

**THE CORRELATION BETWEEN STUDENTS' TENSES  
MASTERY AND STUDENTS' ABILITY IN WRITING  
OF THE SECOND YEAR STUDENTS OF  
SMP AL-ISHLAH PEKANBARU**



**BY**

**FAKHRUL MUKLIS**

**NIM. 10614003518**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1433 H/2012 M**

**THE CORRELATION BETWEEN STUDENTS' TENSES  
MASTERY AND STUDENTS' ABILITY IN WRITING  
OF THE SECOND YEAR STUDENTS OF  
SMP AL-ISHLAH PEKANBARU**

A Thesis

Submitted in Partial Fulfillment of the Requirements  
for the Degree of Bachelor of Education

(S.Pd.)



By

**FAKHRUL MUKLIS**

**NIM. 10614003518**

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1433 H/2012 M**

## ABSTRAK

**Fakhrul Muklis (2012) : Hubungan antara Penguasaan Tenses Siswa dan Kemampuan Siswa dalam Menulis di Kelas Dua SMP Al-Ishlah Kecamatan Lima Puluh Kota Pekanbaru.**

Permasalahan penelitian ini adalah siswa mengalami kesulitan dalam membuat kalimat yang baik meskipun siswa telah memahami tentang grammar. Adapun perumusan masalah dalam penelitian ini adalah bagaimana penguasaan tenses siswa, bagaimana kemampuan siswa dalam menulis kalimat, dan ada atau tidaknya hubungan yang signifikan antara penguasaan tenses siswa dan kemampuan mereka dalam menulis kalimat. Tujuan penelitian ini adalah untuk mengetahui bagaimana penguasaan tenses siswa, untuk mengetahui bagaimana kemampuan siswa dalam menulis kalimat, dan untuk mengetahui ada atau tidaknya hubungan yang signifikan antara penguasaan tenses siswa dan kemampuan siswa dalam menulis kalimat. Untuk metodologi penelitian, penulis menggunakan penelitian koefisien korelasi. Digunakan dua variabel dalam penelitian ini. Yang pertama adalah variabel independen yaitu penguasaan tenses siswa “X” dan yang kedua adalah variabel dependen yaitu kemampuan siswa dalam menulis kalimat “Y”. penelitian ini dilakukan di SMP Al-Ishlah Kecamatan Lima Puluh Kota Pekanbaru. Subjek penelitian ini adalah siswa kelas dua SMP Al-Ishlah, dan objeknya adalah hubungan antara penguasaan tenses dan kemampuan menulis kalimat. Jumlah populasinya adalah 30 siswa. Dalam penelitian ini, penulis menggunakan total sampling dalam mengumpulkan data. Penulis melakukan tes untuk variabel “X” dan “Y”. Untuk menganalisa data, penulis menggunakan SPSS 17.00 dan juga cara manual.

Berdasarkan hasil penelitian dapat disimpulkan bahwa ada hubungan yang signifikan antara penguasaan tenses siswa dengan kemampuan menulis kalimat siswa di kelas dua SMP Al-Ishlah Kota Pekanbaru, yang mana dapat dilihat dari penjelasan berikut ini:

- a. Nilai koefisien korelasi  $0.393 \geq 0.361$  dalam level yang signifikan 5% dan 0.463 dalam signifikan level 1% (lihat tabel produk momen dalam appendix)
- b. Kemungkinan nilai atau tanda (2-tailed) adalah  $0.032 \leq 0.05$ . Ini berarti bahwa  $H_a$  diterima.

## ABSTRACT

### **Fakhrul Muklis (2012) : The Correlation Between Students' Tenses Mastery and Students' Ability in Writing at the Second Year Students of SMP Al-Ishlah of Lima Puluh District of Pekanbaru**

The problems of this research is students get difficulties in making a good sentence eventought the students understand about grammar. The formulation of problems are: how the students' tenses mastery, how the students' ability in writing sentences, and there is or no significant correlation between students' tenses mastery and students' ability in writing sentences. Objective of the research; it's to know how the students' tenses mastery, it's to know how the students' ability in writing sentences, it's to know there is or no significant correlation between students' tenses mastery and students' ability in writing sentences. For research methodology, the writer used coefecient corelation research. They are two variables used in this research. The first is independent variable that is the student' tenses mastery "X" and the second is dependent variable is the students' ability in writing sentences "Y". This research was conducted at SMP Al-Ishlah of the limapuluh district of Pekanbaru. The subject of this research is the second year students of SMP Al-Ishlah, and the object is the correlation between tenses mastery and ability in sentences writing. The total number of population is 30 students. In this research, the writer used total sampling in collecting the data. The writer doing test of variable "X and Y". To analyze the data, the writer used SPSS 17.00 and also used manual way.

Based on the research finding, the result can be concluded that there is significant correlation between students' tenses mastery and students' ability in writing sentences at the second year students of SMP Al-Ishlah of Limapuluh distirict of Pekanbaru as shown by the explanation bellow:

- a. The score of correlation coefficient  $0.393 \geq 0.361$  in significant level 5% and  $0.463$  in significant level 1% (see table product moment in appendix)
- b. The probability score or sign (2-tailed) is  $0.032 \leq 0.05$ . it means that  $H_a$  is accepted.

## ملخص

فخر المخلص (2012): العلاقة بين استيعاب على صيغ الأفعال و قدرتهم على كتابة الكلمات بالمدرسة الإعدادية الإصلاح بمركز ليما فولوه باكنبارو.

كانت المشكلة في هذا البحث أن الطلاب يلاقون المشكلات في الكلمات الصحيحة مهما كانوا يفهمون القواعد الإنجليزية. وصيغة المشكلة في هذا البحث كان استيعاب الطلاب على صيغ الأفعال، كيف قدرة الطلاب على كتابة الكلمات و هل هناك علاقة ضرورية بينهما. الهدف لهذا البحث لمعرفة استيعاب الطلاب على صيغ الأفعال، قدرتهم على كتابة الكلمات و معرفة العلاقة بينهما. استخدم الباحث في هذا البحث ارتداد العلاقة. يستخدم في هذا البحث متغيران، أولهما متغير مستقل وهو استيعاب الطلاب على صيغ الأفعال أو متغير X و ثانيهما متغير غير مستقل أي قدرة الطلاب على كتابة الكلمات أو متغير Y. انعقد هذا البحث بالمدرسة الإعدادية الإصلاح بمركز ليما فولوه باكنبارو. الموضوع في هذا البحث طلاب الصف الثاني بالمدرسة الإعدادية الإصلاح بمركز ليما فولوه باكنبارو بينما الهداف في هذا البحث العلاقة بين استيعاب الطلاب على صيغ الأفعال و قدرتهم على كتابة الكلمات.

استنبط الباحث مبنياً على حصول البحث أن هناك علاقة ضرورية بين استيعاب الطلاب على المفردات و قدرتهم على كتابة الكلمات لطلاب الصف الثاني بالمدرسة الإعدادية الإصلاح بمركز ليما فولوه باكنبارو ما يدل عليه البيان الآتي:

أ. كانت نتيجة ارتداد العلاقة  $0.361 < 0.393$  في مستوى الدلالة 5 في المائة و  $0.463$  في مستوى الدلالة 1 في المائة ( انظر فهرس فرودوك مومين في الفهرس). إمكانية النتيجة أو الرمز (2-مذنب) نحو  $0.05 < 0.032$  ما يدل على قبول الفرضية البديلة.

