



**THE CORRELATION BETWEEN STUDENTS' MASTERY OF PAST
TENSE AND THEIR ABILITY IN WRITING RECOUNT
TEXT AT VOCATIONAL HIGH SCHOOL**

1 TEMBILAHAN

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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU**

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State Islamic University of Sultan Syarif Kasim Riau



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TEXT AT VOCATIONAL HIGH SCHOOL**

1 TEMBILAHAN



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A Thesis

Submitted as partial fulfillment of the Requirements
for Bachelor Degree of English Education
(S. Pd)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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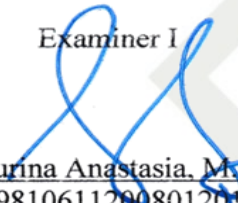
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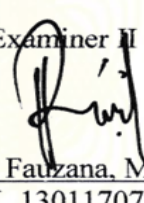
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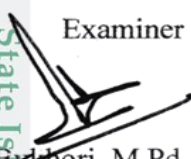
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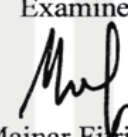
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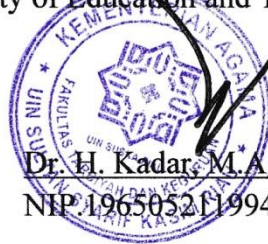

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Certify that this skripsi entitled **“The Correlation Between Students’ Mastery of Past Tense and Their Ability in Writing Recount Text at Vocational High School 1 Tembilahan”** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others’ opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

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ABSTRACT

Sopie Diana Fitriah, (2021):

The Correlation between Students' Mastery of Past Tense and Their Ability in Writing Recount Text of Vocational High School 1 Tembilahan.

The main objectives of this research were to know whether there is a correlation between students' mastery of past tense and their ability in writing recount text. The type of this research was correlational design. In this research, the total sample was 34 students chosen from the population of this research. In collecting the data, the writer used test namely grammar test and writing test. While, in analyzing the data, the writer used *Spearman's rho* Correlation. Based on the data analysis, *Spearman's rho* analysis for students' mastery of past tense and students' ability in writing recount text, it is known that r observed is 0.256. With degree of significance 1%, the score of r table obtained is 0.286, therefore, $r_{observed} < r_{table}$ ($0.256 < 0.286$); meanwhile, with degree of significance 5%, the score of r_{table} obtained is 0.338, therefore, $r_{observed} > r_{table}$ ($0.256 > 0.338$); the result showed that the score is not significantly correlated between students' mastery of past tense and students' ability in writing recount text at at tenth grade of SMKN 1 Tembilahan.



ABSTRAK

Sopie Diana Fitriah, (2021):

Hubungan Antara Penguasaan Past Tense Siswa dan Kemampuan Mereka Didalam Menulis Teks Recount di SMK 1 Tembilahan.

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara penguasaan past tense siswa and kemampuan mereka didalam menulis teks recount. Jenis dari penelitian ini adalah desain korelasi. Didalam penelitian ini, jumlah sampelnya adalah 34 siswa yang dipilih dari populasi dalam penelitian ini. Didalam mengumpulkan data, peneliti menggunakan test yaitu tes grammar dan tes writing. Sementara itu, didalam menganalisa data, peneliti menggunakan *Spearman's rho* Correlation. Berdasarkan analisis data, analisis *Spearman's rho* untuk penguasaan past tense siswa dan kemampuan siswa didalam menulis teks recount diketahui bahwa r hitung adalah 0,256 dengan tingkat signifikansi 1%, nilai r tabel didapat adalah 0.286. Oleh karena itu r hitung < r tabel ($0.256 < 0.286$); sementara pada tingkat signifikansi 5%, nilai r tabel didapat adalah 0.338. Oleh karena itu, r hitung > r tabel ($0.256 < 338$); Hasil penelitian menunjukkan bahwa nilai secara signifikan tidak berhubungan antara penguasaan past tense siswa and kemampuan mereka didalam menulis teks recount di SMKN 1 Tembilahan.

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ملخص

صافية ديانا فطرية، (٢٠٢١) : العلاقة بين إتقان التلاميذ في زمن الماضي البسيط وقدرتهم على كتابة نص سردي في المدرسة الثانوية المهنية الحكومية

الغرض الرئيسي من هذا البحث هو معرفة ما إذا كانت هناك علاقة بين إتقان التلاميذ في زمن الماضي البسيط وقدرتهم على كتابة نص سردي. نوع هذا البحث هو تصميم الارتباط. عدد العينة فيه 34 تلميذا تم اختيارهم من السكان. في جمع البيانات، استخدمت الباحثة الاختبارات، وهي الاختبارات التحكيم والاختبارات الكتابية. وفي الوقت نفسه، في تحليل البيانات، استخدمت الباحثة سبريمان للارتباط. استناداً إلى تحليل البيانات وتحليل سبريمان للارتباط لإتقان التلاميذ في زمن الماضي البسيط وقدرتهم على كتابة نص سردي، من المعروف أن عدد r هو ٢٥٦.٠ بمستوى أهمية ١٪، وقيمة جدول r التي تم الحصول عليها هي ٢٨٦.٠. لذلك عدد r حساب $r > ٢٨٦.٠ > ٢٥٦.٠$ ؛ بينما عند مستوى أهمية ٥٪، تكون قيمة r جدول التي تم الحصول عليها ٣٣٨.٠ لذلك، r حساب $r < ٣٣٨.٠ > ٢٥٦.٠$ ؛ أظهرت النتائج أن الدرجات لم تكن مرتبطة بشكل كبير بين إتقان التلاميذ في زمن الماضي البسيط وقدرتهم على كتابة نص سردي في المدرسة الثانوية المهنية الحكومية.

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LIST OF CONTENTS

SUPERVISOR APPROVAL	i
EXAMINER APPROVAL	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	v
ABSTRAK	vi
.....	vii
LIST OF CONTENTS	viii
LIST OF TABLES	xi
LIST OF CHARTS	xiii
LIST OF APPENDICES	xiv
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. The Problem	4
1. Identification of problem.....	4
2. Limitation of the problem	5
3. Formulation of the problem	5
C. The Objective and Significance of the Research	6
1. The Objective of the research	6
2. The Significant of the research	6
D. The Reason for choosing the title	7
E. The Definition of term.....	7
1. Correlation	7

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2. Students' Mastery of Past Tense	8
3. Ability in Writing Recount Text	8

CHAPTER II REVIEW OF RELEVANT LITERATURE

A. The Theoretical Framework.....	9
1. Teaching of Simple Past Tense	9
2. Definition of Writing	21
3. Simple Past Tense in Writing Recount Text.....	22
4. The Significant Correlation between Mastery of Past Tense and Writing Recount Text	25
B. The Relevant Research.....	26
C. The Operational Concept	28
D. The Assumption and the Hypothesis	31
1. The Assumption	31
2. The Hypothesis.....	31

CHAPTER III METHOD OF THE RESEARCH

A. The Research Design	32
B. The Location and the Time of Research	32
C. The Subject and Object of Research	33
D. The Population and Sample of Research	33
E. The Technique of Data Collection	35
1. Grammar Test	35
2. Writing Test	35
F. Validity and Reliability.....	37
1. Validity Test	37



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2. Reliability Test	39
G. Technique of Data Analysis	41

CHAPTER IV DATA PRESENTATION AND DATA ANALYSIS

A. The Data Presentation	42
1. Data Presentation of Students' Mastery of Past Tense	42
2. Data Presentation of Students' Ability In Writing Recount Text	46
3. Data presentation of Stundets' Mastery of Past Tense and Ability in Writing Recount Text	49
B. The Data Analysis	51
1. The Normality Test	51
2. Descriptive Analysis	51
3. Inferential Analysis	53

CHAPTER V CONCLUSION AND SUGGESTION

A. The Conclusion	55
B. The Suggestion.....	55

REFERENCES

APPENDICES

CURRICULUM VITAE



LIST OF TABLES

Table II.1	The Formula of Simple Past Tense in Verbal Sentence using Regular Verb	10
Table II.2	The Table of Irregular Verb	12
Table II.3	The Formula of Simple Past Tense in Verbal Sentence using Irregular Verb	18
Table II.4	The Formula of Simple Past Tense in Nominal Sentence using To Be “Was” for Singular Nouns	19
Table II.5	The Formula of Simple Past Tense in Nominal Sentence using To Be “Were” for Plural Nouns	20
Table II.6	The Generic Structure of Recount Text	23
Table II.7	Scoring Rubric of ESL Composition	29
Table III.1	The Population of the Research.....	33
Table III.2	The Sample of the Research.....	34
Table III.3	Blueprint of Grammar Test	35
Table III.4	Scoring Rubric of ESL Composition	36
Table III.5	The Validity Test Result Result of Past Tense.....	38
Table III.6	Level of Reliability.....	39
Table III.7	Reliability of Simple Past Test.....	40
Table III.8	Reliability of Writing Test	40
Table IV.1	Students’ Mastery of Past Tense Score	42
Table IV.2	Students’ Ability in Writing Recount Text Score	46
Table IV.3	The Score of Students’ Mastery of Past Tense and Students’ Ability in Writing Recount Text	49

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Table IV.4

Test of Normality 51

Table IV.5

Descriptive Statistics Students' Mastery of Past Tense Score.. 52

Table IV.6

Descriptive Statistics Students' Ability in Writing Recount
Text Score 52

Table IV.7

The Correlation Between Students' Mastery of Past Tense and
Their Ability in Writing Recount Text at Tenth Grade of
SMKN 1 Tembilahan 53

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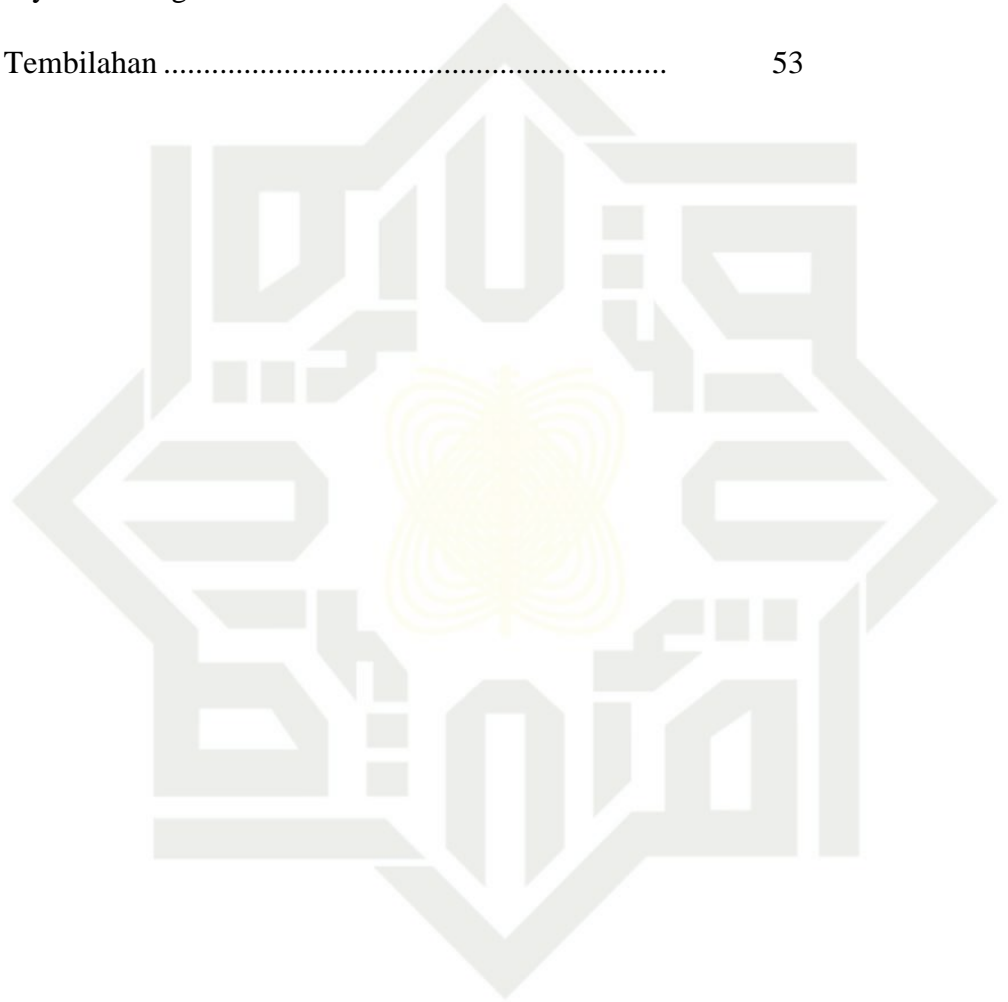
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LIST OF CHARTS

Chart IV.1	The Frequency Score of Students' Mastery of Past Tense Score	44
Chart IV.2	The Percentage of the Interval Score Distribution of the Students' Mastery of Past Tense	45
Chart IV.3	The Frequency and Percentage of Students' Ability in Writing Recount Text	48
Chart IV.4	The Percentage Interval Score Distribution of Students' Ability in Writing Recount Text	48

