THE STUDENTS' LINGUISTIC PROBLEMS IN WRITING NARATIVE PARAGRAPH AT THE SECOND YEAR STUDENTS OF MADRASAH ALIYAH (MA) DINIYAH PUTRI PEKANBARU

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Thesis

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ABSTRAK

Dudung Taryana (2009): **Masalah Linguistik Siswa dalam Menulis Paragrap Narativ pada Siswa Tahun Kedua Madrasah Aliyah Diniyah Putri Pekanbaru**

Memiliki tata bahasa Inggris yang baik akan bermanfaat bagi siswa dalam menyampaikan ide-ide mereka, pesan dan perasaan baik kepada pendengar atau pembaca. Bahasa tanpa tata bahasa akan kacau dan menyebabkan beberapa masalah komunikasi seperti kesalahpahaman antara pembicara dan pendengar atau antara penulis dan pembaca. Oleh karena itu, siswa perlu mengetahui sistem tata bahasa agar mereka dapat berkomunikasi dengan orang lain untuk mentransfer pesan dengan benar. Sesuai dengan tujuan pengajaran bahasa Inggris di SMA, diharapkan setelah mereka lulus dari SMA, para siswa memiliki empat keterampilan, yaitu membaca, mendengar, berbicara, dan menulis dalam bahasa Inggris dengan kosa kata dan tata bahasa yang baik. Oleh karena itu, penulis tertarik untuk menganalisis kesalahan dalam menulis naratif paragraph pada siswa tahun kedua MA. Diniyah Putri Pekanbaru karena para siswa telah mempelajari bagaimana menulis paragraph seperti deskriptif dan naratif dan struktur tatabahasa yang terkait dengan bentuk teks penulisan tersebut, namun demikian beberapa siswa masih melakukan kesalahan dalam menulis naratif paragraph khususnya pada struktur gramatikal.

Penelitian ini bertujuan untuk mencari permasalahan siswa dalam menggunakan simple past tense dalam menulis naratif paragraph pada siswa tahun kedua Madrasah Aliyah Diniyah Putri Pekanbaru. Populasi penelitian ini adalah siswa pada tahun kedua dari MA. Diniyah Putri Pekanbaru yang terdiri dari satu kelas, yaitu 30 siswa. Semua siswa menjadi sampel penelitian ini. Penelitian ini bersifat penelitian kualitatif-kuantitatif, yang berfokus pada data numerikal dan non-numerikal. Data yang diperoleh dianalisis secara statistik dan diinterpretasikan baik untuk menjelaskan masalah dan temuan penelitian. Rumus yang digunakan dalam penelitian ini adalah:

$$D = \frac{M1 + M2 + M3.....x100\%}{N}$$

Temuan penelitian menunjukkan bahwa:
1. Masalah siswa dalam menggunakan bentuk "to be simple past tense" dikategorikan rendah karena skor yang diperoleh berada pada rentang 0% -40%.
2. Masalah siswa dalam menggunakan bentuk "kata kerja dalam simple past tense" dikategorikan rendah karena skor yang diperoleh berada pada rentang 0% -40%.
3. Masalah siswa dalam menggunakan "adverb (keterangan) dalam simple past tense" dikategorikan rendah karena skor yang diperoleh berada pada rentang 0% -40%.
4. Masalah siswa dalam menggunakan "not" dalam simple past tense" dikategorikan rendah karena skor yang diperoleh berada pada rentang 0% -40%.
5. Secara umum, msalah siswa dalam menggunakan simple past dalam menulis naratif paragraph dianggap rendah dengan kategori cukup.

Abstract

Dudung Taryana (2010):The Students' Linguistic Problems in Writing Narrative Paragraph at the Second Year of Madrasah Aliyah Diniyah Putri Pekanbaru

Having a good grammatical system of English will be helpful for students in delivering their ideas, messages and feelings either to the listeners or to readers. Language without grammar would be disorganized and causes some communicative problems such as misunderstanding between speaker and listener or between writer and reader. Hence, students need to know the grammatical system of language in order that they can communicate with others to transfer messages properly. In accordance with the objective of the English teaching in the Senior High School, it is expected that after they are graduated from Senior High School, the students have the four skills, i.e. reading, listening, speaking, and writing in English with good vocabulary and grammar mastery. Furthermore, the writer is interested in analyzing the errors in narrative writing assignments of the second year students of MA. Diniyah Putri Pekanbaru because the students have studied narrative paragraph writing such as descriptive and narrative and the grammatical structures related to the writing genres, but some students still make mistakes or errors in writing narrative paragraph in term of its grammatical structure.

This study tries to investigates the students' problems in using simple past tense in writing narrative paragraph at the second year of Madrasah Aliyah Diniyah Putri Pekanbaru. The population of this research is the students at the second year of MA. Diniyah Putri Pekanbaru. It consists of one class, namely 30 students. All students were the samples of the research. This research is a qualitative-quantitative research, which focuses on numerical and non-numerical data. The data obtained were analyzed statistically and interpreted qualitatively to describe the research problem and findings. The formula used is:

$$D = \frac{M1 + M2 + M3....x100\%}{N}$$

The research findings indicate that:

1. The students' problem in using "correct "to be" of simple past is categorized into low since the obtained score is in the rank of 0% -40%.
2. The students' problem in using verb of simple past is categorized into low since the obtained score is in the rank of 0% -40%.
3. The students' problem in using adverb of time of simple past is categorized into low since the obtained score is in the rank of 0% -40%.
4. The students' problem in using "not" of the negative form simple past is categorized into low since the obtained score is in the rank of 0% -40%.
5. In general, the students' problems in using simple past in writing narrative paragraph are considered low in the category of enough.

ملخص

دودنك ترينا (٢٠١٠) : المشكلات اللغوية لدى الطلاب فى كتابة الفكرة القصصية طلاب الفصل الثانى بالمدرسة العالية للبنات بكنبارو .

إن سيطرة القواعد فى اللغة الإنجليزية تعزر الطلاب لتعبير ما فى ذهنه من الأراء والرسالة إلى مستمع ما أو قارئ . فاللغة بدون القواعد ستظهر هناك المشكلة فى الاتصال ، مثل أحد يتكلم دون أن يعرفه المستمع أو يكتب دون أن يفهمه القارئ . و لذلك يجب على الطلاب أن يفهم القواعد جيد لكى يستطيعو أن يتصل مع غيره من الناس ويعبروا أرائهم بالمفردات والقواعد الصحيحة . فاجتذب الباحث أن يحلل الأخطاء لد الطلاب فى كتابة الفكرة القصصية فى الفصل الثانى بالمدرسة العالية الدينية للبنات بكنبارو . هذا البحث يجرب أن يرا مشكلة الطلاب فى استعمال simple past من أجل كتابة الفكرة القصصية طلاب الفصل الثانى بالمدرسة العالية الدينية للبنات بكنبارو .