## ACKNOWLEDGEMENT



The praise and thanks are given to Allah Almighty, The Lord of the universe, through His blessing, strength, and guidance, which finally the writer can complete this thesis completely, and shalawat and salam deliver to prophet Muhammad peace be upon him. Then, the writer realized that the completion of this thesis will not be successful without the assistance from other individuals and institutions. For this purpose, the writer would like to address his deepest gratitude to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sulthan Syarif Kasim Riau who always dedicates his time to develop this University to achieve its vision and mission.
2. Dr. Hj. Helmiati, M.Ag, the Dean of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau for her permission, kindness and encouragement in completing this thesis.
3. Dr. Hj. Zulhidah, M.Pd, the Head of English Education Department for her kindness and guidance who had helped him to write this thesis
4. Drs. Samsi Hasan, Mh.Sc, as the writer's supervisor who has patiently given guidance, critics, advice, motivation, brilliant notion and precious contributions to the writer from the beginning of the process of thesis writing until the completion of it. The writer apologizes for his weaknesses and always bothering his time.
5. Drs. H. Kalayo Hasibuan, M.Ed-TESOL. as the writer's lecturer who has given his patiently guidance, critical advice, motivation, brilliant notion and precious contributions to the writer to complete the process of thesis writing.

6. Drs. M. Syafi'i, M.Pd. as the writer's lecturer who has given his patiently guidance, critical advice, motivation, brilliant notion and precious contributions to the writer to complete the process of thesis writing. Thank you very much.
7. All lecturers of English Education Department especially.
8. Ir. Andi Muhammad Amir, S.Pd, the Headmaster of SMP Al-Ishlah Pekanbaru and the teachers who have helped the writer in doing research easily and all the second year students who have participated for research purpose.
9. Zainuddin (alm) and Nurhayati, his beloved parents. Thanks for their endless and greatest love, care, prayers, support and best wishes. No words can be painted for their sacrifices and tears. His love is completely for them forever. Allah always loves you. Amin
10. Musniah, Long Ponik, Udo Icol, Ocu Husri, Dek Ilen, Kak Tera, etc the writer's beloved brothers. He loves them very much. Thank you very much for their love and everything what they have given to him. May Allah always blesses us.
11. Muslim Balai Karimun, Faisal Air Tiris, M. Saiful Simpang Ayam, Firman Ajo, Nopri Tobang, Ustadz Ramdlon Al Ketam Putih, Ahmad Faisal Tanjung Bolak, M. Iqbal, Nanda Hidayat, Deswati, Dian Haryani, Siti Mardiyah, Yance Murvianti, Siska Nuzulina, Usmiati, Juarsih, Iwal, Herman Menggala, Amy UT, Rini Kerinci and all friends. Thanks a lot for your amazing friendship, love, care, pray, support and everything you have given to the writer. He will never forget it till his end of life. Keep spirit always for us.
12. All his friends of English Education Department 2006 (A, B, C, D-classes) especially for D'Best Community (The big family of D-Class) that cannot be written one by one. Thanks for the best memories you made. He never forgets it. Love you forever.
13. All who has helped him in completing this thesis.

Nothing is perfect but Allah SWT and neither is this work. Therefore, any comments, critics, and constructive suggestions for the improvement of this thesis will be highly appreciated. Hopefully this thesis can give meaningful contribution to further researches.

Pekanbaru, August, 2011

Fakhrul Muklis

## LIST OF THE CONTENTS

SUPERVISORS APPROVAL .....	i
EXAMINERS APPROVAL .....	ii
ACKNOWLEDGMENTS .....	iii
ABSTRACT .....	vi
LIST OF THE CONTENTS .....	ix
LIST OF THE TABLES .....	xii
LIST OF APPENDIXES.....	xiii
CHAPTER I. INTRODUCTION .....	1
A. The Background of The Problem.....	1
B. The Definition of the Term .....	6
C. The Problems .....	7
1. The Identification of the Problems.....	7
2. The Limitation of the Problems .....	8
3. The Formulation of the Problems .....	9
D. The Objectives and Significance of the Research.....	9
1. Objective of the Research .....	9
2. The Significances of the Research .....	10

CHAPTER II. REVIEW OF RELATED LITERATURE .....	11
A. Theoretical Framework .....	11
1. The Nature of Writing Ability.....	11
2. The Nature of Students’ Writing Sentences.....	12
3. The Factors Influencing Students’ Writing Ability .....	18
4. The Nature of Tenses Mastery .....	20
5. The Correlation between students’ Tenses Mastery and Students’ Writing Ability.....	32
B. The Relevant Research.....	34
C. The Operational Concept .....	35
D. The Assumption and Hypothesis .....	36
1. The Assumption .....	36
2. The Hypothesis.....	36
CHAPTER III RESEARCH METHODOLOGY .....	38
A. The Research Design.....	38
B. The Location and Time of the Research .....	38
C. The Object and the Subject of the Research .....	38
D. The Population and the Sample of the Research.....	39
E. The Technique of Data Collection .....	39
F. The Technique of Data Analysis.....	40

CHAPTER IV DATA PRESENTATION AND ANALYSIS .....	44
A. The Data Presentation .....	44
1. The Score of Students' Tenses Mastery .....	45
2. The Score of Writing Sentences .....	46
3. The score of Student's tenses Mastery and Students' Ability in Writing Sentences Test .....	47
B. The Description of the Research Variable .....	49
C. Data Analysis .....	49
1. Students' Tenses Mastery .....	52
2. Writing Sentences .....	54
3. The Correlation between Students' Tenses Mastery and Writing Sentences Ability Test .....	55
CHAPTER V. CONCLUSION AND SUGGESTION .....	62
A. Conclusion .....	62
B. Suggestion .....	63
 BIBLIOGRAPHY	
 APPENDIXES	
 CURRICULUM VITAE	

## THE LIST OF TABLES

Table III.1 The Population and the Sample of the Research.....	39
Table III.2 The Classification of students' Score of Tenses Mastery .....	42
Table III.3 The Classification of students' Score of writing sentences .....	43
Table IV.1 The Classification of students' score .....	44
Table IV.2 The Students' Score of Tenses Mastery .....	45
Table IV.3 The Students Score In Writing Sentences.....	46
Table IV.4 The Score of Students' Tenses Mastery and Writing Ability Test .....	47
Table IV.5 The Statistic Of Variable X And Y.....	51
Table IV.6 The Frequency Distribution of Simple Tenses Mastery .....	53
Table IV.7 The Frequency Distribution Of Students' Ability In Writing Sentences .....	55
Table IV.8 The correlation between students' tenses mastery and ability in Writing Sentences.....	56
Table IV.9 The Data Contribution Of The Correlation Between Students' Tenses Mastery and Students Ability In Writing Sentences.....	57

## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

The existence of English in many knowledge disciplines has been one of the reasons why most of the people in this world learn it. They enthusiastically compete to find the most effective way and the shortest time that enable them to be successful in learning English.

The success of learning English is absolutely inseparable with the mastery of four language skills involving, listening, speaking, writing, and reading. Brown stated, there are four language skills that the student should master at the end of their learning process, they are listening, speaking, writing and reading<sup>1</sup>. Students are strongly expected to consider the importance of the four language skills as the final purpose to achieve. They should study hard to master the four skills by doing many exercises and practices, so that, their learning target can be achieved.