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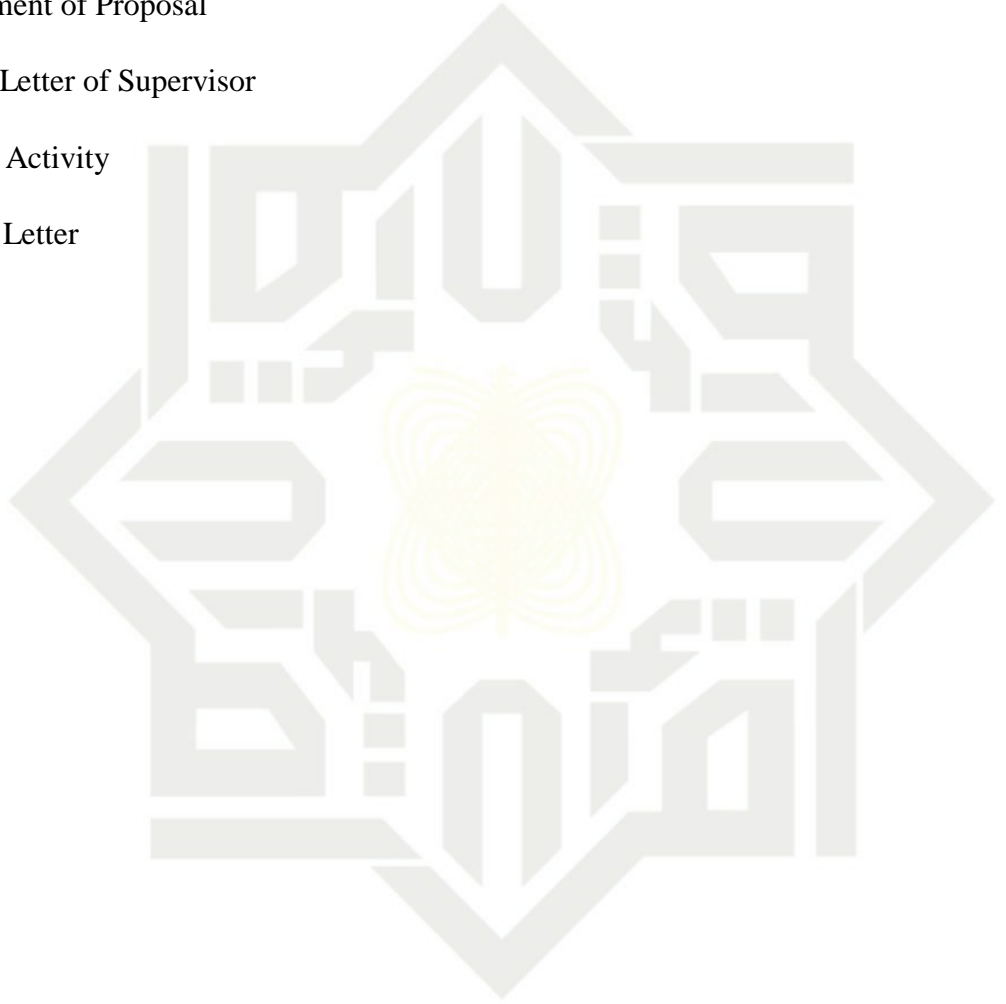
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- Appendix 1 Silabus
- Appendix 2 Research Instrument
- Appendix 3 Students' Score
- Appendix 4 Improvement of Proposal
- Appendix 5 Decision Letter of Supervisor
- Appendix 6 Guidance Activity
- Appendix 7 Research Letter



UIN SUSKA RIAU



CHAPTER I

INTRODUCTION

A. Background of the Study

English is one of the international languages that used by many people in the world. Therefore, the English language shall be studied in the Indonesian education so that students can compete in the international world. English has been taught from elementary school up to university level. It means that English has an important role so that it is taught in Indonesia's school. Although English has been taught from elementary school, it can be seen there are many students are not able to communicative well orally or written and they have a low score of English subject.

In English language learning, there are four aspects or skills which should be mastered by the students, they are speaking, listening, reading and writing. From those four skills, writing is the skill that contains ideas or knowledge in written language. According to Elbow (1973, p.14) writing is a two – step process. The first process is figuring out the meaning and the second process is putting the meaning into language. In addition, Harmer (2001, p.245) states that writing as one of productive skills beside speaking which is encourage students to focus on accurate language use to produce the information in written. Writing expresses what the students think because writing process reflects things in our mind such discourse or text. Furthermore, Langan (1984) in Banu, Jamiluddin, Nadrun (2015) stated that writing is a skill like driving, typing, or even preparing a good meal. The statement shows everybody can write a good writing, but they have to learn how to write correctly before starting to write.

Furthermore, in order to be skilled writer, the students must capable in using the components of language. It means that, mastering the writing skill is not enough if the students are not studying about the language components such as vocabulary, sound system,



and grammar. Grammar in particular, is another component which can be support the four skills in English language learning. Grammar is a set of rules that govern the formation of sentences. Based on Thornburry (1999, p.4) grammar is a process for making a writer's meaning clear when contextual information is lacking. In other words, without good grammar, it will cause a bad writing. Correct writing simply means writing without contains any mistakes such as grammars, punctuations, or spelling and it fulfills the writer's intention and meets the audience's needs.

Grammar mastery is important in writing a text. Without the correct usage of grammar, the written text will not be understood by readers because in written form we do not have direct interaction with the readers as we usually do in speaking. There are various ways to organize sentence in a piece of writing. One of them is in the form of recount text. Recount text is one of the texts that retells us about events, experiences and actions that happens in the past (Djuharie, 2009:171). In general the tense that is often used in recount is past tense form. Azar (1999:27) states, "Simple past indicates that an activity or situation began and ended at a particular time in the past". It is clear that we use simple past when someone wants to express action or activity which happens in the past. To make a good recount text, the writer has to choose the correct tenses and they also should know many vocabularies because text is an arrangement of words, sentences and paragraphs.

In writing recount text, the common tense that often used is past tense. The past tense is a tense that indicates an event happened in the past. According to Frank (1972:73), "the past tense indicates definite time terminating in the past, whether a time word is given or not. There are four kinds of past tense that we should know; simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.



One of the competencies that high school students including vocational students should be studied is writing recount text with the correct tense. SMKN 1 Tembilahan is one of formal educational institutions that provides English as compulsory subject. The purpose of the English teaching and learning in the classroom is to develop and to master language components and language skills. The teacher has given some books to them to improve their ability in understanding grammar. The teacher also teaches the students to write many kinds of text such as recount, narrative, procedure, descriptive text, and report text. In this research, the researcher only discussed about recount text. In 2013's curriculum, vocational students are required to write various texts. In writing recount text, for example. Recount text is a piece of text that retells past events, which are usually told in order to which they happened. Teaching recount text purposed to report, to tell, to share experiences and take a representative of the text. In learning recount text, grammar plays its own roles.

However, based on researcher's preliminary study at SMKN 1 Tembilahan, the students still face various difficulties in English, especially in writing recount text. From the passing grade which have been set by the school, not all students were able to achieve it. Some of students are still below 70 as a passing grade.

Based on the phenomena when the researcher had *Praktek Pengalaman Lapangan Terpadu (PPLT/Teaching Practice)* at SMKN 1 Tembilahan, the researcher found that the students got difficulties in writing text, especially recount text. Firstly, some of the students are good at writing texts, but still confused about using past tense in recount text. Secondly, some of the students could not construct a good sentence, but the students can arrange a good sentence in past tense form. Thirdly, some of the students still has difficulties to write recount text based on generic structure include of orientation, event and re-orientation. In English writing, most students think that to write well is not easy because it is more complex skill.



When students want to write, sometimes they think what first should be written and what kind of tenses should be used.

In addition, the researcher found limited research which that being the cases, the problem could be caused by various factors. Although, the preliminary study and theories above mentioned indicate that the problem is caused by students' mastery of past tense, it is still not known whether there is a correlation between students' mastery of past tense and their ability in writing recount text at Vocational High School 1 Tembilahan. Most of the previous research only focused on Ria Monalisa S. & Sri Ninta Tarigan (2020) the researcher said that the students have difficulty in learning simple past tense since it also has the rule of the changing of verb. This is because the students fail to understand the functions of tenses. For that reason, the teachers need a good method. Another researcher, by Astrid T. Saluman, Mister G. Maru, Deisyi A. Batunan (2019) said that focused on recount text. In school teaching context, writing recount text has been taught at Junior and Senior High school. So, students are expected to be able to write recount text well at Senior High school. But, every time students have writing tasks, they feel it is difficult to do and they commonly have a little enthusiasm for their writing tasks.

The phenomena describes about indicates that it is important to investigate the problems above in a study entitled : **“The Correlation between Students’ Mastery of Past Tense and Their Ability in Writing Recount Text At Vocational High School 1 Tembilahan”**.

B. Problem

1. Identification of the Problem

Based on the background of the study, the problems in this study can be stated as follows:



- a. Some of the students are good at writing texts, but still confused about using past tense in recount text.
- b. Some of the students could not construct a good sentence, but the students can arrange a good sentence in past tense form.
- c. Some of the students still has difficulties to write recount text based on generic structure include of orientation, event and re-orientation.

2. The Limitation of the Problem

In this study, researcher will examine the correlation between past tense and recount text. In teaching English, there are various types of grammar past tense, they are simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. Recount text is also divided into several types, namely personal recount, factual recount, and imaginative recount. The researcher have to limit the research problem.

As for the limit, the researcher will only examine simple past tense as variable X and personal recount text as variable Y. And the study will only involves the tenth grade of Vocational High School 1 Tembilahan as the subject of the study. In other words, the eleventh and twelfth students will not involved in this study.

3. Formulation of the Problem

- a. How is students' mastery of past tense at tenth grade of SMKN 1 Tembilahan?
- b. How is students' ability in writing recount text at tenth grade of SMKN 1 Tembilahan?
- c. Is there any significant correlation between students' mastery of past tense and their ability in writing recount text at tenth grade of SMKN 1 Tembilahan?



C. Objective and Significance of the Research

1. Objective of the Research

- a. To find out the students' mastery of past tense at tenth grade of SMKN 1 Tembilahan?
- b. To find out the students' ability in writing recount text at tenth grade of SMKN 1 Tembilahan?
- c. To find out whether there is or not a significant correlation between students' mastery of past tense and their ability in writing recount text at tenth grade of SMKN 1 Tembilahan?

2. Significance of the Research

- a. For English Teacher

For English teacher at SMKN 1 Tembilahan this study is beneficial to increase their knowledge of how to transfer ideas and communicate using effective way in teaching. In addition, after knowing the information in this study, teacher can use several strategies in presenting a good instructional to their students.

- b. For Students

As information for students that their mastery in past tense is connected with their writing in recount text. The awareness of past tense mastery is helpful to discover their own strength not only in mastering the grammar nor writing skill, but also to improve other skill in English language learning.

- c. For Research

This research can be useful as a way of contributing and practicing the knowledge that has been spent during college.

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d. For Further Research

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This study can be useful as a reference for other researchers who will raise the same theme but in different perspective.

D. Reason for Choosing the Title

There are some reasons why the writer is interested in carrying out this research. This research is conducted based on the following reasons.

1. The title of the research is relevant with the writer status as a student of English Education Department.
2. The title of the research has not been investigated by other researchers.
3. The location of the research facilitates the researcher to conduct the research.

E. Definition of the Term

In order to avoid misunderstanding and misinterpretation about the title and the content of this research, the researcher defines the terms that are used in this research as follows:

1. Correlation

Creswell (2012), stated that “Correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently”. It can be said that correlation is the statistical relationship between two variables in research. In this research, the researcher would like to find the correlation between Students’ Mastery of Past Tense and their Ability in Writing Recount Text. Students’ Mastery of Past Tense is variable X and Ability in Writing Recount Text is variable Y.



2. Students' Mastery of Past Tense

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The word 'mastery' means comprehensive knowledge or skill in a subject or accomplishment. And past tense is one of sixteen grammar tenses in English language. Azar (2003) stated that simple past tense is a tense which used to talk about activities or situations that began and ended in the past. Mastery of past tense means students' knowledge or skill in understanding and using the past tense comprehensively or broadly.

3. Ability in Writing Recount Text

Ability means possession of the means or skill to do something. Recount text according to Anderson (1997) is a piece of text that retell about past events which are usually told in order which they happened. Ability in writing recount text means the ability of students to retell their past experiences in written form

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CHAPTER II

REVIEW OF RELEVANT LITERATURE

A. Theoretical Framework

1. Teaching of Simple Past Past Tense

In terms of definition, different linguists define “past tense” differently. However, in substance, the definitions are more or less the same. Alexander (1990, p. 127) past tense is used to describe action which happened in the recent or distant past and to describe past habit. And according to Fanani (2012, p. 53) simple past tense states actions that began in the past and ended at a certain time in the past. Another expert who support these statements is Azar (2003, p. 25) that simple past tense is a tense which used to talk about activities or situations that began and ended in the past. The researcher conclude past tense as an activity or situation began, happened, occurred and ended in the past whether the time word is given or not.

Derive from Azar (2003, p. 25) expressing of simple past tense itself are :

- The simple past is used to talk about activities or situations that began and ended in the past (e.g., *yesterday, last night, two days ago, in 1999*).
Example : Mary **walked** downtown *yesterday*.
- Most simple past verbs are formed by adding **-ed** to a verb. Example: Bob **stayed** home *yesterday* morning.
- Some verbs have irregular past forms. Example : I **ate** breakfast this morning.
- The simple past forms of **be** are **was** and **were**. Example : She **was** busy yesterday.

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Similarly from Azar (2003, p. 26) simple past tense consists of two forms.

They are simple past tense using verb which is divided into regular and irregular verb also simple past tense using “to be”.