ومجتمع البحث هو طلاب الفصل الثانى بالمدرسة العالية للبنات بكنبارو . وعينة البحث هى جميع طلاب الفصل الثانى بثلاثين طالبا . هذا البحث بحث الكمى والكمالى المهتم فى البيانات العددية وغير العددية . البيانات الموجودة محللة بطريقة الإحصاء ومفسرة بالكمال لتصور مشكلة البحث والاكتشفات . فالرمز المستعمل .

$$D = \frac{M1 + M2 + M3……}{N} \times 100\%$$

الاكتشفات فى هذا البحث تدل على :

- مشكلة الطلاب فى استعمال (to be) فى simple past ضعيفة إذا النتيجة الموجودة فى مستوى 0-40% .

- مشكلة الطلاب فى استعمال الفعل فى simple past ضعيفة إذا النتيجة الموجودة فى مستوى 0-40% .

- مشكلة الطلاب فى استعمال ظرف الزمان فى simple past ضعيفة إذا النتيجة الموجودة فى مستوى 0-40% .

- مشكلة الطلاب فى استعمال الكلمة NOT فى simple past ضعيفة إذا النتيجة الموجودة فى مستوى 0-40% .

- وبالنظر العام مشكلة الطلاب فى استعمال simple past فى كتابة الفكرة القصصية ضعيفة وهذا جيد

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CHAPTER I

INTRODUCTION

A. Background

English is the obligatory first foreign language in Indonesian. For many years, it has been a compulsory subject at elementary, junior, senior high schools and universities. Upon the account of its functions and purposes, English teaching is emphasized on the development of the language skills, such as listening, speaking, reading, and writing. As a part of the subjects in schools, Indonesian students are required to learn English through the mastery of the four skills, but it is not an easy task for students to master them well since they encounter many problems in learning English.

The problems the students face during learning English can be divided into two aspects: linguistic and non-linguistic aspect. The former refers to the students' problem in the content knowledge of English language such as phonology, morphology, syntax and so forth. The later refers to the students' problems in out of the content knowledge of English, such as learning environment, motivation, learning strategy, etc.

English is a means of communication. By using English, people can interact and communicate with each other to share information, messages, etc. Using it is not as simply as it is thought because there is a set of rules that must be followed, which is called grammar. Grammar means the structure of language. It is an essential part of the use of language process, both in spoken and written language. The grammar of language is a description of the ways in which the language uses patterns of structure to convey the meaning. It would be better if people can learn English language effectively by knowing its grammatical

structure because it helps students to identify grammatical forms, which serve to enhance and sharpen the expression of meaning.

Having a good grammatical system of English, students will be helpful in delivering their ideas, messages and feelings either to the listeners or to readers. Language without grammar would be disorganized and causes some communicative problems such as misunderstanding between speaker and listener or between writer and reader. Hence, students need to know the grammatical system of language in order that they can communicate with others to transfer messages properly.

In order to use a language well, students should learn the rules of English and know how it works. They cannot avoid errors because errors mostly occur in the learning process. Linguists traditionally classified language errors into several levels for description and analysis (Stork & Widdowson, 1983; Gatherer, 1986; and Yule, 1996). These levels are:

1. lexicon (vocabulary)

2. phonology (sound system)

3. morphology

4. syntax (grammar)

5. discourse

Errors happen because students use different forms to deliver their ideas, feelings, or messages so they need considerable amount of time to be able to master the target language well. By making errors, however, learners will build their new knowledge to use the target language. Littlewood (1992) stated that making errors during studying the second language can be

considered as a means of building students' abilities because they can learn something from making errors.

The students' errors can be clearly seen in their written language. In producing a piece of writing, the English learners have to think first before they begin to write. It means that they can give more attention to the structure of their grammar and may do some revision. Writing learners need to clarify, provide and persuade their thought, feeling and impression even their experience to be accepted by the readers, so they should organize the system of language well in order to be understood.

In accordance with the objective of the English teaching in the Senior High School, it is expected that after they are graduated from Senior High School, the students have the four skills, i.e. reading, listening, speaking, and writing in English with good vocabulary and grammar mastery. Furthermore, the writer is interested in analyzing the errors in narrative writing assignments of the second year students of MA. Diniyah Putri Pekanbaru because the students have studied narrative paragraph writing such as descriptive and narrative and syntax in term of grammatical structures related to the writing genres, but some students still make mistakes or errors in writing narrative paragraph in using simple past. The phenomena can be seen in the following indicators:

1. Some students cannot use the correct form of simple past tense.

2. Some students cannot agree the subject with the verb correctly.

3. Some students use incorrect participle form of verbs.

In this writing, they should only write a simple paragraph with a simple topic provided by the teacher. Based on this phenomenon, the writer is interested in identifying this problem through a research entitled: ***The Students' Linguistic***

Problems in Writing Narrative Paragraph at the Second Year of Madrasah Aliyah Diniyah Putri Pekanbaru"

B. The Setting of the Problem

1. Identification of Problem

Many questions arise from this research problem. These are:

1. What are the students' syntax problems in writing narrative paragraph at the second year of Madrasah Aliyah Diniyah Putri Pekanbaru?

2. How do the students overcome their problems in writing narrative paragraph at the second year of Madrasah Aliyah Diniyah Putri Pekanbaru?

3. What do the teachers do to help overcome the students' linguistic problems in writing narrative paragraph at the second year of Madrasah Aliyah Diniyah Putri Pekanbaru?

4. Why do the students face problems in linguistic problems in writing narrative paragraph at the second year of Madrasah Aliyah Diniyah Putri Pekanbaru?

5. What linguistic category of grammatical errors do the students at the second year of Madrasah Aliyah Diniyah Putri Pekanbaru mostly encounter?

6. What linguistic errors types of grammatical errors do the students at the second year of Madrasah Aliyah Diniyah Putri Pekanbaru mostly encounter in writing narrative paragraph?

7. How is the students' problem in using simple past tense in writing narrative paragraph at the second year of Madrasah Aliyah Diniyah Putri Pekanbaru?

8. How is the students' problem in using transitions in writing narrative paragraph at the second year of Madrasah Aliyah Diniyah Putri Pekanbaru?

2. The Limitation of the Problem

Due to great discussion about this research problem, the writer only focuses on syntax and identifies the students' problem in using simple past form in writing narrative paragraph at the second year of Madrasah Aliyah Diniyah Putri Pekanbaru in 2008/2009 academic year.

