

CHAPTER I INTRODUCTION

A. The Background of the Problem

Nowadays, English has become a crucial language that takes important roles in communication. Moreover, we are entering the global information era where every nation in the world shares information to fulfill needs of knowledge. Considering to the global information era, English is essentially needed to be mastered by everyone because English is the first foreign language that is known important in the expansion of culture, art, science, technology, and in the relationship among countries in the world. As international language, English becomes a crucial field of study in Indonesian high school education. Both junior high school and senior high school students must master it with its four comprehensions: listening, reading, writing, and speaking.

Reading is one of skills which must be accomplished by the students. Nunan in Saputra (2014, p. 87) states that reading is a set of skills that involves making sense and deriving meaning from the printed word. Brown (2001, p. 291) states, “Reading comprehension is primarily a matter of developing efficient comprehension strategies for the majorities of the second language learners who already literate in their native language.” Reading perceives a written text in order to understand its contents. It means that the readers must read the text in order to get meaning and understand what the text is talking about. By reading, students will get the knowledge about how to use a language correctly and can easily catch the idea of a text.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Grammar or structure is one of the important components in learning English. Brown (2001, p. 347) gives the definition about grammar which is a system of rules governing the conventional arrangement and relationship of words in a sentence. Moreover, Azar (2006, p. xi) states that teaching grammar is the art of helping students look at how the language works and engaging them in activities that enhance language acquisition in all skill areas. Having knowledge of grammar will make students or learners easy to process and analyze sentences due to catch the meaning and idea of the sentences that they read or listen.

Grammar is linguistic elements other than lexical aspects that gives meaning (such as tense, gender, and case signifiers) and has function to establish the constraints of a linguistic system (that is, position of adjectives, sequence of object pronouns and so forth) (Berry, 1990, p. 31). Azar divides the tense into 12 tenses which indicate of 4 times indication; they are simple tenses, progressive tenses, perfect tenses, and perfect progressive tenses. The simple tense is categorized into simple present, simple past, and simple future. Moreover, the progressive tenses are divided into present progressive, past progressive, and future progressive. The perfect tenses separated into present perfect, past perfect and future perfect. And the last is perfect progressive tenses which are categorized into present perfect progressive, past perfect progressive, and future perfect progressive.

Based on the National Curriculum of state senior high school number 1 Sentajo Raya, one of basic competences which must be mastered by the students

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

is catching the meaning contextually related to the social function, generic structure, and language features of simple written and spoken recount text concerned with historical events. It means that the aim of the curriculum is to make the students be able to understand and take the lesson from recount text in the type of historical events. The score cumulative minimum standard (KKM) that has to be achieved by students for reading recount text is 60.

In order to reach the aim of the curriculum, the teacher taught the relevant tense which is appropriate to recount text. The relevant tense is simple past tense which is used to indicates that an activity or situation began and ended at a particular time in the past (Azar, 2002, p. 27). According to Swick (2005, p. 29), the simple past tense is used to show something that has happened in the past. Simple past tense is one of language features or grammatical structure which is used in recount text. Recount text and simple past tense are things which are always in the same place of conveying the terms.

According to Anderson in Sari and Al-Hafizh (2014, p. 214), recount text is a text which list and describe past experiences by retelling events in order to retell events with the purpose of either entertaining or informing the reader or listener. Hyland in Azhar (2015, p. 16) divides the common grammatical features of recount text are orientation, record of events, and re-orientation. In recount text, the writer tells the readers about his/her personal experience or tells others experience to readers which happen in the past. Therefore, in reading a recount text, the reader will get either new information or a happy thought.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Zulkifli (2016, p. 47) states that reading for foreign language learners can be very difficult due to grammatical rules, irregular verbs, and tricky letter combinations. Moreover, “Learners should be helped to develop the skills and knowledge needed for effective reading. The course should work on the sub-skills of reading and the language features needed to read, including phonemic awareness activities, phonics, spelling practice, vocabulary learning using word cards, and grammar study.” (Saputra, 2014, p. 92). Simple past tense is included in grammar. In other words, understanding simple past tense influences students’ reading comprehension.

Researcher did the preliminary research by interviewing an English teacher and observing two first-grade students of state senior high school number 1 Sentajo Raya, Kuantan Singingi regency. The students were science class student and social class student. The researcher gave each of them an observation sheet which consists of some questions related to their lesson of several kinds of text. When interviewing the teacher, the teacher said that she did the teaching learning process by using student-centered learning approach which focuses on skills and practices that enable lifelong learning and independent problem solving. Moreover, she did cooperative learning, and mostly applied discovery learning. After doing the discovery learning, she came to problem-based learning. The teacher found that most of students got some difficulties in understanding a recount text. It can be seen from the following phenomena:

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Some of students understood the simple past tense in the sentences, but when they encountered to reading a recount text, they were difficult to comprehend the text.
2. Some of students understood simple past tense, but they were not able to take the message from the text.
3. Some of students understood simple past tense, but they were not able to identify the component of recount text.
4. Some of students had low mastery in reading task even though they understood the simple past tense.