Verb is a word that used to describe an action, state, or occurrence and forming the main part of predicate of a sentence. Another definition, verb is the action word in a sentence that describe what the subject is doing. For example : *study, play, cook, etc.*

Simple past tense using “verb” means that the word used to explain an action in the past. There are two forms of verb that used in simple past tense, they are regular verb and irregular verb. As stated by Azar (2003, p. 28) regular verbs always end with a “- d” in the simple past, but, we do not always pronounce the “- d” ending in the sameway. We usually use “- ed” to the base form of the verb. Example : *open – opened, wait – waited, etc.*

The formula and example can be seen on the tables below :

Table II. 1

The Formula of Simple Past Tense in Verbal Sentence using Regular Verb

Affirmative Form

Pattern / Formula	Subject	Verb in Base Form	Example
Subject + Verb 2 (Regular Verb) + O	I	Open	I <i>opened</i> the door for Leon
	You	Fix	You <i>fixed</i> it yourself
	They	Accept	They <i>accepted</i> the coffee
	We	Enter	We <i>entered</i> the ballroom
	She	Cry	She <i>cried</i> because of romance movie
	He	Fry	He <i>fried</i> the chicken
	It	Play	It <i>played</i> with Zaara



Negative Form

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Subject + Did Not + Verb 1
(Base Form) + O

Interrogative Form

Pattern / Formula

Did + Subject + Verb 1
(Base Form) + Object +
Question Mark (?)

Pattern / Formula	Subject	Verb in Base Form	Example
Subject + Did Not + Verb 1 (Base Form) + O	I	Open	I <i>did not open</i> the door for Leon
	You	Fix	You <i>did not fixed</i> it yourself
	They	Accept	They <i>did not accept</i> the coffee
	We	Enter	We <i>did not enter</i> the ballroom
	She	Cry	She <i>did not cry</i> because romance movie
	He	Fry	He <i>did not fry</i> the chicken
	It	Play	It <i>did not play</i> with Zaara

Pattern / Formula	Subject	Verb in Base Form	Example
Did + Subject + Verb 1 (Base Form) + Object + Question Mark (?)	I	Open	<i>Did I open</i> the door for Leon?
	You	Fix	<i>Did you fix</i> it yourself
	They	Accept	<i>Did they accept</i> the coffee?
	We	Enter	<i>Did we enter</i> the ballroom
	She	Cry	<i>Did she cry</i> because of romance movie?
	He	Fry	<i>Did he fry</i> the chicken?
	It	Play	<i>Did it play</i> with Zaara?

Meanwhile, some irregular verbs have the same form in all parts, example : *hit*

- *hit* - *hit*, *cut* - *cut* - *cut*. Some change one part only, example : *keep* - *kept* - *kept*, *make* - *made* - *made*, *sell* - *sold* - *sold*. And some change two parts, example : *break* - *broke* - *broken*, *know* - *knew* - *known*, *ride* - *rode* - *ridden*. The table below is the list of regular verb listed by Cambridge Dictionary.



Table II.2

The Table of Irregular Verb

Base Form	Infinitive	Past Participle
beat	beat	Beaten
become	became	Become
begin	began	Begun
bend	bent	Bent
bet	bet	Bet
bite	bit	Bitten
bleed	bled	Bled
blow	blew	Blown
break	broke	Broken
breed	bred	Bred
bring	brought	Brought
build	built	Built
burn	burnt/burned	burnt/burned
buy	bought	Bought
Catch	caught	Caught
Choose	chose	Chosen

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Come	came	Come
Cost	Cost	Cost
Cut	Cut	Cut
Do	Did	Done
Dig	Dug	Dug
Draw	Drew	Drawn
Dream	dreamt/dreamed	dreamt/dreamed
Drink	drank	Drunk
Drive	drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Feed	Fed	Fed
Feel	Felt	Felt
Fight	fought	Fought
find	found	Found
fly	flew	Flown
forget	forgot	Forgotten
forgive	forgave	Forgiven

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freeze	froze	Frozen
get	got	Got
give	gave	Given
go	went	Gone
grow	grew	Grown
have	had	Had
hear	heard	Heard
hide	hid	Hidden
hit	hit	Hit
hold	held	Held
hurt	hurt	Hurt
keep	kept	Kept
Know	Knew	Known
Lay	Laid	Laid
Lead	Led	Led
Lean	leant/leaned	leant/leaned
Leave	Left	Left
Lend	Lent	Lent

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Let	Let	Let
Lose	Lost	Lost
Make	made	Made
Mean	meant	Meant
Meet	Met	Met
Pay	Paid	Paid
Put	Put	Put
Quit	Quit	Quit
read /ri:d/	read /red/	read /red/
Ride	Rode	Ridden
ring	rang	Rung
rise	rose	Risen
run	ran	Run
say	said	Said
see	saw	Seen
sell	sold	Sold
send	sent	Sent
set	set	Set

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shake	shook	Shaken
shine	shone	Shone
shoe	shod	Shod
shoot	shot	Shot
show	showed	Shown
shrink	shrank	Shrunk
shut	shut	Shut
sing	sang	Sung
Sink	Sank	Sunk
Sit	Sat	Sat
Sleep	slept	Slept
Speak	spoke	Spoken
Spend	spent	Spent
Spill	spilt/spilled	spilt/spilled
Spread	spread	Spread
Speed	Sped	Sped
Stand	stood	Stood
Steal	Stole	Stolen

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Stick	Stuck	Stuck
Sting	stung	Stung
Stink	Stank	Stunk
Swear	swore	Sworn
Sweep	swept	Swept
Swim	Swam	Swum
swing	swung	Swung
take	took	Taken
teach	taught	Taught
tear	tore	Torn
tell	told	Told
think	thought	Thought
throw	threw	Thrown
understand	understood	Understood
wake	woke	Woken
wear	wore	Worn
win	won	Won
write	wrote	Written

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The formula and example can be seen on the tables below :

Table II.3

The Formula of Simple Past Tense in Verbal Sentence using Irregular Verb

Affirmative Form

Pattern / Formula	Subject	Verb in Base Form	Example In Irregular Verb
Subject + Verb 2/Simple Past (Irregular Verb) + O	I	Bring	I <i>brought</i> some cheese
	You	Build	You <i>built</i> Runa's house
	They	Forbid	They <i>forbade</i> us to enter the area
	We	Sleep	We <i>slept</i> under the moonlight
	She	Pay	She <i>paid</i> the bill by herself
	He	Steal	He <i>stole</i> my money!
	It	Become	It <i>became</i> stronger than before

Negative Form

Pattern / Formula	Subject	Verb in Base Form	Example In Irregular Verb
Subject + Did Not + Verb 1 (Base Form) + s/er	I	Bring	I <i>did not bring</i> the cheese
	You	Build	You <i>did not build</i> Runa's house
	They	Forbid	They <i>did not forbid</i> us to enter the area
	We	Sleep	We <i>did not sleep</i> under the moonlight
	She	Pay	She <i>did not pay</i> the bill by herself
	He	Steal	He <i>did not steal</i> my money!
	It	Become	It <i>did not become</i> stronger

Interrogative Form

Pattern / Formula	Subject	Verb in Base Form	Example In Irregular Verb
Did + Subject + Verb 1 / Base Form (Irregular)	I	Bring	<i>Did I bring</i> the cheese?
	You	Steal	<i>Did you steal</i> my money?

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Verb) + Object +
Question Mark (?)

They	Forbid	<i>Did they forbid us to enter the area?</i>
We	Sleep	<i>Did we sleep under the moonlight?</i>
She	Pay	<i>Did she pay the bill by herself?</i>
He	Build	<i>Did he build Runa's house?</i>
It	Become	<i>Did it become stronger than before?</i>

“To be” which used in simple past tense are “was” and “were”. “Was” is used for subject pronoun : I, She, He, and It or other singular nouns (Azar, 2003, p.26). The formula and example is shown on the table below.

Table II.4

The Formula of Simple Past Tense in Nominal Sentence using To Be “Was” for Singular Nouns

Affirmative Form

Pattern / Formula	Subject	Example
Subject + To be (Was) + Non Verb (Noun/Adjective/Preposition/Adverb)	I	<i>I was a dancer in 2010</i>
	She	<i>She was late yesterday</i>
	He	<i>He was sick last week</i>
	It	<i>It was a beautiful necklace</i>

Negative Form

Pattern / Formula	Subject	Example
Subject + To be (Was) + Not + Non Verb (Noun/Adjective/Preposition/Adverb)	I	<i>I was not a dancer in 2010</i>
	She	<i>She was not late yesterday</i>
	He	<i>He was not sick last week</i>
	It	<i>It was not a beautiful necklace</i>

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Interrogative Form

Pattern / Formula	Subject	Example
To be (Was) + Subject + Noun/Adjective/Preposition/Adverb + Question Mark (?)	I	Was I a dancer in 2010?
	She	Was she late yesterday?
	He	Was he sick last week?
	It	Was it a beautiful necklace?

In other hand, “were” is used for subject pronoun : You, They, and We or other plural nouns. (Azar, 2003, p.26) The formula and example is shown on the table below.

Table II.5

The Formula of Simple Past Tense in Nominal Sentence using To Be “Were” for Plural Nouns

Affirmative Form

Pattern / Formula	Subject	Example
Subject + To be (Were) + Non Verb (Noun/Adjective/Preposition/Adverb)	You	You <i>were</i> a naughty kid
	They	They <i>were</i> a famous band group in 2019
	We	We <i>were</i> happy this morning

Negative Form

Pattern / Formula	Subject	Example
Subject + To be (Were) + Not + Non Verb (Noun/Adjective/Preposition/Adverb)	You	You <i>were not</i> a naughty kid
	They	They <i>were not</i> a famous band group in 2019
	We	We <i>were not</i> happy this morning

Interrogative Form

Pattern / Formula	Subject	Example
To be (Were) + Subject + Non Verb	You	<i>Were</i> you a naughty kid?
	They	<i>Were</i> they a famous band group

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(Noun/Adjective/Preposition/Adverb)

in 2019?

We

Were we happy this morning?

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2 Definition of Writing

Writing is one of the basic skills that should be mastered in learning English. Writing in language classroom is needed for learning and for testing their ability of the language itself. However, writing is not a simple skill. There are several stages that should be passed to achieve a good writing.

Langan (1984) in Banu, Jamiluddin, Nadrun (2015) stated that writing is a skill like driving, typing, or even preparing a good meal, in other words, this skill could be learn. This statement supported by Nunan (2003) in Marza and Hafidz (2013, p.683) said that writing can mean product or process. Writing is considered as a complex process because it goes through different stages to reach its final format (i.e, prewriting, writing and editing). Besides, it involves mental processes, thinking and rethinking to produce sentences.

According to Elbow (1973, p.14) writing is a two – step process. The first process is figuring out the meaning and the second process is putting the meaning into language. In addition, Harmer (2001, p.245) states that writing as one of productive skills beside speaking which is encourage students to focus on accurate language use to produce the information in written. Writing expresses what the students think because writing process reflects things in our mind such discourse or text. Furthermore,. All these statements supported by Brown and Susan (1989, p.6) that writing process has three important units. They are : preparing, drafting, and revising.

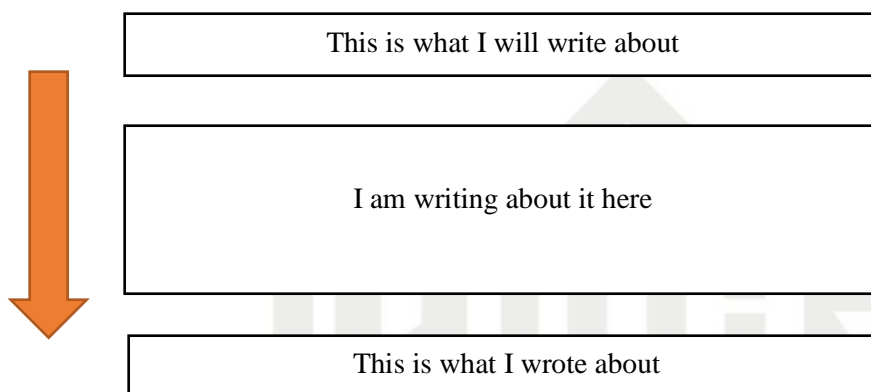
Boardmand and Frydenberg (2008, p.xv) explained that English Writing is fairly simple. English uses a straight line from beginning to ending. The beginning should say what the article is going to be about, the middle part should talk about the

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topic of the article, and the ending should say what the article was about. This is the diagram of the English style of writing :

Diagram II.1

English Style of Writing



3. Simple Past Tense in Writing Recount Text

The students at tenth grade learn some types of text in writing, one of them is recount text. Pradini (2010) states recount text is a text that describes someone experience that happened in the past. It tells past event and uses tenses that have the function to tell story in past tense. Another definition of recount text is from Knapp and Watkins (2005, p.223) who stated that recount is the simplest text type. Moreover, based on Nuraini, Refnita, Roza (2013), Recount thext is to tell the reader what happened in the past. As well as the other expert, Brown and Susan (1989, p.121) uttered that recount text is the stories you write that could be about the events from your life.

Formally, recount are sequential text that do little more than sequence a series of events. This is a text which retell past event as they happen in time order. It may be factual, personal, or imaginative which purposed to entertain or inform the readers.



In other words, it is clear that recount text is a type of text that used to retell past event in time order purposed to entertain or inform the reader. Because the text is retelling something that happen in the past, the tense that used in this text is past tense.

In writing recount text, the students have to pay attention to its language features. Pradini (2010, p. 60) declare that language features of personal recount text use past tense. Example : On Friday, we *went* to the Blue Montains. It also use connectors to put the events in order. Example : *First*, we stayed at David and Della's House. *Then*, we have a cup of tea there. A personal recount also describes events. So, there are many verbs or action verbs or action word used. Example : *Went, Stay, Saw, Tired*, etc. And personal recount uses mainly 1st person (I or we). Example : *We* went to Jogja.

By the same token, Derewianka (1990) in Nuraini, Refnita, Roza (2013, p.2) revealed that recount text relates to the generic structure and language features. The generic structure of recount text consists of three parts : Orientation, series of events, and reorientation. Whereas, the language features used in recount text are using past tense, using action verbs, focusing on specific participants, and using time connectives.