3. The Formulation of the Problem

The research problems can be formulated as follows:

How are the students' problems in using simple past tense in writing narrative paragraph at the second year of Madrasah Aliyah Diniyah Putri Pekanbaru?

4. The Reason of Choosing the Title

1. The title is interesting to be researched, since it relates to the problems that is faced by students and needs the solution so that they can be successful in learning English

2. This research has relationship with the writer status as a student of English Education Department

3. This title is not conducted yet by the others

C. The Objective and the Needs of the Study

1. The Objective of the Study

This research is undertaken to identify the students' problem in using simple past form in writing narrative paragraph.

2. The needs of the Study

The present study is expected to be useful especially for writer, Students, and English teachers. For writer this study is expected to be able to improve him knowledge especially in solving him students' problems in simple past form in writing narrative paragraph. This study is also expected to give valuable information in solving students' problem in writing narrative paragraph. In assertion, the information available in this study can be used by English teachers as the comparison in handling the same problems.

D. The Definition of Terms

As to clearly understand the important technical terms used in this research, the writer needs to define them as follows:

1. **Linguistic problems** in this research are the problems concerning lexicon, morphology, syntax, and discourse. Lexicon refers to the composition of words while lexis means the study of vocabulary, particularly those aspects, which are outside the range of grammar (Stork and Widdowson, 1983:17). Morphology, on the other hand, is concerned with the way in which words and meaningful elements are constructed and with how they function within grammatical system of a language (Stork and Widdowson, 1983:17). Furthermore, syntax is the structure and ordering of elements

within a sentence (Yule, 1997:100), and finally discourse is the connection with the way language is used (Yule, 1997:139).

2. **Writing** here refers to the student written language in a piece of paper.

3. **Grammar** describes how we combine, organize and change words and parts of words to make meaning (Spratt, et all, 2008: 5).

4. **Narrative paragraph** means a paragraph, which tells story or the retelling of a story or an event (Oshima and Hogue, 1997:27).

E. The Organization of Writing

This paper consist of five chapters, each chapter has some parts. Chapter one is called as introduction, it consists of the background of the problem, the setting of the problem, the objective and needs of the study, the definition of the problem, and the organization of writing. Chapter two consists of review of related literature. Chapter three is called as research location; it consists of the location of the study, the subject and the object of the study, the population and sample of the study, and research design, the technique of data collection and data analisys technique. Chapter four is called data presentation and data analisis and the last chapter consisits of conclusion and suggestion.

CHAPTER II

THEORETICAL FRAMEWORK

A. Linguistic problems

In this theoretical discussion, the writer is presenting some related reviews in accordance with the research topic. This discussion leads to linguistic problems such as lexicon, phonology, morphology, syntax, discourse, and narrative paragraph as well.

a. lexicon (vocabulary)

Lexicon refers to the composition of words while lexis means the study of vocabulary, particularly those aspects, which are outside the range of grammar (Stork and Widdowson, 1983:17). Vocabulary is the basic component of language for human communication. Words are the means to express and deliver meanings and without them, grammar is just a meaningless rule in a language. There is strong evidence to believe that lexical errors and lack of lexical knowledge have a great influence on communication, as far as they are accounted for as the most distracting and pernicious of all types of errors (Ellis, 1994:63). In this case, lexical errors will distort written communication, and this will have bad consequences on the quality rating of written paragraphs. Lexical errors are judged most severely as communication distracters because they have a negative effect on the intelligibility of the message (Ellis, 1994). Different researchers who have dealt with the evaluation of errors have found out that lexical errors are included as a serious error (Ellis, 1994:63). They also discovered the reason why

lexical errors were considered to be so problematic, namely because they distort communication.

b. Phonology (sound system)

Phonology is essentially the description of the systems and patterns of speech sound in a language (Yule, 1997:54). The study of phonology is the study of the patterned interaction of speech sounds. An obvious observation about human language is that different languages have different sets of possible sounds that can be used to create words.

Phonological deviations, which are part of the linguistic deviations, are shown not only in certain individual speakers but generally appear in the speech of most speakers of the variety. This happens because the local people share similar features of language competence and performance, which influence their English competence and performance.

The deviant forms of phonological phenomena can be observed in both segmental and non-segmental aspects of the language. The segmental deviation covers different realization of speech sounds. Certain sounds might be substituted by others. For example, in the English spoken by Indonesians, diphthongs are often reduced into monophtongs. Thus, words like *out, now* and *away* are pronounced as [Ɔt], [no] and [cwe]. Among consonant sounds, the voiced alveolar fricative /ð/ is systematically replaced with a nasalized voiced alveolar stop, which is particularly true among the Javanese. Its voiceless counterpart is substituted by a voiceless alveolar stop /t/.

c. Morphology

Morphology is concerned with the way in which words and meaningful elements are constructed and with how they function within grammatical system of a language (Stork and Widdowson, 1983:17). Since morphology is the study of the structure and form of words in language or a language, it includes inflection, derivation, and the formation of compounds. At the basic level, words are made of "morphemes." These are the smallest units of meaning: roots and affixes (prefixes and suffixes). Native speakers recognize the morphemes as grammatically significant or meaningful. For example, "schoolyard" is made of "school" + "yard", "makes" is made of "make" + a grammatical suffix "-s", and "unhappiness" is made of "happy" with a prefix "un-" and a suffix "-ness".

1. Word Classes

a. Lexical Content Words (Open Class Words)

The classes of words that are defined as words which have state able lexical meaning - The majority of words in the language apart from the few FUNTION words. Lexical Content Words are also called pen class words, since we can add new words to these classes. Example: *download*: means to transfer information from one computer system to another. Nouns (attached by the suffix **-s** to mark plural, take **-s** to mark possessive)

> *One book, two books*
> *John's book*

Verbs (attached by the suffixes -ed, -s, -ing, -en): *walked, walks, walking, brighten*

Adjectives (attached by the suffixes -er, -est or use with 'more', 'most'; occur with verbs like 'be', 'seem', 'appear').

For example:

Taller, tallest, more beautiful, most beautiful be happy, seem happy

Adverbs   (attached by the suffix -ly; or use with 'more', 'most')

Nicely, more beautiful

b. Function Words (Grammatical Words) --closed class words

The class of words whose role is largely or wholly grammatical and do not carry the main semantic content. They are also called closed class words since the number of function words are limited in a language.