Therefore, the researcher is interested in conducting a research in order to analyze whether there is a significant correlation between students' understanding of simple past tense and their reading comprehension of recount text. Then the researcher is going to conduct a research entitled THE CORRELATION BETWEEN STUDENTS' UNDERSTANDING OF SIMPLE PAST TENSE AND READING COMPREHENSION OF RECOUNT TEXT AT FIRST GRADE OF STATE SENIOR HIGH SCHOOL 1 SENTAJO RAYA.

B. The Problem of the Research

1. The Identification of the Problem

In making the problems to be more detail, the researcher identifies them as follows:

- a. Why did the students have the difficulty to comprehend recount text while they understand the simple past tense?

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- b. Why did the students have the difficulty to grasp the message from the recount text while they understand simple past tense?
- c. Why did the students have the difficulty to identify the component of recount text while they understand simple past tense?
- d. Why did the students have low mastery in reading task even though they understand the simple past tense?

2. The Limitations of the Problem

In relation to the identification of the problem stated above, the researcher needed to limit the problem because of having limited time and fund. There are many interesting aspects to study regarding students' understanding of simple past tense and reading comprehension of recount texts, but the researcher focused on students' understanding of simple past tense (which included the using of regular verb, irregular verb, verb be, negative and interrogative sentence, and adverb of time) and reading comprehension of recount texts in which it involved determining the purpose, identifying the generic structure, details information of language feature, details information and implicit information of the recount text. There are five types of recount text, but the researcher limited them into three kinds of the text because the English teacher usually used three of them in teaching-learning process.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. The Formulation of the Problem

The problems of this research can be formulated in the following questions:

- a. How is students' understanding of simple past tense at first grade of state senior high school 1 Sentajo Raya?
- b. How is students' reading comprehension of recount text at first grade of state senior high school 1 Sentajo Raya?
- c. Is there any significant correlation between students' understanding simple past tense and their reading recount text at the first grade of state senior high school number 1 Sentajo Raya?

C. The Reason for Choosing the Title

There are several reasons why the researcher interested in conducting the research. The reasons are:

1. The title of this research has never been researched yet.
2. The title is relevant with the researcher to conduct the research investigation either in sector of found, time, or location.
3. To get the real data of the correlation between students' understanding of simple past tense and reading comprehension of recount text.

D. The Objectives and the Significance of the Research

1. The Objectives of the Research

Based on the formulation above, the objectives of the research as follow:

- a. To find out the students' understanding of simple past tense.
- b. To find out students' reading comprehension of recount text.

c. To find out whether there is a significant correlation between students' understanding of simple past tense and reading comprehension of recount text.

The main reason why it is important to find out students' understanding of simple past tense and students' reading comprehension of recount text at first grade of state senior high school 1 Sentajo Raya is to provide the real data of students' understanding of simple past tense and real data of students' reading comprehension of recount text for the teacher. Therefore the teacher and the readers got factual information about students' understanding of simple past tense and students' reading comprehension of recount text at first grade of state senior high school 1 Sentajo Raya. Then it is also important to find out the correlation between two of them because the teacher can be more focus on teaching grammar to improve students' reading comprehension.

2. The Significance of the Research

a. This research is beneficial to the researcher as students in learning how to conduct an educational research.

b. To provide useful information for the readers in conducting a research

c. To fulfill one of requirements to finish the researcher's study in State Islamic University Sultan Syarif Kasim Riau.

E. The Definition of Terms

It is needed for the researcher to state the operational definition of terms used to avoid misunderstanding and misinterpretation of the research. The definitions are explained below:

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. Correlation

According to Cambridge Advanced Learner's Dictionary, correlation means a connection between two or more things, often one in which one of them causes or influences the other. Moreover, in Oxford Learner's Pocket Dictionary, correlation means connection between two things in which one thing changes as the other does. The researcher wants to find out the correlation between two variables in which this term related to correlational research design. In this case is the correlation between students' understanding of simple past tense and reading comprehension of recount text.

2. Understanding

Based on Oxford Learner's Pocket Dictionary, understanding means knowledge. Moreover, according to Cambridge Advanced Learner's Dictionary, understanding is knowledge about a subject, situation, etc. or about how something works. In this case is the students' understanding of simple past tense.

3. Simple Past Tense

According to Azar (2002, p. 27), "The simple past indicates that an activity or situation *began and ended at a particular time in the past.*"

4. Reading Comprehension

Reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding concepts and information presented in a text (Blanton et al., 2007; Neufeld 2006; Rapp et al., 2007 in Westwood, 2008, p. 31). The kinds of instruments which can be used are multiple choices, essay writing, cloze task, etc.

5. Recount Text

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that is used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence (Hyland in Azhar, 2015, p. 15).

Hak Cipta Diindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.