These activities, of courses, require guidance of English teacher in applying his or her role in teaching, facilitating, and educating to bring the students into the expected learning atmosphere what has been taught to the students is supposed to enable them to understand, identify, use, and apply the language in communication. Teacher's explanation is important to provide learners the only substantial life target, input, they are likely to receive<sup>2</sup>. There are some important

---

<sup>1</sup>H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs, New Jersey: Prentice Hall, Inc, 1994. p. 127

<sup>2</sup>David Nunan. *Second Language Teaching and Learning*. Henle Publisher. Canada. 1999. p. 190

supporting elements required by the students to master the language skills. One of them is grammar.

The existence of grammar in learning English is the fundamental one that helps generate understandable sentences produced by language use in both spoken and written forms. Moreover, understanding, translating, analyzing, comprehending, and even generating ideas of what situation they are facing.

English is one of the international languages that are widely used in the world. English has been used by many people from different countries. Most of non-native speakers use English to establish relationship with other people coming from different countries.

Grammar of a language is description of the way in which that language behaves. Grammar is a system of rulers governing the conventional arrangement and relationship of words in a sentence<sup>3</sup>. So, it means grammar is a basically to arrange words become a sentence. Without ability in grammar, writer cannot arrange the words become a good sentence. Grammar is used in the process of writing where as the words are arranged grammatically in a sentence.

According to Hughey, writing is an essential form for communication. Its function is to express someone feelings, hopes, and dreams. Through writing, a writer can express someone ideas, plans, recommendations, and commitments<sup>4</sup>. Considering to the functions of writing as an essential form of communication and

---

<sup>3</sup> H. Douglas Brown. Op Cit. p. 347

<sup>4</sup> Hughey, Jane B, et al. *Teaching ESL Composition: Principles and Teaching Techniques*. Rowley, Massachusetts: Newbury House Publisher, Inc, 1983. p. 34

as the tool of the writer expressions, the varieties of composition process will be the basic demand of a well-organized essay.

Writing is not a simple subject. When writer wants to write something, writer should demonstrate his/her English grammatical competence and knowledge also skill in writing. One of the skills in writing is composing short paragraph. Paragraph is a unit of organization of written language, which serves to indicate how the main ideas in a written text are grouped<sup>5</sup>. However, it can not be separated by sentences. Therefore, before writer make the sentences writer should master the structure to make the correct sentences and become a paragraph.

Writing is an actualization or dramatization of thought process through transcription. Writer in this term expresses his or her ideas or opinions into a written form and informs the readers to know and understand his messages. In the process of writing, the writer is not only thinking the ideas, but also using grammar correctly.

In mastering grammar which can be considered as a complicated thing, grammar is essential as the rules of wording to make meaningful utterances. In the skill of writing for instance, at least students have to master not only vocabularies, but also grammar well. In this case, verb tenses have essential role, they tell to the readers when are taking place. Careful and accurate usage of tenses is important for a clear writing. For instance, if the verbs in a passage refer to actions occurring at present and past actions, then the present tense and past tense are definitely needed to be used.

---

<sup>5</sup> Richard, Jack. et al. *Longman Dictionary of Applied Linguistics*. Malaysia: Longman Group UK Limited. 1992. p. 262

In writing, grammar has shown its role in resulting good sentences. Sentences written grammatically will make the readers easy to understand about messages that the writer sends. Grammar is not only the basic skill to create good sentences but also needed to promote the development of writing skill.

English in SMP Al-Ishlah Pekanbaru has been taught since the first year of learning. The students have been given some kinds of grammar intended to make them understand about English. They are also introduced the model of writing forms called Genre purposed to help the students understand, comprehend, analyze, and write the sentences.

In SMP Al-Ishlah Pekanbaru, English has been writerll known by students. It can be seen in curriculum that is used and time allocation. There is a curriculum that is used in SMP Al-Ishlah Pekanbaru. KTSP (Education Unit Level Curriculum) especially is used to the first until the third grade. It has been applied since 2007 until now. English KTSP is a curriculum in which school or an institution has authority to implement system of learning and teaching activity for particular lesson or subject.

English teaching and learning process in curriculum is allocated for 2 meetings x 45 minutes in a writerek. Furthermore, in English teaching and learning process, teacher-centered activities are dominated in the classroom. So, in order to get further causes why students get difficulties to write English in the classroom, especially to write sentences, it is needed a research dealing with the teaching and learning English especially in writing sentences.

In application, the teacher explained the ways of how to make a good sentence and almost all of the students understood when the teacher taught the grammar especially in simple present and simple past, but the students got difficulties when they were asked to produce a good sentence. The students got difficulties in producing a good sentence even though the students understood about grammar. They also knew the formula of simple present and simple past, but they were confused in producing sentences especially in simple sentence and compound sentence. Their motivation in learning was good but their result was low.

Based on the pre-observation of the writer at SMP Al-Ishlah Pekanbaru, some of the students cannot compose the sentences especially by using present and past tense situation. They still cannot find the function of the present and past tenses actually even though they know the formula and finally they are not able to apply in writing sentences. It can be seen in the following symptoms:

1. Some of the students seem to be difficult to construct the sentences in present and past tenses.
2. Some of the students do not understand the present and past activity in writing sentences.
3. Some of the students do not master the present tense and past tense.
4. Some of the students are not able to write clearly sentences.
5. Some of the students still make mistakes in grasping the sentences structure.

Based on the phenomenon above, the writer is interested in doing research entitled, "The Correlation between Students' Tenses Mastery and Students'

Ability in Writing at the Second Year Students of SMP AL-ISHLAH of Lima Puluh District of Pekanbaru.”

## **B. The Definition of the Terms**

In order to avoid misunderstanding about the title above, it is necessary to define the term used as follows:

### 1. Correlation

Correlation means a connection between two things in which one thing changes as the others does.<sup>6</sup> In this research , the correaltion refers to a connection between tenses mastery and students’ writing ability.

### 2. Grammar

Grammar is a system of rules governing the conventional arrangement and relationship of word in sentences<sup>7</sup>. From this statement, grammar has role to arrange the word become a sentences. So, it is important to master the grammar that purpose writer are able to make a correct sentences, because, writer know the structure to make good sentences. When writer want to make a sentence, writer have to be able in arranging the word become a correct sentence. Automatically, writer must be able in grammar, because, grammar guides us in making sentences. So, the relationship grammar and writing are parallel.

---

<sup>6</sup> Hornby, Oxford the Advance Learner Dictionary of Current English, 2000, p. 296

<sup>7</sup> H. Douglas Brown. *Op Cit.* p. 347

### 3. Mastery

Mastery is complete knowledge, great skill.<sup>8</sup>

### 4. Writing

Writing is an actualization or dramatization of the thought process through transcription<sup>9</sup>. Writing is an expression of the writer. Writer must be able to express their mind in writing. A good writer is someone who is able to make the reader understand what the meaning of the writing is. By writing, writer can understand the writer's ideas. So, it is not only in orally but also in writing form.

### 5. Sentence

Sentence is a group of words that makes complete sense.<sup>10</sup>

### 6. Ability

Ability can be as potential as capacity to do something physically or mentally. Ability is also someone's potential to do something<sup>11</sup>. Each one has different ability. It depends on their IQ influences someone if he could do it or could not do it.

## C. The Problem

### 1. The Identification of the Problem

From the background above and the phenomena on the grammatical faced by the students of SMP Al-Ishlah of Lima Puluh District of

---

<sup>8</sup> *Ibid*, p. 721

<sup>9</sup> Hughey, Jane B, et al. *Teaching ESL Composition: Principles and Teaching Techniques*. Rowley, Massachusetts: Newbury House Published, Inc, 1983. p. 10

<sup>10</sup> Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing*, Sydney, University of New South Wales Press Ltd, 2005, p. 62

<sup>11</sup> *Ibid*. p. 10

Pekanbaru especially the present and past tenses in connection with the writing sentences, the problems of this research are identified in the following identifications:

- a. Why do the students seem to be difficult to construct the sentences in present and past situation?
- b. Why do the students do not understand the present and past activity in writing sentences?
- c. Why do the students do not master the present tense and past tense?
- d. Why are the students not able to write clearly sentences?
- e. Why do the students still make mistakes in grasping the sentences structure?