Determiners   articles the, a/an, some, lots of, few

Auxiliary   can, could, shall, should, may, might, must

Negation   no, not

Relations   subordinate conjunction   while

Intensifier   very, too

Connectors   and, or, but (connect two independent clauses)

Preposition   in, of

Pronouns   I, me, mine, he, she, and so on

2. Morpheme

Morpheme is the smallest unit of linguistic meaning. A single word may be composed of one or more morphemes. Example: *un+system+atic+al+ly* (the word u*nsystematically* can be analyzed into 5 separate morphemes).

A grammatical unit in which there is an arbitrary union of a sound and a meaning that cannot be further analyzed. Every word in every language is composed of one or more morphemes.

One morpheme :   boy (one syllable)

desire, lady, water (two syllables)

crocodile (three syllables)

salamander (four syllables), or more syllables

Two morpheme   :   boy + ish

desire + able

Three morpheme :   boy + ish + ness

desire + able + ity

Four morpheme   :   gentle + man + li + ness

un + desire + able + ity

More than four   :   un + gentle + man + li + ness

anti + dis + establish + ment + ari + an + ism

1. Free Morphemes**:** Morphemes which can be used as a word on its own (without the need for further elements, i.e. affixes). Example: *girl, system, desire, hope, act, phone, happy.*

2. Bound Morphemes: Morphemes, which cannot occur on its own as an independent (or separate) word. Affixes (prefix, suffix, infix and circumfix) are all bound morphemes.

d. Syntax (grammar)

Syntax is the structure and ordering of elements within a sentence (Yule, 1997: 100).

e. Discourse

Discourse is the connection with the way language is used (Yule, 1997: 139). There are some components in discourse analysis. These components are cohesion, coherence, speech event, conversational interaction, co-operative principle, and background knowledge.

To achieve cohesion, the link of one sentence to the next, a writer can use the following techniques:

1. *Repetition.* In sentence B (the second of any two sentences), repeat a word from sentence A.

2. *Synonymy.* If direct repetition is too obvious, use a synonym of the word you wish to repeat. This strategy is call 'elegant variation.'

3. *Antonymy.* Using the 'opposite' word, an antonym, can also create sentence cohesion, since in language antonyms actually share more elements of meaning than you might imagine.

4. *Pro-forms.* Use a pronoun, pro-verb, or another pro-form to make explicit reference back to a form mentioned earlier.

5. *Collocation.* Use a commonly paired or expected or highly probable word to connect one sentence to another.

6. *Enumeration.* Use overt markers of sequence to highlight the connection between ideas. This system has many advantages: (a) it can link ideas that

are otherwise completely unconnected, (b) it looks formal and distinctive, and (c) it promotes a second method of sentence cohesion, discussed in (7) below.

7. *Parallelism.* Repeat a sentence structure. This technique is the oldest, most overlooked, but probably the most elegant method of creating cohesion.

8. *Transitions.* Use a conjunction or conjunctive adverb to link sentences with particular logical relationships.

Identity. Indicates sameness.

> *that is, that is to say, in other words, ...*

   a. Opposition. Indicates a contrast.

   > *but, yet, however, nevertheless, still, though, although, whereas, in contrast, rather, ...*

   b. Addition. Indicates continuation.

   > *and, too, also, furthermore, moreover, in addition, besides, in the same way, again, another, similarly, a similar, the same, ...*

   c. Cause and effect.

   > *therefore, so, consequently, as a consequence, thus, as a result, hence, it follows that, because, since, for, ...*

   d. Indefinites. Indicates a logical connection of an unspecified type.

   > *in fact, indeed, now, ...*

   e. Concession**.** Indicates a willingness to consider the other side.

   > *admittedly, I admit, true, I grant, of course, naturally, some believe,*

some people believe, it has been claimed that, once it was believed, there are those who would say, ...

f. Exemplification. Indicates a shift from a more general or abstract idea to a more specific or concrete idea.

for example, for instance, after all, an illustration of, even, indeed, in fact, it is true, of course, specifically, to be specific, that is, to illustrate, truly.

(Cited from http://papyr.com/hypertextbooks/comp1/coherent.htm)

B. Narrative Paragraph

Narrative writing tells a story or part of a story. The general characteristics of narrative writing include:

1. Plot structure

  a. Introduction

  b. Rising action

  c. Climax

  d. Falling action

  e. Resolution

2. Conflict

3. Characterization

4. Setting

5. Theme

6. Point of view

7. Sequencing

8. Transitions

Narrative writing appears in and is not limited to novels, short stories, biographies, autobiographies, historical accounts, essays, poems, and plays.

Oshima and Hogue (1997:25) mentioned that narrative Paragraph is a kind of writing in which you report events or experiences. A narrative paragraph refers to the re-telling of a story or event in the order which they happened. It is usually written in past form and might use transition words. We can find a narrative in a short story, novels, and everyday conversation. Here are several transitions that can be used to show time:

While	First	meanwhile	Soon	then
After	Second	Today	Later	next
At	third	Tomorrow	Afterward	as soon as
Before	now	Next week	About	when suddenly
During	until	Yesterday	Finally	

Sample of Narrative Paragraph:

One day it snowed like crazy! So, school was cancelled. I had Amy over to play. We decided to go sledding. So we started to slide down the hill. We sledded for a long time. One time we decided to go down together. Amy sat in the front seat and I sat in the back. We started to go down the hill. Then crash! We ran into a bush! Amy went flying and I got my feet caught in the bush! Amy looked like a spider caught in its own spider web. I had a lot of fun that day, and I will never forget it!

Cited from http://www.teacherweb.com/CA/LincolnElementary/MrsCasidaRm57/hf1.stm

C. Simple Past Tense in Narrative Paragraph

Tenses can means a special verb that ending by accompanying auxiliary verb signal or the time that is an even takes place. Simple past is one of the parts of tenses. According to Djalinus (1977:61), simple past is the verb that to show event that happened in the past. Meanwhile, Jhon et al. (1996:257) also support that simple past is used to express that something or event happened in the past and the time that happened also known. Simple past used to express that action that happen in the past. Furthermore, the Simple past is used to show something that happened in certain time in the past. And than simple past tense also use to express an action wholly completed in the past. The time is not stated but it is finished now.

Meanwhile, Lane and Lange (1993:12) say that simple past tense is used to:

1. Indicate that an activity or even took place at a specific time in the past. For example: I visited Japan in 1999.

2. Indicate that an action or event occurred over period of time in the past with the implication that it is no longer true in the present. For example: Santi was on the volleyball team in college.

Furthermore, Simple Past also used as bellows:

1. The **simple past tense** is expressed with the *past form* of the verb and *nothing else*. For example: My grandmother died last year.