The generic structures of recount text can be shown on the table below :

Table II.5

The Generic Structure of Recount Text

Title	Visiting Uncle's House
Orientation	The last semester vacation was an unexpected holiday. Because, I didn't have any vacation schedule. But, my father gave me a surprise. I was very happy and excited to visit my uncle who had not met for two years. Also, I will



Series of Event

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have plenty to do there.

I prepared everything needed to go on vacation. After that, dad invited me to go to the terminal because we did left at 05.00 pm. The trip that must be taken to Panyabungan was around 13 hours. Along the way, I saw such an amazing view from the bus window.

The next day, we arrived at 08.00 am. I didn't expect them to gather to greet us. On the day, I had to take a rest for freshen my body.

The second day there, I did taken by my uncle to go to the garden to harvest oranges. The location of garden was not far from Uncle's house. Arriving there, I was happy to be able to pick oranges directly from the tree. The oranges that had been picked were sold and some were for souvenirs.

The third day, I and uncle went to the river for take a bath. I did amazed to see the water that was so clear. There, I found many people busy to washing and bathing.

The holiday was over, I had to go back to Medan to continue the routine activities. While there, I got a lot of experience and visited family that I had never met before.

Although it was a short vacation, it was a memorable holiday for me. I got a lot of experience there

In other words, the generic structure of Recount Text that stated by expert mentioned is having the same structure with the English Writing style that had been explained by Boardmand and Frydenberg (2008, p.xv).



Figure II.1

The Example of Recount Text

Very Tired Day

Last Tuesday was a busy day for me. I spent my time to do a lot of activities from my senior high school to my home. I had no time to take a rest.

First, at the morning, I went jogging. After that I went to school to study until 3.00 pm. From my school, I went to Sanggarian sport hall to practice badminton until 8.00 pm. I practiced hard because that I felt very tired. After that, I went home. But when I would sleep, I remembered there was some homeworks that I had to do. I did my homeworks until 11.40 pm. And finally I could take a rest in my bed.

Those activities made my day busy and I felt very tired.

4. The Significant Correlation between Mastery of Past Tense and Writing Recount Text

The significant correlation of mastery simple past tense and students' ability in writing recount text is if the student have a good understanding in using the grammar past tense, it will be easy for them to write the recount text in appropriate manner. It also explained by Tulak (2016) that the students who have good understanding and master the past tense, have a great quality in writing the recount text and meet the requirements of writing recount text. In conclusion, there would be no recount if the students can not understand the grammar of past tense.

The storage of vocabulary also become the another aspect to have a good writing by the students. Supported by Lopez (2006) in Astri (2017, p. 2) vocabulary is obviously a very important element within a language as the overwhelming majority of meaning is carried lexically; and learning a language cannot be reduced, of course, to only learning vocabulary. In other words, if the students have wide storage of vocabulary in past tense, they might have a perfect recount text.

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B. Relevant Research

Relevant research is designed in order to avoid plagiarism. Syafii (2018) states relevant research is required to observe some previous researchers conducted by other researchers in which they are relevant to the research that the researcher is conducting.

1. Lidwina Tulak, Jamiluddin, and Nadrun (2016) conducted a research titled "Correlation between Mastery of Simple Past Tense and The Ability in Writing Recount Text at Tenth Grade". The objective of this research was to find out the correlation between students' mastery of past tense and the ability in writing recount text. The research population was the tenth grade students of SMA Negeri 1 Torue. The research sample was XD which consisted of 32 students selected by using cluster random sampling technique. The techniques of data collection were questionnaire and tests. In analyzing the data, the researcher used Pearson's – Product Moment Correlation Coefficient and Significance of Coefficient Correlation formula, using 0.05 significant level with 30 (32 – 2) degree of freedom (df). The researcher found that the t counted (3.568) was higher than the t table (2.750). It means that there is a significant correlation between students' mastery of simple past tense and the ability in writing recount text at tenth grade of SMA Negeri 1 Torue.
2. Yuyus Nuraini, Lely Refnita, and Welya Roza (2013) also conducted the research titled "A Correlation Study between The First Year Students' Simple Past Tense Mastery and Their Ability in Writing Recount Text at SMAN 1 Timpeh Dharmasraya. The research was aimed at finding out the correlation between simple past tense mastery and the ability in writing recount text. To analyze the data, the researcher used the Pearson Product – Moment Formula and calculated the data using Microsoft Excel and manual calculation. The researcher found out

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that the value of r - counted was 0.65 and the value of r – table was 0.36. It means that r - counted was higher than r - table. Therefore, the relationship between two variables was significant.

3. Sahlan B Zainal (2016) also conducted the research titled “A Correlation between Students’ Mastery of Simple Past Tense and Their Ability in Writing Recount Text”. This research aimed to find out the correlation between the students’ mastery of simple past tense and their ability in writing recount text at the eleventh grade students of SMAN 16 MAKASSAR in the academic year 2015/2016. The result of the research showed that the mean for the mastery of simple past tense was 30.76 mean for the writing ability of recount text was 59.06. From those data, 0.9201 was gotten for the coefficient r_{xy} . Because of the coefficient r_{xy} was not equal with 0, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was confirmed. Therefore, there was a significance correlation between students’ mastery of simple past tense and their ability in writing recount text at the eleventh grade students of SMAN 16 MAKASSAR in the academic year 2015/2016.
4. Mulyani (2016) also conducted the research titled “A Correlation Study between The First Year Students’ Simple Past Tense Mastery and Their Ability in Writing Recount Text ast SMA N 1 KOTAWARINGIN LAMA. The objective of the study is to find out the correlation between students mastery of past tense and students achievement in writing past recount text. The result of this research are as follows, the average score of students’ mastery of past tense is 59.9. The average of students’ achievement in writing past recount text is 64.41. The final result of correlation coefficient (r_{xy}) was 0.347 and the critical value from the formula of degree of freedom 1% is 0,403 and 5% is 0.312 it means that the result obtained



from the computation is greater than its critical value. Based on the finding, the table of “r” product moment show that the correlation value is on the “low” size, in which between 0.20-0.399. It meant, there is low correlation between students’ mastery of past tense and writing past recount text.

5. Azmi Ulul (2011) also conducted the research titled “A Correlation Study between Students’ Mastery of Past Tense Mastery and Their Ability in Writing Recount Text, Skripsi, English Education Department, Faculty of Tarbiyah and Teaching Cience, Syarif Hidayatullah State Islamic University, Jakarta. The objective of the study is to find out the correlation between students mastery of past tense and students achievement in writing past recount text. The result of this research are as follows, the average score of the students mastery in past tense is 66,15. The average score of the students’ ability in writing recount text is 71,075. The final result from the formula was 0,8107 it means that the result obtained from the computation is greater than it’s critical value. Based on the result, it can be concluded that there is a significant correlation between students’ mastery of past tense and their ability in writing recount text.

These of the relevant researches be references for researcher to carry out the research and find out whether the hypothesis is accepted or not.

C. Operational Concept

Operational concept is used in order to avoid misinterpretation about some terms in this research, especially those used in the title. According to Sugiyono (2012) operational concept is determination construct or properties that will be studied so that they can be measured variables.

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In this research, the word correlation refers to the relationship between mastery of past tense and ability in writing recount text. Past tense is one of the tense that indicates time and terminating in the past whether time word is given or not. While the word mastery refers to comprehensive knowledge or skill in particular subject or activity. Therefore, the word mastery of past tense refers to students' comprehensive in indicating time and terminating something in the past.

Then, the word ability refers to possession of the means or skill to do something. While the word writing recount text refers to a text that used to tell experience of someone. And, the word ability in writing recount text refers to the score of the skill that was obtained from the students' writing in recount text based on the topic given.

This research consist of two variables namely mastery of past tense (variable X) and ability in writing recount text (variable Y).

1. Referring to Azar (2003) the indicators of variable X are as follows:
 - a. The students' ability to use simple past tense using "verb"
 - b. The students' ability to use simple past tense using "to be"
2. The indicators of variable Y is students' ability to write a recount text according to the topic given by following the correct language features. Adopted from: Weigle s. c. (2002). *Assessing writing*. Cambridge University Press.

Table II.7

Scoring Rubric of ESL Composition

Aspect	Range	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned the topic.
	26-22	Good average: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor: limited of knowledgeable f subject, little substance, inadequate development of topic.

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16-13	Very poor: does not show the knowledge of subject, not substantive, not pertinent, or not enough to evaluate.
20-18	Excellent to very good: fluent to expression, ideas early stated/supported, well organized, succinct, logical sequencing, cohesive.
17-14	Good average: somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	Fair to poor: non-fluent, ideas confused, or disconnected, lack logical sequencing, and development.
9-7	Very poor: does not communicated, no organization, or not enough to evaluate.
20-18	Excellent to very good: sophisticated range, effective word/idiom choice and used, word from mastery, appropriate register.
17-14	Good average: adequate range, occasional error or word/idiom form, used but meaning not obscured.
13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, meaning confused or obscured.
9-7	Very poor: essentially translation, little knowledge of English vocabulary/idiom/word form, or not enough to evaluate
25-22	Excellent to very good: effective complex constructions, few errors of agreement / tense / number / word / order / articles / pronouns / prepositions.
21-18	Good average: effective but simple constructions, minor problems in complex constructions, several errors of agreement / tense / number / word / order / articles / pronouns / prepositions but meaning never obscured.
17-11	Fair to poor: major problems in simple / complex constructions, frequent errors of negation / agreement / tense / number / word / order / articles / pronouns / prepositions and or fragments / deletion, meaning confused or obscured.
10-5	Very poor: virtually no mastery of sentence constructions rules, dominated by errors, does not communicated, or not enough to communicated.
5	Excellent to very good: demonstrates mastery of convention, few errors of spelling / punctuation / capitalization / paragraphing.
4	Good average: occasional errors of spelling / punctuation / capitalization / paragraphing, but meaning not obscured.
3	Fair to poor: frequent errors of spelling / punctuation / capitalization / paragraphing, poor handwriting, meaning confused or obscured.
2	Very poor: no mastery of conventions, dominated by errors of spelling / punctuation / capitalization / paragraphing, handwriting illegible, or not enough to evaluate.



By the same token, Derewianka (1990) in Nuraini, Refnita, Roza (2013, p.2) revealed that recount text relates to the generic structure and language features. The generic structure of recount text consists of three parts :

- a. Orientation,
- b. series of events, and
- c. reorientation.

D. Assumption and Hypothesis

1. The Assumption

The better students' mastery of past tense, the better students' ability in writing recount text.

2. The Hypothesis

Based on the assumptions above, the researcher makes the following hypothesis:

- a. H_0 : there is no significant correlation between students' mastery of past tense and writing recount text based on class average score.
- b. H_a : there is a significant correlation between students' mastery of past tense and writing recount text based on class average score



CHAPTER III

METHODS OF THE STUDY

A. Research Design

Correlation give the opportunity to predict scores and relationship among variables. Phakiti, et.al (2018, p.395) states correlations form a critical foundation for many of the statistics fund most commonly in applied linguistics research. According to Creswell (2012) correlational research is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently. In correlational research design, the researcher use the correlation statistical test to describe and measure the degree of relationship between two or more variables. In correlational study the minimum acceptable sample size for a correlational study is considered by most researcher is no less than 30.

In this research, the researcher used correlational design to find out the correlation between past tense and recount text. And the researcher used quantitative approach with Pearson Product – Moment to find out there is a correlation between variable X and variable Y and to to find out the size of the correlation between variables. This research consists of two variables, they are students' mastery of past tense (variable X) and students' ability in writing recount text (variable Y).

B. Time and Location of the Study

This research was conducted at the tenth grade students of SMKN 1 Tembilahan which located at Baharudin Yusuf Street, Sungai Beringin, Kec. Tembilahan, Kab. Indragiri Hilir Prov. Riau and conducted on March to April 2020.



C. Subject and Object of the Study

The subject of this research was the tenth grade students of SMKN 1 Tembilahan.

While the object of the research was students' mastery of past tense and their ability in writing recount text.

D. Population and Sample of the Study

The population of the research was the tenth grade students of SMKN 1 Tembilahan.

There are thirteen classes consisting 450 students as the total of population. It can be seen in the following table :

Table III.1

The Population of The Study

No.	Class X	Total
1	Teknik Komputer dan Jaringan 1	34
2	Teknik Komputer dan Jaringan 2	34
3	Multimedia	33
4	Tata Boga	35
5	Tata Busana 1	34
6	Tata Busana 2	33
7	Akuntansi 1	35
8	Akuntansi 2	36
9	Akuntansi 3	33
10	Perkantoran 1	36
11	Perkantoran 2	36
12	Perkantoran 3	36
13	PN 1	35
	Total	450

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In this research, the researcher used the cluster random sampling technique. Based on Levy and Lemeshow (1999, p. 227) cluster random sampling is broadly as any sampling plan that uses a frame consisting of clusters of listing units. The researcher used the random letter generator on internet (<http://www.dave-reed.com/Nifty/randSeq.html>) and the result of random generator is letter “E” which is number “5” and according to the table above, the fifth class is “Tata Busana 1” that contains of 34 students.