## **2. The Limitation of the Problems**

Due to the title of this research is too broad, therefore, the writer focuses on the correlation betwriteren students' tenses mastery and their ability in writing sentences at the second year students of SMP Al-Ishlah of Lima Puluh of Pekanbaru, it refers to:

In variable X: (1) The simple present tense.

(2) The simple past tense.

In variable Y: (1) The simple sentence.

(2) The compound sentence.

The reason why the writer chooses only two tenses in his thesis is because in junior high school especially in the second year is only focused to

narrative text, descriptive text, and recount text. As writer knows, these three texts are focused to present and past tenses in the usage of the sentences structure. So that the writer limits the problem only to present and past tenses.

### **3. The Formulation of the Problems**

Based on the limitation above, the problem of this research is formulated as follows:

- a. How is the students' tenses mastery of the second year students at SMP Al-Ishlah of Lima Puluh District of Pekanbaru?
- b. How is the students' ability in writing of the second year students at SMP Al-Ishlah of Lima Puluh District of Pekanbaru?
- c. Is there any significant correlation between students' tenses mastery and students' ability in writing sentences at the second year students at SMP Al-Ishlah of Lima Puluh District of Pekanbaru?

## **D. The Objectives and the Needs of the Research**

### **1. The Objectives of the Research**

- a. To know the students' tenses mastery of the second year students at SMP Al-Ishlah of Lima Puluh District of Pekanbaru.
- b. To know the students' ability in writing sentences of the second year students at SMP Al-Ishlah of Lima Puluh District of Pekanbaru.
- c. To know significant correlation between students' tenses mastery and students' ability in writing sentences at the second year students at SMP Al-Ishlah of Lima Puluh District of Pekanbaru.

## **2. The Significances of the Research**

- a. This research finding is about the correlation between students' tenses mastery and students' ability in writing sentences.
- b. This study is expected to the correlation between students' tenses mastery and their ability in writing sentences.

## CHAPTER II

### THE REVIEW OF LITERATURE

#### A. The Theoretical Framework.

##### 1. The Nature of Writing Ability

Writing is a productive language skill. By writing, someone can express his or her thoughts, ideas, and feelings. Then, it provides the information for his or her readers. So, in writing we have to give ideas, feeling, and opinions and create our own thinking to make readers understand.

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. The writing ability is the ability of a person to express his or her ideas, feeling, or something to others by using written language. On the other hand, writing is a medium in which the thoughts and the ideas are organized into sentences in a paragraph.

Writing is one of the communication tools. Communication arises when language is used as such interpersonal behavior, which goes beyond meaningful and truthful manipulation of language symbols. Writing begun from a letter – word – phrase – clause – sentence – paragraph – text. Writing requires experience, interest, motivation, and practice. It requires the ideas that are organized logically, expressed clearly, and arranged attractively. The students of junior high school referring to the syllabus existing are demanded to be able to write various text or genre, such as descriptive, procedure, report, recount and

narrative. They are also required to be proficient in the mastery of vocabulary to express ideas in simple functional written text and essay to interact to others. A writer should have the ability of how to employ the grammatical forms and syntactical pattern of writing in order to make the readers understand what the writer means.

## 2. The Nature of Students' Writing Ability

A sentence is a group of words that makes complete sense. It is marked in writing by beginning with a capital letter and ending with a full stop<sup>1</sup>. There are four functions of sentences:

### a. The declarative sentence

The declarative sentence is a simple state of a fact or argument, without requiring either an answer or action from the reader<sup>2</sup>. Look at in the following examples:

#### 1) Making statements or declaratives

<u>the girl</u>	<u>shot</u>	<u>a goal</u>
subject	verb	object

<u>the sun</u>	<u>rises</u>	<u>in the east</u>
subject	verb	adverb

---

<sup>1</sup> Peter Knapp and Megan watkins. *Genre, Text, Grammar: Technologies for Teaching and Assesing*, Sydney: University of New South Wales press ltd, 2005. p. 62

<sup>2</sup> <http://www.writingcentre.uottawa.ca/hypergrammar/sntpurps.html>

b. The interrogative or asking question

The interrogative asks a question. In the interrogative form the auxiliary verb precedes the subject which is then followed by the main verb (i.e., Are you coming ....?). The interrogative form ends with a question mark (?)<sup>3</sup>. Look at in the following examples:

2) Asking question or interrogatives

<u>did</u>	<u>the girl</u>	<u>shoot</u>	<u>a goal?</u>
Finite	subject	verb	object

<u>Does</u>	<u>the sun</u>	<u>rise</u>	<u>in the east?</u>
Finite	subject	verb	adverb

c. The imperative sentence

An imperative sentence gives a direct command to someone -- this type of sentence can end either with a period or with an exclamation mark, depending on how forceful the command is<sup>4</sup>. Look at in the following examples:

3) Uttering commands or imperatives.

<u>shoot</u>	<u>the goal</u>
verb	object

<u>Wash</u>	<u>the windows!</u>
Verb	object

---

<sup>3</sup> [http://esl.about.com/od/intermediatewriting/a/sentence\\_types.htm](http://esl.about.com/od/intermediatewriting/a/sentence_types.htm)

<sup>4</sup> <http://www.writingcentre.uottawa.ca/hypergrammar/sntpurps.html>



A simple sentence has one complete subject and one complete predicate<sup>7</sup>. The subject, the predicate, or both may be compound. Simple sentence, also called an independent clause, contains a subject and a verb, and it expresses a complete thought. Look at the following simple sentences:

Example:

- (a) Juan and Arturo are play football every afternoon
- (b) Alicia goes to the library and studies everyday
- (c) Some students like to study in the morning

The three examples above are all simple sentences. Note that sentence B contains a compound subject, and sentence C contains a compound verb. Simple sentences, therefore, contain a subject and verb and express a complete thought, but they can also contain a compound subjects or verbs.

In Peter Knapp and Megan Watkins, a simple sentence has only one clause that makes complete sense<sup>8</sup>. a simple sentence may include an embedded clause or one or more phrases.

Example:

---

<sup>6</sup> *The Structure of Sentence*.<http://www.writingcentre.uottawa.ca/hypergrammar/sntstrct.html>. April 2012.

<sup>7</sup> *Process Writing Sentences*. <http://www.eslbee.com/sentences.htm>. November 2010

<sup>8</sup> Peter Knapp and Megan Watkins. *Genre, Text, Grammar: Technologies for Teaching and Assesing*, Sydney: University of New South Wales Press ltd, 2005. p. 63

The council should keep the local park	Single main clause
The council should keep the local park <i>Near the shopping centre</i>	Main clause + Adverbial phrase
The council <i>who are our representative</i> should keep the park	Main clause + Embedded clause

## (2) Compound sentence

Coordinators are as follow: *for, and, nor, but, or, yet, so*. (Helpful hint: the first letter of each of the coordinators spells FANBOYS)<sup>9</sup>. Except for every short sentence, coordinators are always preceded by a comma. Two or more simple sentences, each considered a main clause, may be combined to form a compound sentence. Main clause can be joined to build a compound sentence by using a comma followed by a conjunction, such as *or, and, or but*. However, a conjunction is not necessary to form a compound sentence. A semicolon may be used to join two main clauses without a conjunction. A semicolon is also used before a conjunction adverb, such as *however*.

