that the social function of narrative text is to amuse the readers by reading a story. From the explanation above, the writer concludes that the social function of narrative text to inform, entertain, amuse the readers or listeners about the story, where the story correlates with imaginative or real experience that face to a crisis matter and ends with a resolution. narrative text is a story tellsus about something interesting that has purpose to amuse and to entertain or the readers or viewers. We used narrative when we tell a friend about something interesting that happen to us at work or at school and we tell someone a joke.

## Generic Structure

Generic structure is an important aspect of a discourse, since it encapsulates the systematic (co – patterning the form content, function and context) of discourse activities. Hartono (2008) states, “generic structure is the distinctive beginning middle and structure of genre. It means generic structure is certain structure of genre from the beginning until end.” Linda Gerot and Peter Wignell (2000) say, “generic structure is consisting of the scaffold plus and identification of the position of attachment of the various residues. It means that generic structure is the way in which elements of a text are arranged to match to purpose. It means generic structure is also a big or macro genre in that it can easily accommodate one or more of the other genres and still remain dominant.” Generic structure is the structure that can be observed by the readers and writers will use this knowledge to structure their writing, depending on their purpose. The generic of a narrative text has of a parts. (Sacsnet, *Narrative*, [Http://sacsnet.nwa.edu.au/library/text type](http://sacsnet.nwa.edu.au/library/text%20type))

- a. Orientation is use a who, when, where
- b. Complication is use an event that causes a complication: there may be more than one in a story
- c. Resolution is use as solution to the problem
- d. Re-orientation is use an reaction by characters to the complication

From the explanation above, the writer concludes that the generic structure of narrative text of orientation, complication, resolution and re-orientation. Generic structure is divided in to four kinds: they are: orientation, complication, resolution and re-orientation. Then , the writer describe the point's one by one that can be considered as follow:

1. Orientation is focusing on the art of the text which gives the setting or the beginning of the text. Its function is to set the scene and introduces the participle and also the setting (time, actors and place).
2. Complication is the place in which a crisis arises refers to the part of the text that inform weather there is a problem or incident.
3. Resolution is the part of the text where the crisis is resolved for better or for worse and take that steps which taken to reply the problem. Re-orientation refers to the part of the text to give core that what is going to talk has finished. Re-orientation is expression or the closer of the events, it is also can be understood as the last story.
- 4.

## **Lexicogrammatical Feature**

Lexicogrammatical Feature are the part of narrative text which is related to the certain structure that is used to express the certain meaning based on the text. Djuharie (2007) says, "lexicogrammatical feature are the part of narrative text is identical with syntax in the traditional grammar. It means that, we can find it in a syntax in the traditional grammar. According to Sanggam and Kisno (2007), "lexicogrammatical feature are the part of narrative text have five steps as below is: use material process, use focus on specially and usually individualized participant, use of temporal conjunction, use of relation process and past tenses." The main outline for understanding narrative text in English know about lexicogrammatical, because this is very important deep to understand story and help a person to write stories or experience. The dominant grammatical for understanding narrative text are. Narrative text in English is also influenced by the ability of the reader to analyze or to know about simple past tense. The simple past tense is used to report a state or activity which can be ascribed to a definite past time. The past tense is also used for activities that occurred over a period of time in the past.

Based on the explanation above the writer concludes that in understanding narrative text must clear to show the relevant story. Someone who wants to write a good narrative needs tenses, knowledge of simple past tense is one of the important aspects to be known by the students in order to comprehend narrative text. In understanding English narrative text must know about verb as processes and adverbs as circumstance, process may consist of material, mental, behavior and relation. Meanwhile, the circumstance or adverbs consist of adverb of manner, adverbs of place / spatial.

Based on the explanation above, social function, generic structure and lexicogrammatical feature are the important aspects to be known by the students in writing narrative text. So it can be concluded that narrative text is a composition that refers to the text function as reconstructions of events in the past and sequenced that in time.

## **The Nature of Simple Past Tense**

A tense is change of the verb that suitable to the using of time. There are sixteen tenses in teaching English, such as simple present tense, simple past tense, future tense, present continuous tense, past continuous tense, future continuous tense and so forth, but here the writer only discusses one of the tenses, it is simple past tense. Simple past tense is the activity that began and ended in the past. Simple past tense one of the tense forms that

must be known by the students, because if the students understand about the simple past tense, they can apply this tense to write a good narrative text. According to Betty Scramper Azar ( 1993 ) in her book says that “Simple Past Tense is talk about activities or situation that began and ended in the past” While, Wren & Martin ( 1990 ) say that, “A verb that refers to past time is said to be in the past tense”. So from the above definition the writer conclude that simple past tense is the activities or situation that began and ended refers to the past time. Furthermore Williting( 1996 ) says that,” Simple Past Tense represents an action or state as belonging to the time wholly past” While Jhon.S.Hartanto ( 2003 ) says that “Simple Past Tense is to represents the events or the activities that do it in the past time and also know when the activities do it”. So from the above definitions the writer concludes that simple past tense is to represent the activities or action to the time wholly past.