Figure III.1

The Random Letter Generator to choose the sample of the research

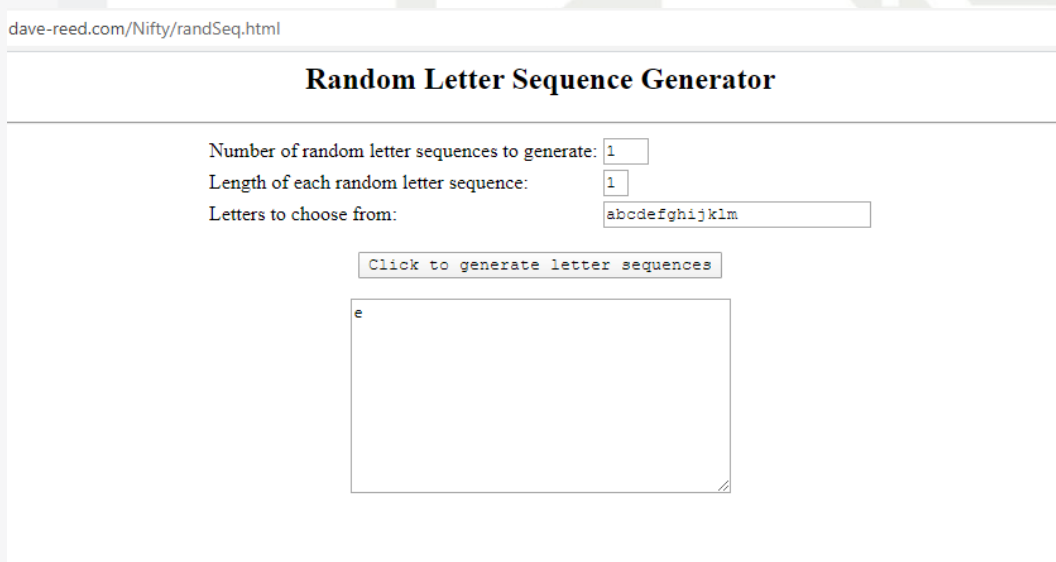


Table III.2

The Sample of The Study

	Male	Female	Total
	0	34	34

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E. Technique of Data Collection

In collecting data, the researcher used a test to measure the students' mastery of past tense and their ability in writing recount text. According to Cohen et al (2007) test is subject to the item analysis. The test is used to measure students' achievement, to know the students' progress, and to motivate and direct students' learning, whether it is good or not.

The researcher also provided two types of tests to measure students' mastery of past tense and their ability to write recount text. They are Grammar Test and Writing Test.

1. Grammar Test

In this research, to obtain the information about students' mastery of past tense, the simple past mastery test for senior highschool was adopted from some workbook. Firstly, the researcher will identify the students' mastery of past tense using multiple-choice test. The test formed into 20 items of multiple choice test that consist of two aspects :

Table III.3
Blueprint of Grammar Test

Questions	Total	Numbers
consist of the past tense	10	1, 2, 3, 7, 8, 11, 14, 16,
in using verb		18, 19.
consist of past tense in	10	4, 5, 6, 9, 10, 12, 13, 15,
using to be		17, 20.

2. Writing Test

To find out students' ability in writing recount text, the students asked to write at least 3 paragraph of recount text with the topic "memorable experiences". This test



has been assessed by two raters who are the lecturers from English Education Department of UIN SUSKA RIAU using rubric assessment on the table below :

Table III.4

Scoring Rubric of ESL Composition

Aspect	Range	Criteria
Content	30-27	Excellent to very good: knowledgeable, substantive, thorough development of thesis, relevant to assigned the topic.
	26-22	Good average: some knowledgeable of subject, adequate range, limited development of thesis, mostly relevant to topic, but lacks detail.
	21-17	Fair to poor: limited of knowledgeable f subject, little substance, inadequate development of topic.
	16-13	Very poor: does not show the knowledge of subject, not substantive, not pertinent, or not enough to evaluate.
Organization	20-18	Excellent to very good: fluent to expression, ideas early stated/supported, well organized, succinct, logical sequencing, cohesive.
	17-14	Good average: somewhat choppy, loosely, organized but main ideas stand out, limited support, logical but incomplete sequencing.
	13-10	Fair to poor: non-fluent, ideas confused, or disconnected, lack logical sequencing, and development.
	9-7	Very poor: does not communicated, no organization, or not enough to evaluate.
Vocabulary	20-18	Excellent to very good: sophisticated range, effective word/idiom choice and used, word from mastery, appropriate register.
	17-14	Good average: adequate range, occasional error or word/idiom form, used but meaning not obscured.
	13-10	Fair to poor: limited range, frequent errors of word/idiom form, choice, meaning confused or obscured.
	9-7	Very poor: essentially translation, little knowledge of English vocabulary/idiom/word form, or not enough to evaluate
Language use	25-22	Excellent to very good: Effective complex constructions, few errors of agreement / tense / word / order / articles / pronouns / prepositions.
	21-18	Good average: effective but simple constructions, minor problems in complex constructions, several errors of agreement / tense / number / word / order / articles / pronouns / prepositions but meaning never obscured.
	17-11	Fair to poor: major problems in simple/complex constructions, frequent errors of negation/ agreement / tense / number / word / order / articles / pronouns / prepositions and or fragments/delection , meaning confused or obscured.

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10-5	Very poor: virtually no mastery of sentence constructions rules, dominated by errors, does not communicated, or not enough to communicated
5	Excellent to very good: demonstrates mastery of convention, few errors of spelling / punctuation / capitalization / paragraphing.
4	Good average: occasional errors of spelling / punctuation / capitalization / paragraphing, but meaning not obscured.
3	Fair to poor: frequent errors of spelling / punctuation/ capitalization / paragraphing, poor handwriting, meaning confused or obscured.
2	Very poor: no mastery of conventions, dominated by errors of spelling / punctuation / capitalization / paragraphing, handwriting illegible, or not enough to evaluate.

(Adopted from: Weigle s. c. (2002). *Assessing writing*. Cambridge University Press)

Mechanics

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F. Validity and Reliability

1. Validity Test

a. Validity Test of Past Tense

Test Validity is intended to determine the level of accuracy of measuring instruments used in measuring variables. In this research, the variable to be measured is Past Tense (X) and its correlation to writing Recount Text (Y). In the validity test, this test compares the number r count and r table, if the r count is greater than the r table then the item can be said to be valid, and vice versa.

To analyze the validity of variable X, the writer used SPSS program Based on the try out result of the instrument validity to the 20 items, it showed that only 17 items were valid. It means that there were 17 items that could be used in this research. In the following table is the result of the instrument validity.

Table III.5

The Validity Test Result of Variable X

Item N	r count	r table	Status
Item 1	0.754	0.339	VALID
Item 2	0.388	0.339	VALID
Item 3	0.118	0.339	NOT VALID
Item 4	0.468	0.339	VALID
Item 5	0.345	0.339	VALID
Item 6	0.412	0.339	VALID
Item 7	0.528	0.339	VALID
Item 8	0.553	0.339	VALID
Item 9	0.257	0.339	NOT VALID
Item 10	0.447	0.339	VALID
Item 11	0.664	0.339	VALID
Item 12	0.725	0.339	VALID
Item 13	0.671	0.339	VALID
Item 14	0.644	0.339	VALID
Item 15	0.674	0.339	VALID
Item 16	0.685	0.339	VALID
Item 17	0.625	0.339	VALID
Item 18	0.325	0.339	NOT VALID
Item 19	0.856	0.339	VALID
Item 20	0.618	0.339	VALID

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b. Validity Test of Writing Recount Text

As for the validity of writing test, the test was good reflection of what had been taught and the knowledge which the teacher wanted his or her students to know. It means that, the researcher gave writing test based on the curriculum at the Tenth Grade Students of SMKN 1 Tembilahan. Whereas, Construct validity concerns on whether the



test is actually in line with the theory of what it means to the language (Shohamy, 1985:74).

The students were asked to write a recount text. The test was measured certain components based on the indicator. The researcher used five aspects in writing ability because the aspects were adopted from Weigle s. c. (2002). Those were; content, organization, vocabulary, language use and mechanics.

2. Reliability Test

Siregar (2014, p. 87) states reliability test can be done by having external and internal ways. In this research, the researcher used internal consistency in which the researcher try out the grammar test once and analyze each time by using Cronboach – alpha technique. The categories below are level of reliability :

Table III.6

Level of Reliability

No.	Reliability	Level of Reliability
1	>0,90	Very highly reliable
2	0.80 – 0.90	Highly reliable
3	0.70 – 0.79	Reliable
4	0.60 – 0.69	Marginally reliable
5	<0.60	Unacceptably low reliable

To obtain the reliability of the test, the researcher used SPSS program to find out whether the test is reliable or not.

Table III.7

Reliability of Simple Past Test

Reliability Statistics

Cronbach's Alpha	N of Items
.875	20

From the table above, it can be seen that the value of Cronbach's Alpha is 0,875. The value is higher than the standard Cronbach alpha which is 0.60. In other words, the test is highly reliable.

As for the reliability of writing test, the researcher used inter-rater reliability to find out how strong the level of agreement between those raters. The technique for estimating reliability between raters is Correlation Coefficients.

Landis and Koch (1977, p.165) stated that correlation coefficients can be used if the researcher include only 2 raters, the scores from the assessment is continuum which the raters could score from 0-100.

To obtain the reliability of writing test, the researcher used SPSS Program to find out the writing test is reliable or not.

Table III.8

Reliability of Writing Test

Correlations

		Rater_1	Rater_2
Rater_1	Pearson Correlation	1	.852**
	Sig. (2-tailed)		.000
	N	34	34
Rater_2	Pearson Correlation	.852**	1
	Sig. (2-tailed)	.000	
	N	34	34

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



From the table above, it can be seen that the value of is 0,852. The value is higher than the standard which is 0.60. In other words, the test is highly reliable.

G. Technique of Data Analysis

In this research, the data was analyzed by Pearson Product - Moment with SPSS program. According to Hartono (2015, p. 77) Pearson Product – Moment Correlation used if the data is homogeneous, continuous, and linear regression and the data distribution is normal. If the distribution of the data is not normal, the researcher used Spearman's Rho Correlation.

The steps to make the Pearson Product - Moment Correlation table in SPSS programs are :

1. Run the application
2. Insert the data that has been obtained
3. Click “analyze” > “Correlate” > “Bivariate...”
4. Inset all detected variables (X and Y) from left column into the right column
5. Check “Pearson” in “Correlation Coefficient”
6. Check “Two-tailed” in “Test of Significance”
7. OK.

Then, the steps to make the Spearman's Rho table in SPSS Program are:

1. Click “Analyze” > “Correlate” > “Bivariate...”
2. Transfer all detected variables from the left column into the right column
3. Check “Spearman's” checkbox in Correlation Coefficient
4. Check “Two – tailed” in “Test of Significance”
5. OK.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out the correlation between students' mastery of past tense and their ability in writing recount text. Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concluded that:

1. Students' mastery of past tense at the tenth grade of SMKN 1 Tembilahan was 71.76. It was categorized as "**Enough**" level.
2. Students' ability in writing recount text at tenth grade of SMKN 1 Tembilahan was 72.97. It was categorized as "**Enough**" level.
3. There is no significant correlation between students' mastery of past tense and students' ability in writing recount text at at tenth grade of SMKN 1 Tembilahan. Because the r observed at both level was less than r table. ($0.256 < 0.286$)

B. Suggestion

Based on the finding, the researcher would like to propose several suggestions, as follows

1. Students' mastery of past tense at tenth grade of SMKN 1 Tembilahan has no contribution on students' ability in writing recount text. So, it is good for the teacher to try collaborating particular techniques to raise their mastery on past tense.
2. Students' ability in writing recount text is on enough level. There are many students still found it difficult to deal and use appropriate grammar in writing recount text. Then, practice a lot of writing practice is a good way to improve their writing ability.



For future researchers, it is important to be able to understand the theories of mastery of past tense well of many experts' theories, there are also some aspects that they never learn. So, the choice of aspects or indicators which are based on what they learn at school is suggested. And it is also crucial to make sure that the students have already learnt and understood the past tense and writing ability that are going to be tested so that the result of the test will be more relevant and reliable.

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APPENDICES

UIN SUSKA RIAU

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APPENDIX 1

(Silabus)

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Mata Pelajaran : Bahasa Inggris Umum
Kelas : X (Sepuluh)
Semester : Ganjil dan Genap
Alokasi Waktu : 2 Jam Pelajaran / Minggu

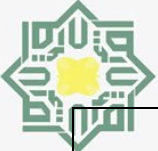
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- KE-2** : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KE-3** : Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, dan budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KE-4** : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks	<ul style="list-style-type: none"> • Fungsi Sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar - Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada - Menanyakan hal-hal yang tidak diketahui atau yang berbeda. - Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.

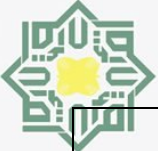
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<p>penggunaannya. (Perhatikan unsur kebahasaan pronoun: subjective, objective, possessive)</p>	<p>dugaan)</p> <ul style="list-style-type: none"> ● Unsur Kebahasaan <ul style="list-style-type: none"> - Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya; hobi, kebiasaan - Verba: <i>be, have, go, work, live</i> (dalam <i>simple present tense</i>) - Subjek Pronoun: <i>I, You, We, They, He, She, It</i> - Kata ganti possessive <i>my, your, his</i>, dsb. - Kata tanya <i>Who? Which? How?</i> Dst. - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan ● Topik <p>Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<ul style="list-style-type: none"> - Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya - Melakukan refleksi tentang proses dan hasil belajarnya
<p>4. Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> ● Fungsi Sosial <p>Menjaga hubungan interpersonal</p> 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (<i>extended</i>) yang



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<p>interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), serta menanggapi, sesuai dengan konteks penggunaannya</p>	<p>dengan guru, teman dan orang lain.</p> <ul style="list-style-type: none"> • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi - Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <p>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</p> 	<p>diperagakan guru/rekaman, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> - Bertanya jawab untuk mengidentifikasi dan menyebutkan ungkapan pemberian selamat dan pujian serta tambahannya, n mengidentifikasi persamaan dan perbedaannya - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas. - Melakukan refleksi tentang proses dan hasil belajar
<p>Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (<i>extended</i>), dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Menyatakan rencana, menyarankan, dsb.</p> • Struktur Teks 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video
<p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta</p>	<ul style="list-style-type: none"> • Fungsi Sosial <p>Menyatakan rencana, menyarankan, dsb.</p> • Struktur Teks 	<ul style="list-style-type: none"> - Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual(gambar, video) - Mengidentifikasi dengan menyebutkan persamaan dan perbedaan dan dari contoh-contoh yang ada dalam video



informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *be going to, would like to*)

Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

- Memulai
- Menanggapi (diharapkan atau di luar dugaan)
- Unsur Kebahasaan
 - Ungkapan pernyataan niat yang sesuai, dengan modal *be going to, would like to*
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their, dsb.*
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI

- Fungsi Sosial
 - Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.
- Struktur Teks
 - Dapat mencakup
 - Identifikasi (nama keseluruhan dan bagian)

- tersebut, dilihat dari isi dan cara pengungkapannya
- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan
- Bermain game terkait dengan niat mengatasi masalah
- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.
- Melakukan refleksi tentang proses dan hasil belajar.

- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.
- Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, *mind map*, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain
- Mencermati cara mempresentasikan hasil analisis secara



4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

3. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (*announcement*), dengan

- Sifat (ukuran, warna, jumlah, bentuk, dsb.)

- Fungsi, manfaat, tindakan, kebiasaan

- Unsur kebahasaan

- Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal

- Adverbia terkait sifat seperti *quite, very, extremely, dst.*

- Kalimat deklaratif dan interogatif dalam tense yang benar

- Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb.

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

- Topik

Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain

- Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat.

- Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya

- Melakukan refleksi tentang proses dan hasil belajar.

- Fungsi Sosial

Menjalinkan hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah

- Struktur Teks

- Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (*announcement*) dengan intonasi, ucapan, dan tekanan kata yang benar.

- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur



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<p>memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</p>	<ul style="list-style-type: none"> - Istilah khusus terkait dengan jenis pemberituannya - Informasi khas yang relevan - Gambar, hiasan, komposisi warna 	<p>kebahasaannya</p> <ul style="list-style-type: none"> - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain
<p>4.5 Teks pemberitahuan (announcement) 4.5.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks khusus dalam bentuk pemberitahuan (announcement) 4.5.2 Menyusun teks khusus dalam bentuk pemberitahuan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<ul style="list-style-type: none"> • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan dan kosa kata yang lazim digunakan dalam <i>announcement</i> (pemberitahuan) - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI • Multimedia Layout dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik. 	<ul style="list-style-type: none"> - Membuat teks pemberitahuan (<i>announcement</i>) untuk kelas atau teman - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait</p>	<ul style="list-style-type: none"> • Fungsi Sosial Menjelaskan, mendeskripsikan, menyangkal, menanyakan, dsb. • Struktur Teks <ul style="list-style-type: none"> - Memulai 	<ul style="list-style-type: none"> - Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat - Guru mendiktekan percakapan tersebut dan peserta didik menuliskannya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense



2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun t

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46

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keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)

Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks

Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya

- Menanggapi (diharapkan/di luar dugaan)
- Unsur Kebahasaan
 - Kalimat deklaratif dan interrogative dalam *simple past tense, present perfect tense*.
 - Adverbial dengan *since, ago, now*; klause dan adverbial penunjuk waktu
 - Nomina singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI

- Fungsi Sosial Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan
- Struktur Teks Dapat mencakup:

- tersebut
- Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.
- Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung
- Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut
- Melakukan refleksi tentang proses dan hasil belajar

- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks
- Menyalin teks tsb dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks



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4.7 Teks recount – peristiwa bersejarah

4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah

4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda

- orientasi
- urutan kejadian/kegiatan
- orientasi ulang
- Unsur Kebahasaan
 - Kalimat deklaratif dan interogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan
 - Adverbial penghubung waktu: *first, then, after that, before, when, at last, finally*, dsb.
 - Adverbial dan frasa preposisional penunjuk waktu
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
- Topik
 - Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI

- Fungsi Sosial
 - Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan
- Struktur Teks

- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang peristiwa bersejarah lainnya
- Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia
- Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya
- Melakukan refleksi tentang proses dan hasil belajar.

- Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya
- Didiktekan guru menuliskan legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada



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<p>rakyat, sederhana, sesuai dengan konteks penggunaannya</p>	<p>Dapat mencakup:</p> <ul style="list-style-type: none"> - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan <ul style="list-style-type: none"> - Kalimat-kalimat dalam <i>simple past tense, past continuous</i>, dan lainnya yang relevan - Kosa kata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penunjuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik <ul style="list-style-type: none"> - Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI 	<ul style="list-style-type: none"> - Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi - Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan - Melakukan refleksi tentang proses dan hasil belajar.
<p>3.9 Menafsirkan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK</p>	<ul style="list-style-type: none"> • Fungsi sosial <ul style="list-style-type: none"> - Mengembangkan nilai-nilai kehidupan dan karakter yang positif • Unsur kebahasaan <ul style="list-style-type: none"> - Kosa kata dan tata bahasa dalam lirik lagu - Ucapan, tekanan kata, intonasi, 	<ul style="list-style-type: none"> - Membaca, menyimak, dan menirukan lirik lagu secara lisan - Menanyakan hal-hal yang tidak diketahui atau berbeda - Mengambil teladan dari pesan-pesan dalam lagu - Menyebutkan pesan yang terkait dengan bagian-bagian tertentu - Melakukan refleksi tentang proses dan hasil belajarnya
<p>4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan</p>	<p>(This cell content is merged with the previous row's content in the original image)</p>	<p>(This cell content is merged with the previous row's content in the original image)</p>

	<p>ejaan, tanda baca, dan tulisan tangan</p> <ul style="list-style-type: none"> • Topik <p>Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI</p>	
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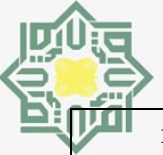
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UIN SUSKA RIAU





APPENDIX 2

(Research Instrument)

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UIN SUSKA RIAU

Appendix - 2017
Juni



APPENDIX 1

Grammar Test

Name : _____

Class : _____

Instruction :

Lengkapilah paragraph berikut ini dengan memilih salah satu jawaban dari pilihan yang disediakan.

Complete the following paragraphs by selecting the correct answer of the options provided. Example :

I ... (a. were / b. was / c. is / d. are) a student of SMKN 1 Tembilahan three years ago.

The correct answer is : b. was. Because it is the tobe for past tense of subject "I".

Coming late to school

Last Wednesday, I came late to my school because I 1) (a. play / b. playing / c. played / d. plaught) games until 2.00 pm in the night. Because of that, I woke up late.

I woke up about 6.30 am and the class would be began at 7.00 am. I ran to bathroom to take a bath. I usually had a breakfast after I 2) (a. took a bath, / b. take a bath / c. taking a bath / d. taken a bath), but on that day, I 3) (a.

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did not / b. do not / c. does not / d. were not) do that. I always went to school by my motorcycle. But on that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher was standing in front of the class to teach. I entered my class and of course my teacher 4)..... (a. were / b. are / c. is / d. was) angry at me because I came late. It 5) (a. were/ b. was / c. are / d. am) my bad experience and I hoped I would not do that again.

My First Experience to Drive a car

Last year, when I 6) (a. am / b. was / c. were / d. are) twenty years old, my oldest brother bought a car. That was Honda jazz RS. I wanted to know how to drive it. I 7) a. persuading / b. persuaded / c. persuade / d. to persuade) my oldest brother to teach me to drive the car. But, my brother refused my request. He promised that he would teach me to drive the car about three or four years later, but I still 8) (a. whining / b. whine / c. whined / d. whines).

Finally, my brother accepted my request and he wanted to teach me to drive a car. Three days later, my brother and I went to the field to teach me how to drive a car. My brother was very patient to give me some directions. I was very nervous because that was my first time to drive a car. One week later, my family visited my grandmother in Bandung, about 4 hours from my home. Because of that, I 9) (a. were / b. was / c. is / d. are) alone at home. So, I had a



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opportunity to drive a car alone. I drove about 6 km but after that I got nervous and I lost my control because the street was narrow and I crashed the wall. After that I called my brother by phone to tell him about the accident.

I imagined my brother would be angry. But the reality 10) (a. was / b. were / c. is / d. are) exactly on the contrary, my brother was not angry. He just gave me some advices since that accident, I promised I would always ask my brother's permission to drive his car.

Holiday In Malaysia

Last holiday, My family was on vacation. we went to Malaysia. We 11) (a. used / b. using / c. use / d. uses) travel agent to manage our holiday . We had booked two days tour in Malaysia.

We went to Malaysia by plane. The travel agent had booked ticket for us. The flight 12) (a. were / b. is/ c. was / d. are) only one hour from Jakarta. On the plane the cabin crews 13)(a. are / b. were / c. is / d. was) very friendly and they were very handsome and beautiful. They gave us some directions before the flight. Our plane, Garuda Indonesia 14) ... (a. having / b. have/ c. had/ d. has) very complete facilities to accompany passanger during the journey, such as movies player, music player, newspaper, magazine, etc. We had a very pleasant flight. On arrival at Kuala Lumpur, we had to go to Customs and Immigration. The officers 15) (a. were / b. are / c. do / d. does) pleasant. They checked the document carefully but their manners were very polite. After that, the travel agent



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16) (a. bring/ b. bought/ c. buy/ d. brought) us to Petronas Tower and took some photos there In the afternoon, we went to hotel to take a rest. The hotel 17) (a. were a well – known / b. was a well-known / c. is a well-known / d. are well-known) five-star hotel. The room had perfect view of city. On the third floor, there was a restaurant serving American, African, Asian European food. They had variety of food. In the next day, we went to Sepang circuit to watch MotoGP race. I wanted to watch directly my idol Valentino Rossi and 18) (a. take photos/ b. taking photos / c. took photos / d. taken photos) with him. During the race, I was surprised because that was my first time I saw motorcycles ran fast up to 300 km/hour in front of my eyes. In the end of the race, Rossi was the first rider who 19) (a. touch / b. touching / c. touches / d. touched) the finish line. I was so happy because he won.

The two days in Malaysia went by fast. At the end of the second day, we 20) (a. was quite / b. were quite / c. are quite / d. do quite) tired but we felt very happy.

*Appy
10/10/2020*



APPENDIX 2

Writing Test

Name : _____

Class : _____

Instruction :

Tulislah dalam Bahasa Inggris yang baik dan benar tentang pengalaman berkesan anda yang anda alami di masa lalu dalam 3 paragraf yang terdiri dari paragraf pembuka, isi, dan penutup.

Write in good and clear English about memorable experiences that you have experienced in 3 paragraphs consisting of : opening paragraphs (orientation), content (events), and closing (reorientation).

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UIN SUSKA RIAU

APPENDIX 3

(Students' Score)

UIN SUSKA RIAU

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Name :	Sopie Diana Fitriah
Major :	English Education
Title :	CORRELATION BETWEEN STUDENTS' MASTERY OF PAST TENSE AND THEIR ABILITY IN WRITING RECOUNT TEXT
Rate Name :	

Writing

6 years ago, when I was 10 years old. I had an unforgettable experience in my life. My house caught fire when I was in 5th grade.

At that time, I was watching TV in my room. A moment later, all the electricity suddenly went out, then I went out. When I came out, I heard someone screaming for help outside the house. I was confused and I asked what I could help? then they pointed at the back of my house which had caused thick black smoke. They were still screaming.

After the fire was extinguished, all was burnt, only a few items from my house could be saved. When I regretted why I had not helped save my belongings. After the fire incident, I moved into the house that I now live in. It was an unforgettable experience in My life.

Orientation:
 Eid holiday last year my family and I went to my hometown to visit my grandmother and grandfather. I have to go there because my previous vacation wasn't there.

Events:
 I really miss them because I liked playing with them when I was little. when I returned to visit them, I held her tight. After that I went around the garden behind the house with my sister. There is a mango tree that seems ripe, when I want to take it. suddenly my sister's foot went into the hole, so that it made me scolded by my mother. When I helped clean it in my grandma's kitchen, there were mangoes and other fruits, I was very happy to be able to eat the fruit ... every time I vacation at grandma's house and see the mango tree, I am reminded of that funny incident.

Reorientation:
 many events that I did there, when it started afternoon we all went home. The madness and fatigue during my vacation trip disappeared after I met my grandmother and grandfather. They look old. I am very happy to know that they are in good health. The madness and tiredness during the trip had gone after I met my grandma and grandpa. They were looked old. I was se happy

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<p>knowing them in healthy condition.</p>
<p>I don't know and i forgot</p>
<p>One day, I got bad news about my family. My father apparently has an affair. I was shocked by the news, my world was destroyed instantly.</p> <p>all happy family plans neatly arranged in my brain. However, everything ended after my parents' divorce. Very sad when I see the destruction of my family, the family that is known is always in harmony. However, everything ended just like that.</p> <p>I once thought to reunite my parents, but after I thought it turned out I was better like this without falsehood.</p>
<p>It happened some days ago. It was so quite at home because my family went to our grandmother's house for hours and I regret myself to not join them.</p> <p>At two p.m, the day which is sunny suddenly changes into rainy stormy day. It makes me to turn off all electronics stuffes in the house including television, wi-fi router, and fan. After that, the sound of thunder makes me surprised and suddenly the electricity in the house was off. I was so scared and I decided to hide under the blanket to force myself to sleep. But, negative things always comes to my mind like ghost, or another supranatural creature. I was crying because of my negative thinking for a hour.</p> <p>Finally, my family comeback after several minutes. They were surprised of my own look because I look so messy and afraid. But, their arrival makes me breath legally because I finally have them here.</p>
<p>this test is quite difficult, but fun. I realize that i sometime make a wrong tence.</p>
<p>Last year, i went to the mall city with my family. We did several activity. First, we watched an action movie in cinepolis. After that, we played in game zone. The last activity that we did is ate in food court in the second floor. When we ate, i saw a few money fell in the floor. I asked my family who has that but they didn't know. So i take it to my pocket. After we ate, i give that money to information court in order that they can inform to all visitors who fell lost money.</p> <p>After that, we back in the home and we are happy today because i did several activity with my family and we help the other people who fell lost money.</p>
<p>Last year, my family and I went to Bukittinggi in Eid Mubarak. We went to the Bukittinggi by the car at 5 AM. It tooks 6 hours to Bukittinggi because a traffic in every Lintas Sumatra's road. Arrived in Bukittinggi, we were quite tired and took a rest at my Uncle's house.</p>
<p>In Sunday, me and my family went to Pasar Ateh. They are selling everything,</p>

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like bracelets, pouches, t-shirt with "Bukittinggi" label, bags, and many more. I bought a bag, bracelets, two t-shirt, and pouches for my friends as souvenirs. After that, we also went to the zoo, but could not buy tickets because crowd of people in ticket station, so we were taking a trip to Jembatan Limpapch. Then, we went to Benteng that surprisely had a zoo in it. I was so happy because I could saw many animals in Benteng.