Example:

- (a) Laura can't hear the alarm clock, and her dog wakes her
- (b) Laura can't hear the alarm clock; her dog wakes her
- (c) Laura can't hear the alarm clock; however, her dog wakes her

---

<sup>9</sup> *Process Writing Sentences*. <http://www.eslbee.com/sentences.htm>. November 2010

(d) I tried to speak Spanish, and my friend tried to speak English

According to Peter Knapp and Megan Watkins compound sentence is there are two or more clauses that are coordinated or linked in such a way as to give each equal status as a statement<sup>10</sup>. Compound sentence often shares the same subject.

Example: *the council reconsidered its decision and kept the local park.*

The clauses in a compound sentence can be linked by the use of conjunction or punctuation.

*The council debated the issue **and** made a decision.*

*They debated enthusiastically; they made a decision.*

Note how the conjunction “and” is stated in the first example and ellipses in the second. Because compound sentences coordinate main or independent clauses equally, they most commonly use the additive conjunctions “and” and “or”, or the contrastive conjunction, “but”. The following are examples of other additive conjunctions that are sometimes used:

Also	moreover
In addition	as well as
Besides	furthermore

---

<sup>10</sup> Peter Knapp and Megan Watkins. *Genre, Text, Grammar: Technologies for Teaching and Assesing*, Sydney: University of New South Wales press ltd, 2005. p. 64

### 3. The Factors Influencing Students' Writing Ability

There are many factors influencing students' ability in learning process. There are two big factors that influence students in learning process. They are as follows:

- a. Internal factors include psychological aspects, such as interest, motivation, attitude, and talent
- b. External factors include environmental factors (natural and social factors) and instrumental factors (curriculum, teacher, facilities, management, and administration)

It is also happening in writing a text. We can indicate that writing is not easy. So, it can be concluded that there are some factors that influence students' ability in writing recount and narrative text:

- a. Internal factors
  - 1) Students' motivation. McDonald as cited in Nadia said that motivation is changing energy from someone that marks with feeling started by response toward the objective.<sup>11</sup> We can conclude that it causes someone to act something.
  - 2) Students' interest. Syah as cited in Nadia said that interest is high desire toward something. It is a feeling of desire in doing something.<sup>12</sup>
  - 3) Students' talent. Talent is a basic ability to do something well.<sup>13</sup> It can influence students' success in learning. It is special or great ability.

---

<sup>11</sup> McDonald as cited in Nadia Devaga. *"The Students' Ability in Writing Narrative Paragraphs and The Factors that Influence it of The Third Year Students at MAN 1 Pekanbaru"*. Pekanbaru: UIN SUSKA, Riau. 2008 p. 28

<sup>12</sup> *Ibid.*, p. 28

- 4) Students' attitude. Educators are learning attitude and motivation as crucial determinant of learning and deserving our direction.
- 5) Students' grammar mastery. Grammar is very important. Grammar is needed in arranging words. This case is emphasized by Brown. He stated that grammar is the system of the role governing the conventional arrangement and relationship of word in sentence.<sup>14</sup>
- 6) Students' vocabulary mastery. By having a lot of vocabularies, students can easily arrange the words from what they know in grammar. Brown said that good writer will learn to take advantage of the rich of English vocabulary that determines how clearly and accurately you can express your idea.<sup>15</sup>
- 7) Reading frequency. Reading frequency of the students will make them easy to write. Reading will enrich students' writing style. Reading experience has powerful result. It creates image for reader. It means, writing is one of the language skills that should be supported by reading. Someone who likes reading will improve his knowledge. The more we read, the more we know.
- 8) Practice or Time allocation in writing. Nunan stated that skilled writer will spend time for planning the task; while unskilled writers spend little time for planning and they are confused when they are starting. Then, he adds, skilled writers write quickly and fluently, spend time in reviewing what they write.<sup>16</sup>

---

<sup>13</sup> Hornby, A.S. *Oxford Advance Learner's Dictionary*. Great Britain. Oxford University Press. 1995. p. 422

<sup>14</sup> Brown, H. Duoglas. *Teaching by Principle an Interactive Approach to Language Pedagogy*. New Jersey: A Paramount Communication Company Englewood Cliffs. 1994. p. 347

<sup>15</sup> *Ibid.*, p. 326

<sup>16</sup> David Nunan. *Language Teaching Methodology*. New York: Prentice hall. 1991. p. 90

- 9) Personal experience. For students who lack of practice will be difficult to make a good writing. Horn stated for students who have little or no experience with writing, it is not good to admonish them to write clearly<sup>17</sup>.

b. External factors

- 1) Teachers' role. Teacher has important role to make the students successful in learning. Teacher is technician or engineer. The teacher is relying on what his students already know.
- 2) Curriculum. Curriculum is external factors that influence students' ability in writing. In nature of curriculum, its objective is the same as educational program given to students because it (curriculum) is an instrument to gain educational goal.
- 3) Facilities. According to the free dictionary, Facility is something designed and created to serve a particular function and to afford a particular convenience or service. Facilities are one of instrumental factors. Facilities help studying easily. There are many kinds of facilities for study, such as; library, computer, internet, laboratory, text books and the others.

#### **4. The Nature of Tenses Mastery**

Grammar is a system of rules governing the conventional arrangement and relationship of word in sentences<sup>18</sup>. In writing form, grammar is very important because it is used guide us to make correct sentences. Grammar is fundamental for our writing. Without ability in grammar, we cannot make correct sentences. How

---

<sup>17</sup> Vivian Horn. *Composition Steps*. USA: Newbury House Publisher. 1977. p. 1

<sup>18</sup> H. Douglas Brown. *Teaching by Principle: An Interactive Approach to Language Pedagogy*. Englewood Cliffs, New Jersey: Prentice Hall, Inc, 1994 p. 347

can someone understand our writing if we are not able to use grammar correctly and do not understand what we write.

Regarding with Hornby, grammar is a study: word other, verb and noun systems, modifiers, phrases, clauses<sup>19</sup>. Grammar tells us how to construct a sentence (word, adverb, noun systems, modifiers, phrases, classes, etc)<sup>20</sup>. So, grammar is used in the process of writing how we build the word and arrange it become a sentence. Therefore, grammar is big or fundamental roles for our writing become correct sentences.

Grammar had already become a set of rules prescribing “correct usage” by the end of the Middle Ages. In this research, achievement in grammar means that students have ability or mastery in grammar, and how about their ability in their writing. Achievement test is a test which measures how much a language someone has been learnt with reference to a particular course of study or program of instructions. So, achievement we do not to measure someone how far they are able to master the lesson. The writer takes grammar refers to simple tenses include: simple present tense and simple past tense.

According to Richards, tense is the relationship between the form of the verb and the time of the action or state it describes. In English, verbs may be in the past or present tenses. However, the present tense form of the verb is also used in:

- a. Timeless expressions: e.g. the sun rises in the east.
- b. For future events: I am leaving next Monday.

---

<sup>19</sup> Hornby. *Oxford Advances Learner's Dictionary*, London Oxford University, 1995, p. 523

<sup>20</sup> Jack Richard. Et al. *Longman Dictionary of Applied Linguistics*. Malaysia: Longman Group UK Limited. 1992, p. 376

- c. Past events for dramatic effect: Suddenly she collapses on the floor. The past tense form of the verb may also occur I conditional clauses.