2. The *simple past tense* refers to

a. action which occurred at a specific time in the past

b. completed action

c. past status

In additions, According to Thomson and Martinet (1986:162) say that simple past tense is used for:

1. An action whose time is not given but which occupied a period of time now terminated. For example; he lived in Malaysia for a long time.

2. A past habit. For example: Ana always went to campus by bus.

3. An action completed.

Furthermore, the past simple past tense is used when:

a. The action happened in the past

b. The action/event is completed /finished at the time of speaking.

c. The time or/and place is stated or understood.

d. The length of the event/action is not important.

Examples:

a. I went to the school.

b. We did not to the English class today.

c. They did eat lunch at school.

In English, following phrases are often used with the Past Simple Tense to define time:

yesterday   last year

last night   two years

last month   ago

many years ago   a long time ago

1. The Pattern of Simple Past Tense

    a. Affirmative statement

In this sentence the verb that is used is the second form of the verb. The simple past tense in regular verb form by ending ed. While some verb have irregular past form is change the form and do not ending by ed.

The formula of this tense is:

Subject + verb 2nd form + Complement

For example:

I studied English yesterday.

She called him two hours ago.

Generally, simple past ends in -ed (regular). While, many verbs are irregular, they cannot be ended by -ed.

For example:

John saw his friend yesterday.

I bought a book two weeks ago.

    b. The negative statement

The use of verb in negative form of simple past is formed with did not (didn't) and infinitive. The verb "did" is the form of do or does. It is used for all subjects.

The formula in negative statement is:

S + did + not + Verb I + complement

For example:

I did not go to school yesterday.

She did not call Rani two hours ago.

c. The interrogative statement

Interrogative sentence is a sentence that is used to ask a question. Interrogative comes from the verb interrogate, while mean to ask. The interrogative of regular and irregular verbs is formed with did subject infinitive.

The formula in interrogative statement is:

Did + Subject + Verb I + complement

For example:

Did you study English yesterday?

Did she call Rani two hours ago?

2. The Past of be

Am   : Was

Is   : Was

Are   : Were

1. Affirmative statement

The pattern is Subject + was/was + comps

Example: She was busy yesterday

2. Negative statement

The pattern is Subject + was/were not + comps

Example: She was not busy yesterday

3. Interrogative statement

The pattern is Was/were + Subject + Comps

Example: Was she busy yesterday?

3. Verb

Verb is the word or phrase to express existence or experience. Verb has categories they are *main verb* and *auxiliary verb*. In the some grammar book auxiliary verb called as helping verb because that use with *main verb, modal*, and *to be*. If the verb require is existence a object or complement that called as transitive verb, for example*: build, cut, find, rise, sleep, stay, walk, etc.* besides that if the verb is not require a object or complement that called as intransitive verb, for example: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk. According to Djalinus (1977:53), Regular verb is the verb that form past tense and past participle that is regular and add by –ed or –d. For example: want-wanted-wanted.

Furthermore, John, et al. (1996:228) says that there are two kinds of verb. They are Regular Verb and Irregular Verb.

Regular Verb

The criteria of Regular Verb are:

1. Generally, the form verb of past tense and past participle add with –ed of infinitive of regular verb.

For example:

Infinitive	Past Tense	Past participle
To abduct	abducted	abducted
To add	added	added
To help	helped	helped

2. If the regular verb that infinitive ending with vowel –e add –d for past form and past participle.

For example:

Infinitive	Past Tense	Past participle
To advise	advised	advised
To close	closed	closed

3. If the regular verb that infinitive ending with letter *y* and begin with consonant, *y* change with *I* and add by –ed.

For example:

Infinitive	Past Tense	Past participle
To carry	carried	carried
To supply	supplied	supplied

4. If the regular verb that infinitive ending with letter *y* and begin a letter of vowel, *y* cannot change but only add by –ed.

For example:

Infinitive	Past Tense	Past participle
To play	played	played

To convey   conveyed   conveyed

5. If the regular verb that infinitive that ending with a consonant that the begin by a vowel, that consonant is double and add by –ed.

For example:

Infinitive	Past Tense	Past participle
To beg	begged	begged
To rub	rubbed	rubbed

6. If the regular verb that infinitive ending with consonant *L* that the begin by a vowel, so the letter *L* is double and add by –ed.

For example:

Infinitive	Past Tense	Past participle
To cancel	cancelled	cancelled
To travel	traveled	traveled

7. If the regular verb that infinitive ending a consonant that the begin with a vowel and is not a part, the last consonant is double and add by –ed.

For example:

Infinitive	Past Tense	Past participle
To admit	admitted	admitted
To occur	occurred	occurred

If the regular verb that infinitive ending a consonant that the begin with a vowel and is not a part, the last consonant cannot double but

only add by –ed.

For example:

Infinitive	Past Tense	Past participle
To suffer	suffered	suffered
To visit	visited	visited

8. If the regular verb that infinitive ending a consonant *c* that the begin with a vowel, consonant *c* should be follow by consonant *k*, after that add by –ed to form past tense and past participle.

4. Irregular verb

Djalinus (1977:53) says that irregular verb is the verb that form from the past tense and past participle that is irregular form. For example: see- saw- seen, tell- told- told. Manser (1996:239) also argues that the irregular verb is the verb that only adds the infinitive by –ed or –d. For example:

Infinitive	Past Tense	Past participle
Arise	arose	arisen
Become	became	become
Begin	began	begun
Come	came	come
Eat	ate	eaten
Cut	cut	cut
Do	did	done and etc.

5. Adverb of time

According to Azar (1992:18), there are several adverb of time that can we used of simple past tense, they are *yesterday, last (night, week), two days ago, in 1990 and etc.* As Djalinus (1977:62) also supports that, there are some adverbs of simple past they are last, ago, yesterday, etc.

D. The Teaching of Writing at Senior High Schools

English teaching in the Senior High School requires the students to have the four skills, particularly writing in various types of genres such as recount, descriptive, narrative, etc. Learning to write well is one of the most challenging tasks for students. It takes time, practice, and lots of encouragement. Teachers can help students develop their writing skills. Walter (2004:78) mentions the processes involved in the teaching of writing, the so-called process writing as follows:

1. Prewriting: Its experiences help students to tap into background knowledge and experience and develop the need desire to write. Prewriting activities involve students in collecting a resource pool of possible writing ideas, vocabulary, and language structures. These experiences can include a shared field trip, cooking, discussion, brainstorming, creating a graphic organizer, and responding to literature.

2. Drafting: Students can jot down their thoughts using scribbles, drawings, letters, or more conventional writings. The purpose here is to get ideas and thoughts down on paper.

3. Sharing and responding to writing: Students share their writing with a partner, group, or teacher. They can do so informally, collaboratively, or as part of a writer's conference.