There are some rules to use simple past tense in a sentence, such as the use of the verb and the adverb of time that suitable in simple past tense. According to Silvester Goridus Sukur ( 2004 ) Simple past tense have some rules, they are:” The sentences that use past tense, the sentences that use to be was, were, and Simple Past tense use adverb of time”.

## **METHODOLOGY**

### **The Research Method**

The writer will use descriptive method in this research, descriptive method is all of the sharing data or information will be correlated one to another. According to Muhammad Nazir Descriptive method is a method to research human grouping status, an object, a condition of the test, a thinking system or the class event nowadays. The aim of this research is made the description, exact describing of close reality correlation between phenomenon which is researched. So, descriptive method uses to describe the correlation of X variable and Y variable. It means that the variable of the research are simple past tense as X variable and narrative text mastery as Y variable.

### **Technique of Collecting Data**

To get the data from students, the writer uses some technique. The asks the way bill from the college, meets the headmaster to get the permission, collect the students in the classroom, giving the material of the test to the students, the material are about simple past tense and narrative text, ask to the students that nobody can cheat to each other, and then the students collect the result of the test.

## Technique of Analyzing Data

The technique of data analysis will be used the statistical system. After getting the data from the test given, they were tabulated into tables and the writer analyzed them in order to know the correlation between simple past tense and narrative text mastery.

$$\text{Score} = \frac{\text{Right score}}{\text{Total score}} \times 100$$

Total score

In addition to know criteria of score, the writer quoted from the Muhibbin Syah (2000) opinion as follows:

*Table 1 : The criteria of score*

	<b>Class of Score</b>	<b>Predicate</b>
1	80 – 100	Very Good
2	70 – 79	Good
3	60 – 69	Enough
4	50– 59	Bad
5	0 – 49	Fail

## FINDING AND DISCUSSION

The data of the research for simple past tense mastery test show that the lowest score is 50 and the highest score is 80, the median is 65 and the modus is 65 and mean score is 64,09.

*Table 2 : The frequency distributions of the simple past tense*

<b>NO</b>	<b>Interval Class</b>	<b>Mid Point</b>	<b>Absolute Frequency</b>	<b>Relative Frequency</b>
1	50 - 54	52	4	9%
2	55 - 59	57	6	14%
3	60 - 64	62	8	18%
4	65 - 69	67	12	27%
5	70 - 74	72	7	16%
6	75 - 79	77	4	9%
7	80 - 84	82	3	7%



Total	44	100%
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Based on the data analysis, the score of the students can be described as follows. The mean is 71,13, the median is 70, and modus is 70. Based on the previous explanation, the position of mean for narrative text can be drawn as follows:

Furthermore, to know the lowest and the highest of score, the writer makes the frequency distribution as follows:

*Table 3 : The frequency distribution of narrative text mastery*

NO	Interval Class	Mid Point	Absolute Frequency	Relative Frequency
1	55 – 59	57	3	7%
2	60 – 64	62	5	11%
3	65 – 69	67	6	14%
4	70 – 74	72	11	25%
5	75 – 79	77	8	18%
6	80 – 84	82	6	14%
7	85 - 89	87	5	11%
	Total		44	100%

After collecting and calculating the data, the data are processed and analyzed by applying “ r “ product moment by Pearson because the writer wants to describe the correlation between two variable or x variable (simple past tense ) and y variable (narrative text ). The result of “ r “ product moment calculation shows that the value of  $r_{xy}$  is 0,957. It is related to the value of r table. To find the value of r table should be related to the total sample ( N ), here the total sample of this research is 44. So  $N - nr = 44 - 2 = 42$ . The value of r table is 0,304 at the 5% significant level.

From the calculation and explanation above, the value of r product moment is greater than the value of r table ( $0,957 > 0,304$ ). So the hypothesis is accepted. It can be concluded that there is a significant correlation between simple past tense mastery and writing narrative text mastery.

## CONCLUSION

Based on the data analysis described in the previous chapter the writer concludes as follows:

1. The result of the data description shows that the mean score of students in simple past tense is 64,09, it can be categorized “ enough “
2. The result of the data description shows that the mean score of students mastery in narrative text is 71,13, it can be categorized “ good “
3. The calculation of the value  $r_{xy}$  is bigger than the value of “ r “ table, it can be known that (  $0,957 > 0,304$  ). It means that the hypothesis is accepted. It indicates that there is a significant correlation between simple past tense mastery and writing narrative text mastery.

After looking at the above conclusion, the writer wants to states the implication of this research, if the students want to master narrative text, they should master many elements of narrativetext such as simple past tense, generic structure, lexicogrammatical features, material process, conjunction, and also the teachers should teach and explain about simple past tense and narrative text completely, such as giving more exercise, applying a variety of methods in teaching simple past tense and narrative text. As the explanation before that simple past tense is very important in a narrative text so the students should understand simple past tense well in order to make a narrativetext, and the writer concludes for mastering narrative text well the students must study about simple past tense first.

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