Regarding with tenses is kinds or work verb to indicate of the time or action in English sentence, example in the past and present. In English have to three devices time are in the past and present. Based on the devices, it is able to makes three categories primary in tenses that will focus to modifier of the specific time.

Kinds of tenses in English are:

Present:

- 1) Simple present tense
- 2) Present continues (progressive tense)
- 3) Present perfect tense
- 4) Present perfect continues tense

Past:

- 1) Simple past
- 2) Past continues
- 3) Past perfect tense
- 4) Present perfect continues tense

Future:

- 1) Simple future tense

- 2) Future continues tense
- 3) Future perfect tense
- 4) Future perfect continues tense

Past future:

- 1) Past future tense
- 2) Past future continues tense
- 3) Past future perfect tense
- 4) Past future perfect continues tense

Simple tenses have three kinds of categories such as: simple present, simple past and simple future<sup>21</sup>. Usually for junior high school, they learn three kinds of these tenses. Tenses are the first basically component of grammar to easy we write correctly. Ability in using tenses to indicate one of ability in written form. Simple tenses give the idea that an action happen during a particular time. It means an action exist now, began and end in the past, and will be happen in the future.

#### 1) Simple Present Tenses

Regarding with Azar, simple present is used for or situations that exist always, usually, or habitually in the past, present and future<sup>22</sup>

Example:

---

<sup>21</sup> Betty Schampfer Azar. *Basic English Grammar. Second Edition*. Pearsons Education White Plains, New York, 1996, p. 3

<sup>22</sup> Jack Richard, Op.Cit. p. 3

- (a) Ann takes a shower everyday
- (b) I usually eat lunch at the cafeteria
- (c) Babies cry
- (d) The earth revolves around the sun
- (e) A square has four equal sides
- (f) The sky is blue

The pattern verbal sentences of simple present:

Pattern for predicate verb sentence:

SUBJECT + V1 + O + ADV

Example:

- (a) I smoke here.
- (b) They read books in the library.
- (c) You buy a magazine this morning
- (d) We go to Ani's house by car

For subject He, She, and It:

Pattern for predicate verb sentence:

SUBJECT + V1 + S/ES + O/ADV

Example:

- (a) He gives a book to me
- (b) She watches television with her family

(c) It arrives at eight o'clock

(d) A dog bites a child

Pattern for non predicate verb sentence:

SUBJECT + AM/IS/ARE + NON VERB

Example:

(a) I am a teacher

(b) You are my best friend

(c) They are busy everyday

(d) We are happy now

(e) He is a handsome boy

(f) She is a clever student

(g) It is a new book

The Negative Form of the Simple Present Tense

The pattern for negative form of simple present tense is as follow for subject I, you, we, and they:

Pattern for predicate verb sentence:

SUBJECT + DO + NOT + V1 + O/ADV

Example:

(a) I do not go to school on Sunday

- (b) You do not ready a history book
- (c) We do not participate in the development
- (d) They do not ask for money to their father

For subject He, She, and it:

Pattern predicate verb sentence:

SUBJECT DOES+ NOT + V1 + O + ADV

Example:

- (a) He does not bring your book
- (b) She does not visit the zoo
- (c) It does not need for people

Pattern for non predicate verb sentence:

SUBJECT + AM/IS/ARE + NOT + NON VERB

Example:

- (a) I am not happy today
- (b) You are not stupid student
- (c) They are not enjoy this situation
- (d) We are not lazy today
- (e) He is not my husband
- (f) She is not good woman

### Interrogative Form of Simple Present Tense

Pattern for predicate verb sentence

DO/DOES + SUBJECT + V1 + O + ADV?

Example:

- (a) Do (I, You, They We) read magazine every day?
- (b) Does (he, she, it) sell a new motorcycle?

When we use “does” for interrogative, for predicate we do not add s/es because s/es used and put in “does”. If we use question words, pattern for question words in verb sentence.

QUESTION WORDS + BE {IS, ARE, AM} SUBJECT + NON VERB?

Example:

- (a) Who is he?
- (b) What is on the table?
- (c) Which is your motorcycle?
- (d) Whose is not full?
- (e) Where are you now?
- (f) Where are your parents?
- (g) Why is marry present tonight?
- (h) How are they now?

The additional s/es

In the verb of simple present tense, there are some verbs which are added by “s” or “es” for the third singular subject {he, she, it} and singular noun as follow:

Add es if the verb ends in s, x, sh, ch, o, z

Example:

Wash = washes

Catch = catches

Pass = passes

Fix = fixes

Buzz = buzzes

If the verb ends in a consonant “y” change the “y” to “i” and add es

Example:

Study = studies

Fly = flies

If the verb before “y” has a vowel, we just add s after y in the words

Example:

Play = plays

Buy = buys

Adverbs of frequency used for simple present: always, usually, never, often, sometimes, and seldom.

## 2) Simple Past Tense

Regarding with Azar (1989:24) the simple past indicates that an activity or situation began and ended at a particular time in the past.

Example:

- (a) I walked to school yesterday
- (b) He lived in paris for ten years, but now he is living in rome
- (c) I bought a new car there days ago

If a sentence contains when and has the simple past in both clauses, the action in the “when clauses” happens.

Frequency adverbs are common with the simple present: always, usually, never, often, sometimes, and seldom. Simple past is used to talk about activities or situations that began and ended in the past.

Simple past tense refers to something that took place at a specific time in the past, and an event that occurs at a specific time in the past. The time is either understood or specifically mentioned in the sentence.

- (a) Sara went to the movies last night.
- (b) I come to Jakarta two years ago.
- (c) She studied English last night.
- (d) I got the right answer, but I didn't show the process.

The regular simple past is performed by adding “ed” to the base form of the verb. (Base: walk + ed = walked)

The irregular simple past is left up to the irregular verb to decide. Irregular verbs must be memorized and used until you are learned. There are many lists of irregular verbs in English.

Example:

Go – went

Speak – spoke

Give – gave

The pattern of simple past tense

The positive form of simple past tense

The pattern for positive form of simple past tense is as follow: pattern for indicate verb sentence:

SUBJECT + V2 + O + ADV

(a) {I, you, we, they, she, he, it} studied English last night

(b) {I, you, we, they, she, he, it} cleaned the classroom yesterday

(c) {I, you, we, they, she, he, it} went to bandung last week

Pattern for non predicate verb sentence

SUBJECT + WAS/WERE + NON VERB

(a) {I, she, he, it} was ill yesterday {they, you, we} were happy last night

The negative form of simple past tense

The negative form of simple past tense is as follow:

Pattern for predicate verb sentence

SUBJECT + DID + NOT + V1 + O/ADV

- (a) {I, you, we, they, she, he, it} did not study English last night
- (b) {I, you, we, they, she, he, it} did not clean the classroom yesterday
- (c) {I, you, we, they, she, he, it} did not go to Bandung last weak

Pattern for non predicate verb sentence

SUBJECT + WAS/WERE + NOT + NON VERB

- (a) {{I, he, she, it} was not ill yesterday
- (b) {they, you, we} were not happy last night

The interrogative form of simple past tense

The pattern of interrogative form of simple past tense is as follow:

Pattern for predicate verb sentence

DID + SUBJECT + V1 + O + ADV

- (a) Did {I, you, we, they, she, he, it} study English last night?
- (b) Did {I, you, we, they, she, he, it} go to Bandung last week?