4. Revising writing: Students incorporate feedback from responses and make corrections, additions, or deletions to their writing. This stage concerns itself on both content and mechanics.

5. Publishing. It is the culmination of a significant work. There are numerous ways in which students can publish their work such as posters, charts, letters or e-mail messages, brochures, and books of all sorts-big books, little books, accordion books, puppet or shape books, pop-up books, or bound books.

E. Operational Concept

The following indicators measure the students' ability in using simple past tense and transition words in writing narrative paragraph:

1. The students are able to use "correct "to be" of simple past.

2. The students are able to use verb of simple past.

3. The students are able to use adverb of time of simple past.

4. The students are able to use "not" of the negative form simple past.

CHAPTER III

METHODOLOGY

1. Research Design

This research is a qualitative-quantitative research, which focuses on numerical and non-numerical data. The data obtained were analyzed statistically and interpreted qualitatively to describe the research problem and findings. The formula used is:

$$P = \frac{f}{N} \, x \, 100\% \text{ f}$$

Furthermore, to find out classification of students' problems on using simple past in narrative paragraph, the writer uses the standard of percentage as well known as qualitative statement. The categorization is as follows:

76%-100%   : Very High

56%-75%   : High

40%-55%   : Enough

0%-40%   : Low   (Suharsimi 1979: 120)

2. The Location and the Time of the Study

This research was done at the second year of MA. Diniyah Putri Pekanbaru, which started from April to May 2009.

3. The Subject and the Object of the Research

a. The Subject

The subject of this research was second year students of Madrasah Aliyah Diniyah Putrid Pekanbaru

b. The Object

The object of this study was the Students' linguistic problems in writing narrative paragraph

4 The. Population and Sample of the Study

The population of this research is the students at the second year of MA. Diniyah Putri Pekanbaru. It consists of one class, namely 30 students. All students were the samples of the research.

5. The technique of the Data Collection

Writing test was used to identify the students' problem in using simple past tense and transitional words in writing narrative paragraph. The students were asked to write a paragraph narrating their own experiences, birthday, and vacation. Their narrative paragraphs were then assessed on the basis of grammatical problems.

6. The Technique of the Data Analysis

Before the data were analyzed with qualitative and quantitative approaches, they were previously rechecked to identify the completeness and

correctness of the data. Furthermore, the writer assigned two rates to score the students' writings. The scores were then tabulated into the table of frequency distribution, which was used to answer the research question. Then, the data were analyzed using SPSS for Windows 15.0.

Table III. 1
The Criteria for Students' Writing

SCORE	RANGE	*LANGUAGE USE* CRITERIA
	25-22	EXCELLENT TO VERY GOOD: effective complex constructions • few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions
	21-18	GOOD TO AVERAGE: effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured
	17-11	FAIR TO POOR: major problems in simple/complex constructions • frequent errors of negation, agreement, tense, number, word order/function, articles,pronouns, prepositions and/or fragments, run-ons, deletions • meaning confused or obscured
	10-5	VERY POOR: virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR

		not enough to evaluate

To obtain the students' problems in using simple past in writing narrative paragraph, the following formula is used:

$$D = \frac{M1 + M2 + M3 + \ldots}{N} \times 100\%$$

D   = The difficulties of using simple past in writing narrative paragraph.

M   = Number of respondents' problems

N   = Number of respondents

M1   = The students' problem in using "correct "to be" of simple past.

M2   = The students' problem in using verb of simple past.

M3   = The students' problem in using adverb of time of simple past.

M4   = The students' problem in using "not" of the negative form simple past.

Then, the criteria of difficulties of the test item can be categorized as follows:

1. If the problems of using simple past in writing narrative paragraph is bigger than or equal to 50%, the students' problems in using simple past in writing narrative paragraph is considered high.

2. If the problems of using simple past in writing narrative paragraph is smaller than or equal to 50%, the students' problems in using simple past in writing narrative paragraph is considered low.

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. Data Presentation

In this chapter, the writer presents the data that have been collected from the the Second Year of Madrasah Aliyah Diniyah Putri Pekanbaru. In this case, the data presented are from the test to 30 students. Writing test was used to identify the students' problem in using simple past tense and transitional words in writing narrative paragraph. The students were asked to write a paragraph narrating their own experiences, vocation, and birthday. Their narrative paragraphs were then assessed on the basis of grammatical problems- simple past tense-in writing narrative paragraph at the second year of MA Diniyah Putri Pekanbaru. The students are assigned to choose one of the topics and write a narrative paragraph based on the topic the like. The scores of the students' problem in using simple past tense can be shown below:

1. Students' Problems in Using Simple Past Tense

To analyze the result of the test, the writer uses two raters in order to obtain the quantitative scores from the students' syntax problems. The students' writing products are assessed through ESL Composition profile based on language use. The scores obtained from the raters are sum up and then divided into two to obtain the average scores. These scores can be presented below:

Table IV. 1

The Students' Scores in Using Simple Past Tense in Narrative Paragraph

No	Student	Ability		Total	Problem		Total
		Rater 1	Rater 2		Rater 1	Rater 2	
1	Student 1	80	84	**82**	20	16	**18**
2	Student 2	68	64	**66**	32	36	**34**
3	Student 3	60	52	**56**	40	48	**44**
4	Student 4	48	48	**48**	52	52	**52**
5	Student 5	60	56	**58**	40	44	**42**
6	Student 6	68	60	**64**	32	40	**36**
7	Student 7	72	60	**66**	28	40	**34**
8	Student 8	52	40	**46**	48	60	**54**
9	Student 9	64	56	**60**	36	44	**40**
10	Student 10	68	56	**62**	32	44	**38**
11	Student 11	56	56	**56**	44	44	**44**
12	Student 12	56	56	**56**	44	44	**44**
13	Student 13	64	52	**58**	36	48	**42**
14	Student 14	48	60	**54**	52	40	**46**
15	Student 15	60	64	**62**	40	36	**38**
16	Student 16	60	60	**60**	40	40	**40**
17	Student 17	44	52	**48**	56	48	**52**
18	Student 18	40	52	**46**	60	48	**54**
19	Student 19	48	56	**52**	52	44	**48**
20	Student 20	44	40	**42**	56	60	**58**
21	Student 21	64	52	**58**	36	48	**42**
22	Student 22	52	60	**56**	48	40	**44**
23	Student 23	48	60	**54**	52	40	**46**
24	Student 24	68	60	**64**	32	40	**36**