After took many trips until afternoon, we had a dinner in Sate Inyiaq Datuak. Then I also bought merchandise in Kapuyuak Distro. We also bough Pizza Hut too for my cousins and nieces before went back to home. Arrived in Uncle's house, we hadva dinner again with them. I was happy with that. I hoped we could taking a trip again to the Bukittinggi.

Anyer Beach

Last holiday, I went to Anyer beach in Serang, Banten. I went there with my big family. We left for the beach from my grand father home in Pamulang at 06.00 a.m. We went there by two car. We arrived in the beach at 10:00 a.m.

In Anyer beach, I swam with my brothers, my sisters, and three of my cousins. After swimming, we play sand together. We made a castle, houses, and hills of sand. After being satisfied playing on the beach, we then took a bath and ate the roasted corn while drinking coconut water. After being fresh anymore, we continued to view seascape on boats.

I really enjoyed the atmosphere in the Anyer beach. Although wehave been visited there several times, this holiday was happier. I spent time with my family, my grand father, and my cousins.

On 22 January 2019, my cousin from hometown came to visit my family because he want to stay at our house for couple of weeks because he need to find new jobs since he just graduated last year. Of course my parent allow him to stay for couple of weeks but my parent say that they dont provide money for him but my cousin saying that they dont have to worry about it because he brought his own money.

After few days looking for new jobs my cousin finally find new jobs on social media that suit for him and after some interview he finally got accepted, it was happy moment for him and my family because he got a job that include accommodation near his job location and my family didnt have to worry about him anymore.

Three years ago, me and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine oâ€™clock. It took us 24 hours to arrive there. We arrived there at nine oâ€™clock. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. We waited for a moment then entered the Borobudur temple area. We



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went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. Me and my friends went around the temple together. Finally, after we had some visits, we went to the hotel to rest and continue our study tour the next day.

We felt tired that day yet happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

Last holiday, I went to Anyer beach in Serang, Banten. I went there with my big family. We left for the beach from my grandfather house in Pamulang at 06.00 a.m. We went there by two car and we arrived at 10:00 a.m.

In Anyer beach, I swam with my brothers, sisters, and three of my cousins. After that, we played with sand together. We made a castle, houses, and hills of sand. After being satisfied playing on the beach, we then took a bath and ate the roasted corn while drinking coconut water. After that we continued to view seascape on boats.

I really enjoyed the atmosphere in the Anyer beach. Although we have been there several times, I felt happier with this one. I spent time with my family, my grandfather, and my cousins.

Last holiday was my worst holiday because i did not go anywhere. I just stayed in the home.

In the morning i woke up and had a breakfast. After that, i played a handphone until i felt boring in the afternoon, i took a lunch and after that i took a nap. In the evening i played with my cat.

My daily activities were like that during the holiday. So, i was sure last holiday was my worst holiday.

Two weeks ago, i and my family were in my grandpa's hometown. It is our annual agenda every holiday in the end of Semester. Unfortunately, it was rainy season there.

It rained almost every day there. We had no enough time to visit some tourism places there because of the rain. We had no enough sunlight even to dry up our laundries. As a result, we just stayed at home almost all day long. Seeing the condition, we decided to make an interesting activity indoor to spend the holiday together. The activity we chose that day was making funny videos directed by me. Finishing the videos, we edited them and made them uploaded in youtube.

By doing this, we could kill our boredom of staying at home because of the rain and made a creative activity instead.

My friends play Arknights, but I dont play it. I play Girls Frontline because it looks better than Arknight.

Abunan had a crush with Decan. But Decan just rejected him, finally Abunan had blocked her.

NOVITA DWI
RAMADHANI
X BUSANA

SITI
HIDAYATI
AL-FIYATI
X BUSANA

Dira Puspa
Dwi
Sarmila



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Shomymy, X Fashion

Serina

Emawati

When I was 10 years old, me and my family had a little trip to Payakumbuh. Payakumbuh was the small town in West Sumatra. It took us about 4-5 hours to Payakumbuh, because we had a lunch in Kelok Indah before arrived at Payakumbuh.

In Payakumbuh, we went to the market which located beside my uncle's house. The market was full of the people who sold many meats and vegetables. My auntie brought us to bought some tomatoes, cabbages, lettuces, chicken meat, and many more. Then, we had a snack time with egg rolls, tempeh, siomay, and ice cream.

Arrived at home, time to had a dinner. My auntie made us a chicken soup. It was delicious. In night, we were played firecrackers with my cousins and my sister. It was fun. I hope we could went to Payakumbuh again.

We had a lunch together at Geprok Ibu. There were Me, Akong, Decan, and Jenanad. We also had a gossip after all. The deep fried chicken was yummy, even it was cheaply. Everyweek we always have gather and lunch at there.

once upon a time, I saw a small child who was walking with his sister carrying selling items such as beans and crackers. I was sad to see those who dressed shabby and dirty, plus it was already late afternoon but I predicted that the customer who buying those items for little children was still small.

My 2 friends and I cohobited together to buy all the items sold by that kids. we jointly bought the snacks together and gave to the people around as well as a little money we gave to the kids as alms.

this is a valuable experience that I can feel, that while we are still able to share the goodness, then do it before we can not do anything else.

Last month, I went to Puncak Lawang. It took about 2.5 hours because the place was farther from Bukittinggi.

Arrived in Puncak Lawang, I went to Paralayang sport, because it made me curious. Wow, I really satisfied because I could see anything from above of sky. After Paralayang, I went to outbound. After that, because my body went colder than before, we took a lunch in the canteen. Seriously, Indomie Kuah that I ate at Puncak Lawang was more delicious than usual. I could not forget about that taste.

Because the weather got colder and colder than before, finally we went home early. A little bit dissappointed, but I believed that one day I could took a trip to the Puncak Lawang again.

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Ramadan last year, my family was invited to attend "buka bersama" at a hotel that was quite luxurious because I had never been in the hotel before.

my family came at 5 pm and when I entered the atmosphere was very friendly and a bit cold, maybe because the ac was quite strong.

for a moment I saw the dishes that were served turned out to be all very appetizing, I'm looking forward to tasting it.

when "buka puasa" has arrived, my family and I really enjoy the food available, it feels like that day is the best day ever.

In the new year 2020, my family chose to go out of town to celebrate the new year.

During the trip we all talking to each other so we were not bored by the traffic.

When we arrived the first thing that we were looking for was quite well-known local food, the food that was served was quite delicious and I still remembered it until now, after that we rested a little while waiting for the new year to arrive.

Approaching the new year we went to a large field where all the people gathered to see the fireworks, when the time showed 12 o'clock everyone started lighting the fireworks, and that was the most beautiful sight I had ever seen.

A few years ago, I went to America to visit my sister who was studying there. I flew from Pekanbaru and transited at the Singapore airport for about 3 hours. After 3 hours, my flight continued straight to New York. Once I had landed at the JFK International Airport, I had to go through immigration and customs which took a while as there were a lot of people.

After going through immigration, I went to grab my baggages and went out to find my sister and my aunt whoâ€™s supposed to be picking me up. It didnâ€™t take a long time until I spotted them amongst the crowd. I went to them and we all went back to the car and drove back home. Once we arrived, we brought my stuff out of the car and unpacked my baggage. I then rested until it was time for dinner as the flight was very tiring.

My sister woke me up for dinner and I was very thankful of that because I was starving. After dinner, I felt very full but because I had already slept earlier, I



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<p>Sarihat mardiana</p>	<p>Last July, i went to Jakarta with my mom. Its been a long time since the last time i visited Jakarta. I departed from Sultan Syarif Kasim Airport at July 28th, and arrived at Seokarno Hatta Airport at the same day. We went to our hotel first to put out stuff. After that, we went to a mall, i met my friends there. And we hang out till night. Because my mom and i feel tired, we decided to go back to hotel.</p> <p>The next day, my mom and i went to a concert. It was fun and we enjoyed it. There was a concert from K-Pop group named A.C.E. There were a lot of people. And everybody were enjoyed their performance.</p> <p>And the last day at Jakarta, my mom and i went to a mall to bought souvenirs for our family and friends. After we finished it, we went to airport and back to pekanbaru. It was a good experience and i was so happy.</p>
<p>Sina Rosalina mahasiswa</p>	<p>Even</p>
<p>Ririn Miyanica X Busana</p>	<p>Hello my name is Ririn. I want to tell you a story about my holiday in Bandung. I went to Bandung with my family a few years ago. It was my first time being there, so I was a little bit shocked by the weather. The weather's colder than in Pekanbaru.</p> <p>I and my family went to several tourist attractions. One of them is Mount Tangkuban Perahu. It was much colder there. My hands freezed and my lips trembled. But the view was very beautiful so I don't regret coming to that place. There were a lot of tourists there. We took some photos together. We also went to restaurants and cafes to try several kind of food. They were very tasty.</p> <p>I was very happy at that time. I hope that I can go to Bandung again next time.</p>
<p>SEPDIKA KHAIRUNNIS PUTRI</p>	<p>Orientation</p> <p>Last week I went to the theatre. It was the only theatre at my town. I had 1 free ticket to watch a movie. I had no idea about the movie I would like to watch and I did not know the schedule of that theatre. So that, I just wanted to come and see if there was any good movie.</p> <p>Event</p> <p>I parked my motorcycle at the parking area and I walked slowly at the hall of the theatre. I took my ticket on my wallet and go to the information section to ask about how to use the ticket that day. Unfortunately, I missed it. The ticket</p>

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nama

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

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was already expired 2 days before.
Reorientation

I went home and I was very disappointed about that.

Wonderful Holiday in Bali It was a really great place. The people were friendly, the food was great, and the weather was a lot better than at home. Most days were pretty. I swam two or three times a day, but my brother Fachri just spent all his time lying on the beach with his eyes closed.

Then, I got on the bus and went to the north of the island, It was much quieter there than here very beautiful, but no tourists. The next day we went across to the east coast to see some of the old villages. I learned Balinese I couldn't say much, but it was fun to try. Fachri actually spoke it quite well, but he was afraid to open his mouth, so I was the one who talked to people.

Finally, so that was my memorable holiday experience.

Last month I was going to the lake. It was the nice time for fishing because I had no work to do. I wake earlier at the morning then I went to the market place to buy some shrimps which I used for fishing bait. After that, I went to the lake to start fishing.

At that lake, I looked for the best point to fish. I went to the place under the big tree at the bank of the lake. I threw my hook as far as I can then I wait for the fish eating my bait. 30 minutes left and finally there was a fish ate my bait. It was the first big enough fish that I got. I got 10 big fish and 3 small fish at that day. I was so happy. I would cook that fish at home and then I would call my friends to come to my home then we would have a small party. But I was not lucky enough because on the way home I saw a beggar. He was an old poor beggar. I gave all of my fish to him and I wish he would be happy getting that fish. Perhaps he could sell them at the market and get some money to buy some food.

Even I did not have any fish after that, I was so happy because I could help people.

Last year, me and my family decided to have a holiday in Bukit Tinggi. We had no other destination since flight price was very pricey that time. So, we decided to have 4 days holiday there. We drove our car there and it tooks longer than usual since there was a bad trafic because a lot of people also want to spend their holiday there.

When we were arrived, almost all of the hotel's room were booked. Luckily, my parents's friends had booked a room for us beforehand. After spending sometimes in hotel room, we started our holiday by visiting "Goa Jepang". It was scary but also fun. I wish i could go there again soon. Adter that we decided to eat nasi kapau in the traditional market. It was delicious. After that we visited the zoo and also jam gadang.