If we use question words, the pattern will be as follow:

QUESTION WORDS + DID + SUBJECT + O + ADV

(a) Where did {I, you, we, they, she, he, it} go yesterday?

(b) What did {I, you, we, they, she, he, it} do last night?

Pattern for non predicate verb sentence

WAS/WERE + SUBJECT + NON VERB

(a) Were {they, you, we} ill yesterday?

(b) Was {I, he, she, it} happy last night?

Common time expression with simple! Past: ago , yesterday, last night, last week, this morning, just now, etc.

## **5. The Correlation of Tenses Mastery and Ability in Writing**

Tenses are one of important things in writing a sentence. Because the more we know tenses the more understand we write a sentences. According to Peter Knapp and Megan Watkins said that functional aspects of grammar are concerned with what the language is doing, or better, being made to do<sup>23</sup>. It is very essential for us as users of the language system to know the limitations and possibilities of the system it self and also important to be aware of the choices available to get

---

<sup>23</sup> Peter Knapp and Megan Watkins, Op.Cit. p. 35

things done. Besides tenses also have important role in writing sentences process, because tenses refer to the capacity of verbs to express time.

From the statement we can get conclusion that tenses have relationship with writing sentences, because without tenses it is impossible for us in doing process writing.

For example:

- a. Lisa went to Bandung today.
- b. Budi come to my house last night.

Based on the example above, we can see that the sentences above are wrong, because adverb of time is wrong. Therefore, tenses have influences in writing sentences process. Besides we should also know about the different classes of words can function differently according how to we use them; for example, nouns, can be the subject and object of a sentence:

Article	noun	verb	article	noun
<u>The boy</u>	<u>hit</u>	<u>the ball</u>		
Subject	verb	object		

Based on the example above, the terminology tells us what we can and can not do with an English sentence. Take the following very simple sentences as an example in English we can not write:

<u>The ball</u>	<u>the boy</u>	<u>hit</u>
Object	subject	verb
Or		
<u>Hit</u>	<u>the ball</u>	<u>the boy</u>
Verb	object	subject

The correlation between grammar and writing sentences is very important thing. It can not be separated of both, because grammar has rules in helping to govern the mechanics of writing, such as<sup>24</sup>:

- 1) Syntax, for example, governs the order that words are placed in a sentence; imagine trying to read in a language in which the word order in a sentence was completely arbitrary.
- 2) Punctuation helps to alert the reader when to pause or switch to a new thought.
- 3) Verb conjugations ensure that the subject and verb match, which is another thing that can be confusing if they don't line up properly.
- 4) Morphology, which is the specific words and parts of speech used, is another one of the more important aspects of grammar and writing.

## **B. The Relevant Research**

This research has relevance with the research (Siti Masrifah. 2006; An Analysis on the Process Text by The Students in Producing Writing Text of Writing Course). In her research, she found out the writing is an efficient tool to facility and reinforces other language skill. Reading, vocabulary and grammar include in writing. So, grammar has big role to make the correct short paragraph in writing.

---

<sup>24</sup> <http://www.wisegeek.com/what-is-the-relationship-between-grammar-and-writing.htm>

Furthermore, (Yanis Corini. 2007; A Study the Ability in Writing Paragraph Based on Picture) said there are some components of writing that should be known by all English student's influence the grammar. She says when the students write a paragraph they should know the grammatical sentence in paragraph in order the message convey is clear and easy to understand.

### **C. The Operational Concept.**

The operational concept is the concept used to give the limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. In carrying out this research, it is necessary to clarify briefly the variable use in an analyzing the data. There are two variables used in this research:

Variable X:

1. The students are able to identify simple present in simple sentences includes:  
go + es = goes, study + es = studies, and etc.
2. The students are able to identify simple past in simple sentences includes:  
study + ed = studied, play + ed = played, and etc.
3. The students are able to determine verbal sentences of simple present tense in positive, negative, and interrogative form.
4. The students are able to determine verbal sentences of simple past tense in positive, negative, and interrogative form.
5. The students are able to determine adverb of time in simple present and simple past tense.

Variable Y:

1. The students are able to write independent clause in simple sentences by using simple present tense.
2. The students are able to write independent clause in simple sentences by using simple past tense.
3. The students are able to combine dependent and independent clause in compound sentences.
4. The students are able to combine compound sentences by using dependent and independent clause in a paragraph.
5. Students are able to write some sentences into a good paragraph in narrative texts, descriptive texts or recount texts.

## **1. The Assumptions and Hypothesis**

### 1. The Assumptions

- a. The students' tenses mastery and students' ability in writing sentences.
- b. The better the students' tenses mastery, the clearer writing sentences production done by the students would be.

### 2. The Hypothesis

Ha: there is a significant correlation between students' tenses mastery and their ability in writing sentences at the second year students at SMP Al-Ishlah of Lima Puluh District of Pekanbaru.

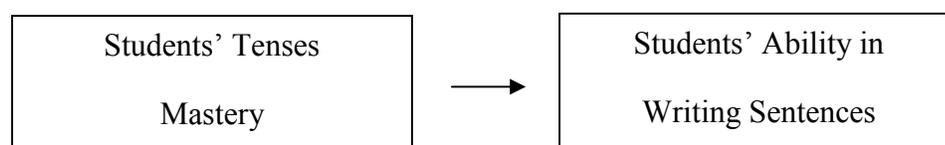
Ho: there is no significant correlation between students' tenses mastery and their ability in writing sentences at the second year students at SMP Al-Ishlah of Lima Puluh District of Pekanbaru.

## CHAPTER III

### THE RESEARCH METHODOLOGY

#### A. The Research Design

There are two variables in this research. Firstly, the students' tenses mastery is in the independent variable (X) and the dependent variable (Y) is the students' ability in writing sentences. The following diagram pictures are the design of this research:



#### B. The Location and the Time of the Research

The research conducted at the second year students at SMP AL-ISHLAH of Lima Puluh District of Pekanbaru. The time of the study is at least sixth months, starting from January to June 2011.

#### C. The Subject and the Object of the Research

The subject of this research was the second year students at SMP AL-ISHLAH of Lima Puluh District of Pekanbaru, and the object of this research is the students' tenses mastery and their ability in writing sentences.

#### **D. The Population and the Sample of the Research**

The population of this research was the second year students at SMP AL-ISHLAH of Lima Puluh District of Pekanbaru. They are 30 students which are divided into two classes of the second year students. The technique used in this research is total sampling technique for each class.

**TABLE III.1**

**THE POPULATION AND SAMPLE OF THE SECOND YEAR STUDENTS  
AT SMP AL-ISHLAH OF LIMA PULUH DISTRICT OF PEKANBARU**

<b>Class</b>	<b>Sample of Population</b>
VIII A	14 Students
VIII B	16 Students
<b>Total</b>	<b>30 Students</b>

#### **E. The Technique of Data Collection**

This instrument is used for collecting and measuring the data and information dealing with the data variable X (students' tenses mastery). These are kinds of the instrument:

1. Multiple choice of simple present
2. Multiple choice of simple past
3. Rearrange the jumble word
4. True or false statement

This instrument is used for collecting and measuring the data and information dealing with the data variable Y (students' ability in writing sentences). These are kinds of the instrument:

1. Writing simple sentences in simple present by using verbs in the box
2. Writing simple sentences in simple past by using verbs in the box
3. Multiple choice of compound sentences
4. Fill in the blank of compound sentences

#### **F. The Technique of Data Analysis**

The data is analyzed by using output SPSS 17.0 and mean formula for the first and second formulation of the problem:

$$M_x = \frac{\sum X}{N}$$

Where:

$M_x$  = mean of X

$\sum x$  = total of X

N = number of students

$$M_y = \frac{\sum Y}{N}$$

Where:

$M_y$  = mean of Y

$\sum y$  = total of Y

N = number of students

The next step, we looking for the standard deviation:

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

Where:

$SD_x$  = standard deviation of X

$\sum x^2$  = total of x quadrat

$N$  = number of students

And the last formula is used to find the result of the data by using formula:

$$r_{xy} = \frac{\sum xy}{N \cdot SD_x \cdot SD_y}$$

Where:

$r_{xy}$  = Corelation Variable X and Y

$\sum xy$  = Total of X and Y

$N$  = the number of students

$SD_x$  = standard deviation of X

$SD_y$  = standard deviation of Y

Give the interpretation:

1. Calculate of  $df = N - nr$

$df$  = degree of freedom

$Nr$  = number of variable

$N$  = number of samples

2. Appropriate to the value list of "r" product moment

3. Conclusion

Finally, to get the real analysis, writer used output SPSS 17.0 program to compare the result from manual computation.