25	Student 25	52	48	**50**	48	52	**50**
26	Student 26	56	44	**50**	44	56	**50**
27	Student 27	48	48	**48**	52	52	**52**
28	Student 28	44	56	**50**	56	44	**50**
29	Student 29	40	48	**44**	60	52	**56**
30	Student 30	40	52	**46**	60	48	**54**

Table IV. 2
The Frequency of the Students' Ability in Using Simple Past in Narrative Paragraph

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42.00	1	3.3	3.3	3.3
	44.00	1	3.3	3.3	6.7
	46.00	3	10.0	10.0	16.7
	48.00	3	10.0	10.0	26.7
	50.00	3	10.0	10.0	36.7
	52.00	1	3.3	3.3	40.0
	54.00	2	6.7	6.7	46.7
	56.00	4	13.3	13.3	60.0
	58.00	3	10.0	10.0	70.0
	60.00	2	6.7	6.7	76.7
	62.00	2	6.7	6.7	83.3
	64.00	2	6.7	6.7	90.0
	66.00	2	6.7	6.7	96.7
	82.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

The table above shows that 3.3% of the students get 42, 3.3% of the students obtain 44, 10% of the students obtain 46, 10% of the students obtain 48, 10% of the students obtain 50, 3.3% of the students obtain 52, 6.7% of the

students get 54, 13.3% of the students get 56, 10% of the students get 58, 6.7% of the students get 60, 6.7% of the students get 62, 6.7% of the students get 64, 6.7% of the students get 66, and 3.3% of the students obtain 82 in using simple past tense in writing narrative paragraph at the second year of Madrasah Aliyah Diniyah Putri Pekanbaru . Based on the data above, it can be concluded that many students still have problems in using simple past in writing narrative paragraph shown by their low scores above.
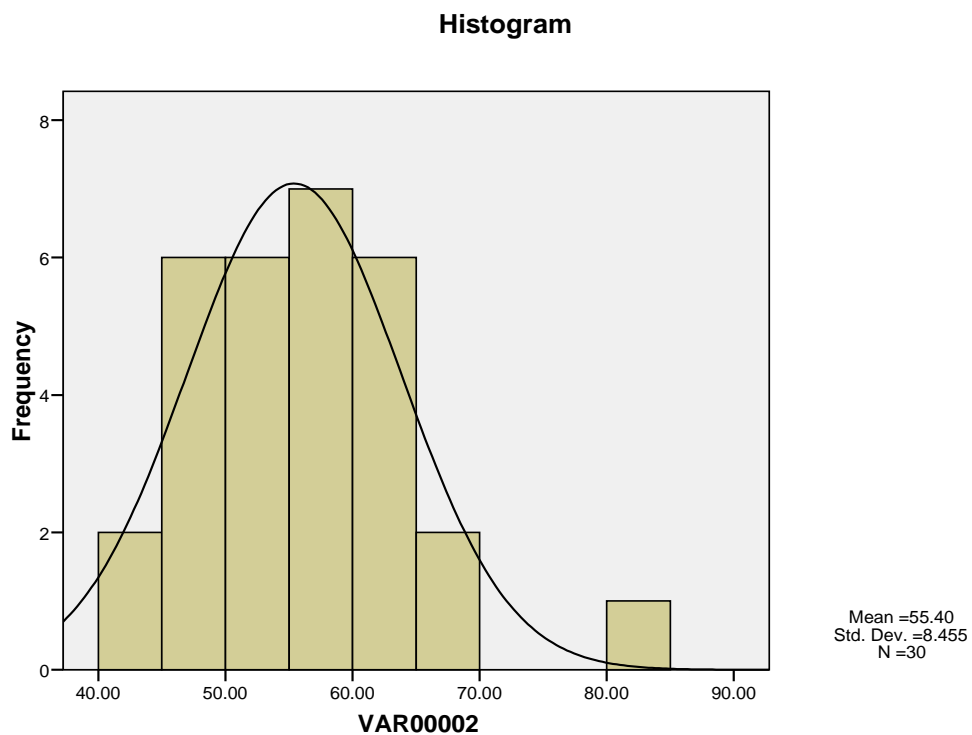
Histogram IV. 1

Histogram

Mean =55.40
Std. Dev. =8.455
N =30

Table IV. 3
The Frequency of the Students' Problem in Using Simple Past in Narrative Paragraph

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18.00	1	3.3	3.3	3.3
	34.00	2	6.7	6.7	10.0
	36.00	2	6.7	6.7	16.7
	38.00	2	6.7	6.7	23.3
	40.00	2	6.7	6.7	30.0
	42.00	3	10.0	10.0	40.0
	44.00	4	13.3	13.3	53.3
	46.00	2	6.7	6.7	60.0
	48.00	1	3.3	3.3	63.3
	50.00	3	10.0	10.0	73.3
	52.00	3	10.0	10.0	83.3
	54.00	3	10.0	10.0	93.3
	56.00	1	3.3	3.3	96.7
	58.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

The table above shows that one of the students get 18, two of the students obtain 34, two of the students obtain 36, two of the students obtain 38, two of the students obtain 40, tree of the students obtain 42, four of the students get 44, two of the students get 46, one of the students get 48, tree of the students get 50, tree of the students get 52, tree of the students get 54, one of the students get 56, and one of the students obtain 58 in the problem of using simple past tense in writing narrative paragraph at the second year of Madrasah Aliyah Diniyah Putri Pekanbaru . Based on the data above, it can be concluded that many students still

have problems in using simple past in writing narrative paragraph shown by their low scores above.