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<p>1. Dilarang menyalin atau menjiplak sebagian atau seluruh karya tulis ini tanpa mengcantumkan dan menyebutkan sumber:</p>	<p>It was so much fun. I wish i could go there again soon. But i wish we could go there not when holiday tines because it was so crowded when it's holiday time.</p>
<p>a. Pengutipan hanya untuk keperluan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.</p>	<p>Last year, I go to tanjung pinang to holiday with my parents. I so happy bacause go holiday at tanjung pinang. Because at tanjung pinang have many beach. So,i can play and holiday at there. This holiday is important for me. Because i go holiday when my birthday. I am happy. My parent buy cake and give present. I love my parents. And i can take many picture at beach to post at my instagram. I like it We holiday for 5 day and back home. I love my parents give me best holiday. I always remember it.</p>
<p>b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p>	<p>Last year holiday of Lebaran I went to Surabaya visiting my grandmother and grandfather. I had to go there because the previous holiday I wasnâ€™t there.</p> <p>Unfortunately, I didnâ€™t have any ticket of plane so that I went to Surabaya by bus. It was so tiring because the long hours I was in just to be able to get there. That made me mad because we took longer time to arrive. Days! Close to a week, even.</p> <p>The madness and tiredness during the trip had gone after I met my grandma and grandpa. They were looked old. I was so happy knowing them in healthy condition.</p>
<p>Windi Susanti - Busana</p>	<p>The last holiday i went to my grandmaâ€™s home. Her home is quite awesome, so far away from the city and close to the vegetables farm area. My grandma and grandpa are farmers.</p> <p>At the first day, I learned to piant spinach. What I did was moving out the young spinach from the seeding area to the plantation area. I thought it was easy, but in fact, it was tiring. I had to move those one by one under the sun. I did that for several hours before launch and continued until afternoon for the next few days.</p> <p>At the last day, I had to back home. I was sad to leave my grandma and grandpa. But, thatâ€™s fine because the next holiday I would go there and see them again.</p>

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No	Responden	Writing Score		Total
		Rater I	Rater II	
1	Responden 1	85	84	84.50
2	Responden 2	88	75	81.50
3	Responden 3	0	0	0.00
4	Responden 4	74	84	79.00
5	Responden 5	82	90	86.00
6	Responden 6	0	0	0.00
7	Responden 7	77	73	75.00
8	Responden 8	87	84	85.50
9	Responden 9	88	92	90.00
10	Responden 10	84	79	81.50
11	Responden 11	85	89	87.00
12	Responden 12	86	87	86.50
13	Responden 13	78	71	74.50
14	Responden 14	88	80	84.00
15	Responden 15	43	59	51.00
16	Responden 16	43	59	51.00
17	Responden 17	86	82	84.00
18	Responden 18	51	59	55.00
19	Responden 19	74	85	79.50
20	Responden 20	88	84	86.00
21	Responden 21	79	85	82.00
22	Responden 22	88	85	86.50
23	Responden 23	90	85	87.50
24	Responden 24	89	84	86.50
25	Responden 25	0	59	29.50
26	Responden 26	0	59	29.50
27	Responden 27	86	87	86.50
28	Responden 28	87	83	85.00
29	Responden 29	88	83	85.50
30	Responden 30	90	86	88.00
31	Responden 31	90	85	87.50
32	Responden 32	76	83	79.50
33	Responden 33	80	84	82.00
34	Responden 34	84	84	84.00

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NO	NAME	CONTENT	ORGANIZATION	VOCABULARY	LANGUAGE USE	MECHANICS	TOTAL
1	Gynthia	25	17	18	20	5	85
2	Sabrina	27	18	18	20	5	88
3	Riska	0	0	0	0	0	0
4	Rara	22	15	15	18	4	74
5	Arjumi	25	17	17	18	5	82
6	Hariska	0	0	0	0	0	0
7	Elvanissa	22	17	17	17	4	77
8	Azlina	27	18	17	20	5	87
9	Fika	25	18	18	22	5	88
10	Esa	25	17	17	20	5	84
11	Kasih	25	17	18	20	5	85
12	Selma	25	18	18	20	5	86
13	Novita	22	15	17	20	4	78
14	Siti Hidayati	25	18	18	22	5	88
15	Dira	13	9	9	10	2	43
16	Sarmila	13	9	9	10	2	43
17	Marshanda	25	18	18	20	5	86
18	Syerina	17	10	10	11	3	51
19	Ermawati	22	15	15	18	4	74
20	Shomymy	25	18	18	22	5	88
21	Salsa	22	16	17	20	4	79
22	Zulna	25	18	18	22	5	88
23	Riyani	27	18	18	22	5	90
24	Safriani	27	18	18	22	4	89
25	Sarihat	0	0	0	0	0	0
26	Vina	0	0	0	0	0	0
27	Ririn	25	16	18	22	5	86
28	Sepdina	25	18	17	22	5	87
29	Bella	25	18	18	22	5	88
30	Fitri	27	18	18	22	5	90
31	Selma	27	18	18	22	5	90
32	Siti Nurasih	22	16	16	18	4	76
33	Siti Qomariah	22	16	17	20	5	80
34	Windi	25	17	17	20	5	84

Rater,

Yuwari
Kurnia Budiyanti, M.Pd



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Stafel

Syarif Kasim Riau

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NAMA	Content	Organization	Vocabulary	Language use	Mechanics
Cynthia Rida Arianti	27	17	18	18	4
SABRINA	22	17	14	18	4
RISKA ANGRANI	0	0	0	0	0
RARA QALBI	27	17	18	18	4
Aljumi laila	29	18	18	21	4
HARISKA FITRIANI	0	0	0	0	0
ELVANISSA RAHMA APRILLYA	21	18	15	15	4
Azlina	28	18	17	17	4
Fika amalia annajwa - X Busana	28	20	20	20	4
Esa Najwa Rizal - X Busana	24	15	17	19	4
Kasih Mutia Hikmah - X Tata Boga	27	18	20	20	4
Selma Destia Saputri - X Busana	27	18	18	20	4
NOVITA DWI RAMADHANI - X BUSANA	20	15	15	17	4
SITI HIDAYATI AL-FIYAH - X BUSANA	25	17	17	17	4
Dira Puspa Dwi	17	13	13	13	3
Sarmila	17	13	13	13	3
Marshanda E. Putri, X Fashion	27	17	17	17	4
Syerina	17	13	13	13	3
Ermawati	27	17	17	20	4
Shomymy, X Fashion	27	17	17	19	4
Salsasaputri - X Busana	27	17	17	20	4
Zulna Fitri Liani - X Busana	27	17	17	20	4
Riyani - X Busana	27	17	17	20	4
Safriani, X Busana	27	17	17	19	4
Sarihat mardiana	17	13	13	13	3
Vina Rosalina mahasiswa	17	13	13	13	3
Ririn Miyanica - X Busana	26	17	20	20	4
SEPDINA KHAIRUNNISA PUTRI	26	15	18	20	4
Bella Syatri / X Busana	26	16	18	19	4



Fitri Indriyani - X Busana	26	17	20	19	4
Selma Ayu Safitri X Busana	26	16	20	19	4
Siti nurasiah - X Busana	26	16	18	19	4
Siti Qomariah - X Busana	26	17	18	19	4
Windi Susanti - X Busana	26	17	18	19	4

Harum Natasha, M.Pd.

Rater,
Harum Natasha, M.Pd.

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APPENDIX 4

(Improvement of Proposal)

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LAMPIRAN BERITA ACARA
UJIAN PROPOSAL

SOPE DIANA FARAH
11513200194
KAMIS / 14 NOVEMBER 2019
THE CORRELATION BETWEEN STUDENTS' MASTERY OF PAST TENSE
AND THEIR ABILITY IN WRITING recount TEXT AT VACATIONAL
HIGH SCHOOL 1 TEMELAHAN

URAIAN PERBAIKAN

Revise your analyze the data
Revise your formula that should be
related ordinal be interval

Pekanbaru, 14 NOVEMBER 2019
Penguji II

NEWHA IGRAHM, S.Pd.I, M.Pd

UIN SUSKA RIAU

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing

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Mahasiswa
Hak Cipta Dilindungi Undang-Undang
Penelitian

State Islamic University of Sultan Syarif Kasim Riau

ANSI FRASATI, M.H.Sc



**PENGESAHAN PERBAIKAN
 UJIAN PROPOSAL**

Nama Mahasiswa : SORE DIANA FITRIAH
 Nomor Induk Mahasiswa : 1151 3200 199
 Tanggal Ujian : Kamis / 14 November 2019
 Judul Proposal Ujian : The Correlation Between Students' Mastery of Past Tense and Their Ability in Writing Recount Text at Vocational Highschool
1 Tambilahan

: Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

Nama Mahasiswa
 Nomor Induk Mahasiswa
 Tanggal Ujian
 Judul Proposal Ujian

Judul Proposal

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
Drs. Samsi Hasan, M.H.Sc	PENGUJI I		
Nelvia Ibrahim, M.Pd	PENGUJI II		20/11/2019

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Mengstahui
 n. Dekan
 Waki Dekan I
 D. D. Alimuddin, M. Ag
 NIP. 196609241995031002

Pekanbaru, 21 Februari 2020
 Peserta Ujian Proposal

SORE DIANA FITRIAH
 NIM. 1151 3200 199

APPENDIX 5

(Decision Letter of Supervisor)

UIN SUSKA RIAU

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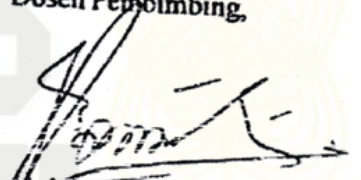


**DAFTAR NILAI SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU**

NO	NAMA	NIM/BP	NILAI	KETERANGAN
			ANGKA/HURUF	
	Sopie Diana Fitriah	11513200194	77	

Pekanbaru, 13 Januari 2021

Dosen Pembimbing,


 Abdol Hadi, S.Pd., M.A., Ph.D
 NIP. 197301182000031001

UIN SUSKA RIAU

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APPENDIX 6

(Guidance Activity)

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 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
 FAKULTAS TARBIYAH DAN KEGURUAN
 كلية التربية والتعليم
 FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PO. BOX 1004 Telp. (0761) 561647
 Fax. (0761) 561647 Web.www.ftk.uinsuska.ac.id, E-mail: eftak_uinsuska@yahoo.co.id

: Un.04/F.II.4/PP.00.9/13586/2021

Pekanbaru,05 Oktober 2021

: Biasa

: -

: *Pembimbing Skripsi (Perpanjangan)*

Kepada

Yth. Abdul Hadi, S.Pd, M.A.

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru*Assalamu'alaikum warahmatullahi wabarakatuh*

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : SOFIE DIANA FITRIAH

NIM : 11513200194

Jurusan : Pendidikan Bahasa Inggris

Judul : THE CORRELATION BETWEEN STUDENTS' MASTERY OF PAST TENSE AND THEIR ABILITY IN WRITING RECOUNT TEXT AT TENTH GRADE STUDENTS OF VOCATIONAL HIGHSCHOOL 01 TEMBILAHAN

Waktu : 3 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

Wassalam

an. Dekan

Wakil Dekan I



Zarkasih, M.Ag.

No. 19721017 / 199703 / 1 004

Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau

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**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

Jenis yang dibimbing :
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 Nama Pembimbing : Abdul Hadi, s. Pd. M. A., Ph. D
 Nama Induk Pegawai (NIP) : 197301182000031001
 Nama Mahasiswa : Sopia Diana Fitriah
 Nomor Induk Mahasiswa : 1151 3000 191
 Kegiatan :

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
27-7-2019	Konsultasi Bab I		
2-8-2019	Revisi & Konsultasi Bab I & II		
9-9-2019	Revisi Konsultasi Bab I & II (Bagian)		
2-10-2019	Konsultasi Bab III		
16-10-2019	Revisi & Konsultasi Bab III		

Pekanbaru, 16 November 2019

Pembimbing,

Abdul Hadi, MA PhD
 NIP. 197301182000031001

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**KEGIATAN BIMBINGAN MAHASISWA
 SKRIPSI MAHASISWA**

Jenis yang dibimbing :
 a. Seminar usul Penelitian :
 b. Penulisan Laporan Penelitian :
 Nama Pembimbing : Abdul Hadi, S.Pd., M.A., Ph.D
 a. Nomor Induk Pegawai (NIP) : 197301182000031001
 Nama Mahasiswa : Sopie Diana Fitriah
 4. Nomor Induk Mahasiswa : 11513200194
 5. Kegiatan :

Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
06 Oktober 2021	Konsultasi Bab 4 & 5		
22 Oktober 2021	Revisi bab 1, 2, 3		
08 November 2021	Revisi bab 4 & 5 dan perubahan judul		

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UIN SUSKA RIAU

Pekanbaru, 8-11-2021
 Pembimbing

Abdul Hadi, S.Pd., M.A., Ph.D
 NIP. 197301182000031001

APPENDIX 7

(Research Letter)

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UIN SUSKA RIAU



PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/32514
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau, Nomor : Un.04/F.II/PP.00-9/2742/2020 Tanggal 12 Maret 2020**, dengan ini memberikan rekomendasi kepada:

- | | |
|----------------------|---|
| 1. Nama | : SOFIE DIANA FITRIAH |
| 2. NIM/ KTP | : 115132001940 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE CORRELATION BETWEEN STUDENTS' MASTERY OF PAST TENSE AND THEIR ABILITY IN WRITING RECOUNT TEXT AT VOCATIONAL HIGH SCHOOL 1 TEMBILAHAN |
| 7. Lokasi Penelitian | : HIGH SCHOOL 1 TEMBILAHAN |

Dengan ketentuan sebagai berikut:


1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.

2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.

3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 23 April 2020



Ditandatangani Secara Elektronik Melalui :
 Sistem Informasi Manajemen Pelayanan (SIMPEL)

**DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU
 PROVINSI RIAU**

UIN SUSKA RIAU

Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN SUSKA Riau di Pekanbaru
4. Yang Bersangkutan

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CURRICULUM VITAE

Sopie Diana Fitriah was born on September 1st 1997 in Tembilahan, Indragiri Hilir, Riau. The oldest daughter of two from Mr. Eddy Sofyan and Mrs. Helpiasari.

Sopie was graduated from SD 006 Muhammadiyah Tembilahan, MTsN 094 Tembilahan, and MAN Model Jambi. And in 2015, she was accepted as one of the students in English Education Department, Faculty of Education and Teaching Training of State Islamic University of Sultan Syarif Kasim Riau.



Finally, she managed to the final examination with her thesis entitled: **“The Correlation Between Students’ Mastery of Past Tense and Their Ability in Writing Recount Text at Vocational High School 1 Tembilahan.”**

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