Histogram IV. 2

Histogram

Mean =44.60
Std. Dev. =8.455
N =30
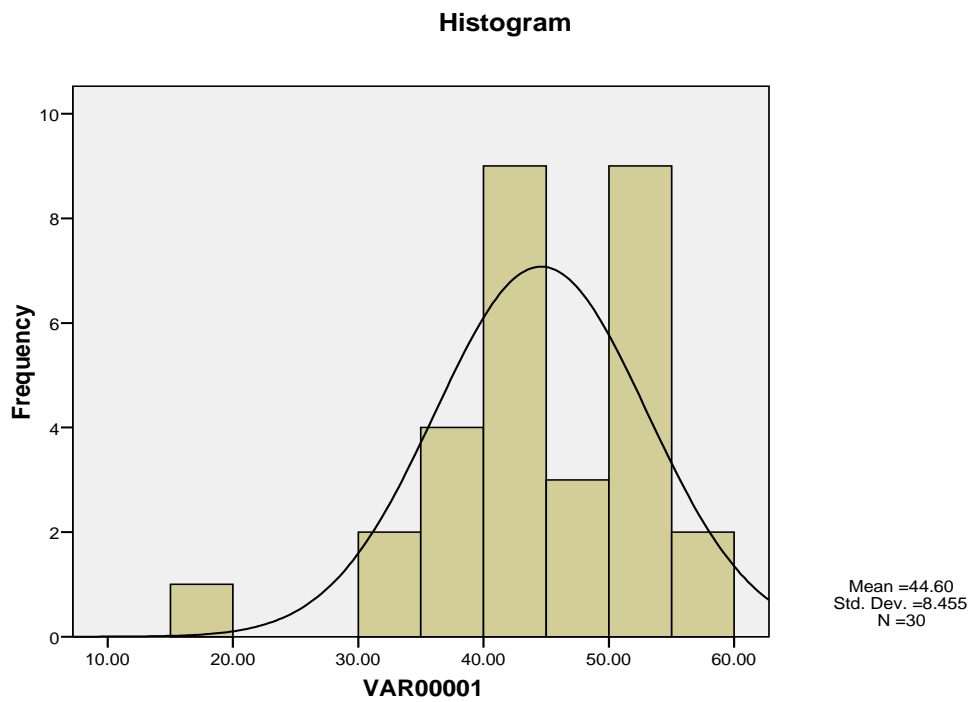
Furthermore, the scores of the students' problems in using simple past can be presented below:

Table IV. 4
The Frequency of the Students' Problem in Each Components of Simple Past in Narrative Paragraph

No	Student	Components				Total
		To be	Verb	Adverb	Not	
1	Student 1	6	8	0	4	18
2	Student 2	6	16	4	8	34
3	Student 3	12	10	16	6	44
4	Student 4	12	16	16	8	52
5	Student 5	12	14	12	4	42
6	Student 6	12	16	0	8	36
7	Student 7	8	10	12	4	34
8	Student 8	16	16	12	10	54
9	Student 9	16	12	8	4	40
10	Student 10	6	8	12	12	38
11	Student 11	12	16	4	12	44
12	Student 12	12	16	10	6	44
13	Student 13	12	16	12	2	42
14	Student 14	10	16	10	10	46
15	Student 15	10	12	4	12	38
16	Student 16	12	16	8	4	40
17	Student 17	16	20	8	8	52
18	Student 18	16	16	10	12	54
19	Student 19	12	16	12	8	48
20	Student 20	12	12	16	18	58
21	Student 21	16	16	6	4	42
22	Student 22	4	22	8	10	44
23	Student 23	10	14	12	10	46
24	Student 24	10	14	6	6	36
25	Student 25	16	18	12	4	50
26	Student 26	16	18	10	6	50
27	Student 27	18	18	12	4	52
28	Student 28	14	18	12	6	50
29	Student 29	18	20	12	6	56
30	Student 30	16	18	14	6	54
	Total	**368**	**458**	**290**	**222**	

B. Data Analysis

After the data concerning the students' problems in using simple past in writing narrative paragraph have been previously presented, the writer then analyzes them according to the appropriate statistical procedure.

1. **The students' problem in using "correct "to be" of simple past.** The data of this aspect can be supplied to the following formula:

$$P = \frac{f}{N} x 100\%$$

$$P = \frac{368}{30} x 100\%$$

$$P = 12.26\%$$

It indicates that the students' problems in using simple past is categorized into low since the obtained score is in the rank of 0% -40%.

2. **The students' problem in using verb of simple past**. The data of this aspect can be supplied to the following formula:

$$P = \frac{f}{N} x 100\%$$

$$P = \frac{458}{30} x 100\%$$

$$P = 15.26\%$$

It can be concluded that the students' problems in using simple past in this aspect is categorized into low since the obtained score is in the rank of 0% - 40%.

3. **The students' problem in using adverb of time of simple past.** The data of this aspect can be supplied to the following formula:

$$P = \frac{f}{N} x 100\%$$

$$P = \frac{290}{30} x 100\%$$

$$P = 9.66\%$$

It can be concluded that the students' problems in using simple past in this aspect is categorized into low since the obtained score is in the rank of 0% - 40%.

4. **The students' problem in using "not" of the negative form simple past.** The data of this aspect can be supplied to the following formula:

$$P = \frac{f}{N} x 100\%$$

$$P = \frac{222}{30} x 100\%$$

$$P = 7.4\%$$

It can be concluded that the students' problems in using simple past in this aspect is categorized into low since the obtained score is in the rank of 0% - 40%.

In general, the students' problems in using simple past tense can be calculated below:

$$D = \frac{M1 + M2 + M3....x100\%}{N}$$

$$D = \frac{368 + 458 + 290 + 222\,x100\%}{30}$$

$$D = \frac{1338\,x\,100\%}{30}$$

$$D = 44.6$$

The data are then confirmed to the criteria and the categorization of the students' problem:

1. If the problems of using simple past in writing narrative paragraph is bigger than or equal to 50%, the students' problems in using simple past in writing narrative paragraph is considered high.

2. If the problems of using simple past in writing narrative paragraph is smaller than or equal to 50%, the students' problems in using simple past in writing narrative paragraph is considered low.

Therefore, the students' problems in using simple past in writing narrative paragraph is considered low in the category of enough.

76%-100%   : Very High

56%-75%   : High

40%-55%   : Enough

0%-40%   : Low   (Suharsimi, 1979: 120)

CHAPTER V

CONCLUSION

A. Conclusion

From the analysis of data presented in the chapter above, the writer draws the following conclusion. The conclusion of this research is that:

1. The students' problem in using "correct "to be" of simple past is categorized into low since the obtained score is in the rank of 0% - 40%.

2. The students' problem in using verb of simple past is categorized into low since the obtained score is in the rank of 0% -40%.

3. The students' problem in using adverb of time of simple past is categorized into low since the obtained score is in the rank of 0% - 40%.

4. The students' problem in using "not" of the negative form simple past is categorized into low since the obtained score is in the rank of 0% - 40%.

5. In general, the students' problems in using simple past in writing narrative paragraph is considered low in the category of enough.

B. Suggestion

There are some suggestions written in this research. These suggestions are addressed to the students and to the teacher.

The suggestion for the students:

1. The students should study more about simple past in order to improve their narrative writing in using simple past.

2. The students should be active discussing writing tasks together with their friends or teacher to solve the problems, doing extra activity and tasks at home in order to improve their ability in writing.

The suggestion for the teachers:

1. The teacher should give more explanation and exercise to the students to reinforce them to develop their ability in using simple past in narrative paragraph.

2. The teacher should use varied approaches, methods, and techniques in teaching writing, especially in integrating Grammar into writing.

3. The teacher should motivate the students to learn English grammar, especially the use of simple past in narrative paragraph.

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