To analyze the students' score in mastering tenses mastery test, the writer uses the following scale:

**TABLE III.2**  
**THE CLASSIFICATION OF STUDENTS' SCORE**  
**IN STUDENTS' TENSES MASTERY**

THE SCORE LEVEL	CATEGORY
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

It means that to get score 0 – 100 for the students' tenses mastery. The writer uses formula:

$$S = \frac{R}{N} \times 100$$

Where:

S = Individual score

R = Right answer

N = number of items

100 = standard mark

After that, to describe the data presentation of students' ability in writing sentences, the writer uses the following formula:

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

Where:

P = percentage

F = frequency

N = Number

Moreover, the students' score in students' writing ability in writing sentences are categorized under the classification as follows:

**TABLE III. 3**  
**THE CLASSIFICATION OF STUDENTS' ABILITY IN WRITING**  
**SENTENCES SCORE**

THE SCORE LEVEL	CATEGORY
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

## CHAPTER IV

### THE DATA PRESENTATION AND ANALISYS

#### A. The Data Presentation

In this chapter, the writer presented the study consist of two variables namely; independent variable X refers to “students’ tenses mastery” while; dependent variable Y refers to “ students’ ability in writing sentences”. The data obtained by using a test. Variable X is students’ tenses mastery with multiple choice tests of simple present tense is 5 items, multiple choice tests of simple past tense is 5 items, rearrange the jumble words test is 5 items, and true or false test is 5 items. However, variable Y is students’ ability in writing sentences with write simple sentences in simple present in the box is 5 items, write simple sentences in simple past tense in the box is 5 items, multiple choice tests of simple and compound sentences is 5 items, and fill in the blank of a paragraph is 5 items.

**TABLE IV. 1**

#### THE CLASSIFICATION OF STUDENTS’ SCORE

<b>THE SCORE LEVEL</b>	<b>CATEGORY</b>
80-100	Very good
66-79	Good
56-65	Enough
46-55	Less
0-45	Fail

### 1. The Score of Students' Tenses Mastery Test

Students' tenses mastery test consisted of 20 items. In order to present the data about students' tenses mastery can be seen in the following table.

**TABLE IV. 2**  
**THE STUDENTS' SCORE OF TENSES MASTERY**

No	STUDENTS	SCORE	CATEGORY
1	Students 15	85	Very good
2	Students 18,19,21,29	80	Very good
3	Students 2,3,7,8,11,25	75	Good
4	Students 10,13,16,18	70	Good
5	Students 27,30	65	Enough
6	Students 1,6,14,17,20,23,24,26	60	Enough
7	Students 5,22	55	Less
8	Student 4	50	less
9	Student 9	45	Fail
	Student 12	40	Fail

Based on the table above, it can be seen the students tenses mastery score, from the test the writer found the lowest score is 40 and the highest score is 85. can be analyzed as follows: Very Good , The students' tenses mastery range between 80 – 100 (85 = 1students = 100 %, 80 = 4 students = 96.7 %), Good, The students' tenses mastery range between 66 – 79 (75 = 6 students = 83.3 %, 70 = 4 students = 63.3 %), Enough, The students' tenses mastery range between 56 – 65 (65 = 2 students = 50 %, 60 = 8 students = 43.3 %), Less, The students' tenses mastery range between 46 – 55 ( 55 = 2 students = 16.7%, 50 = 1 student = 10%), Fail, The students' tenses mastery range between 0 – 45 ( 45 = 1 student = 6.7%, 40 = 1 student = 3.3 %)

## 2. The Score of Students' Ability in Writing Sentences

**TABLE IV.3**  
**STUDENTS SCORE IN WRITING SENTENCES**

No	STUDENTS	SCORE	CATEGORY
1	Students 19	90	Very good
2	Students 16,29	85	Very good
3	Students 2,3,6	80	Very good
4	Students 1,13,14,18,20,23,26,27,28	75	Good
5	Students 12,17,21,25,30	70	Good
6	Students 5,8,11,15	65	Enough
7	Student 4	60	Enough
8	Student 24	55	Less
9	Student 22	45	Less

Based on the table above, it can be seen the students tenses mastery score, from the test the writer found the lowest score is 45 and the highest score is 90. can be analyzed as follows: Very Good , The students' tenses mastery range between 80 – 100 (90 = 1 students = 100 %,85 = 2 stuednts = 96.7%,80 = 3 students = 90.0 %), Good, The students' tenses mastery range between 66 – 79 (75 = 9 students = 80 %, 70 = 6 students = 50 %), Enough, The students' tenses mastery range between 56 – 65 (65 = 4 students = 30 %, 60 = 1 students = 16.7 %), Less, The students' tenses mastery range between 46 – 55 (55 = 2 students = 13.3 %, 50 = 1 student = 6.7 %), Fail, The students' tenses mastery range between 0 – 45 (45 = 1 student = 3.3 %)

### 3. The Score of Students' Tenses Mastery and Writing Ability Test

**TABLE IV.4**  
**THE RESULT OF VARIABLE X AND Y**

STUDENTS	SCORE	
	TENSES MASTERY TEST	WRITING SENTENCES TEST
Students 1	60	75
Students 2	75	80
Students 3	75	80
Students 4	50	60
Students 5	55	65
Students 6	60	80
Students 7	75	55
Students 8	75	65
Students 9	45	50
Students 10	70	70
Students 11	75	65
Students 12	40	70
Students 13	70	75
Students 14	60	75
Students 15	85	65
Students 16	70	85
Students 17	60	70
Students 18	80	75
Students 19	80	90
Students 20	60	75
Students 21	80	70
Students 22	55	45
Students 23	60	75
Students 24	60	55
Students 25	75	70
Students 26	60	75
Students 27	65	75
Students 28	70	75
Students 29	80	85
Students 30	65	70

Based on the table above, it can be seen the students' mastery score, from the test the writer found the lowest score is 40 and the highest score is 85. can be analyzed as follows: Very Good, The students' mastery range between 80 – 100 (85 = 1 student = 100 %, 80 = 4 students = 96.7 %), Good, The students' mastery range between 66 – 79 (75 = 6 students = 83.3 %, 70 = 4 students = 63.3 %), Enough, The students' mastery range between 56 – 65 (65 = 2 students = 50 %, 60 = 8 students = 43.3 %), Less, The students' mastery range between 46 – 55 ( 55 = 2 students = 16.7%, 50 = 1 student = 10%), Fail, The students' mastery range between 0 – 45 ( 45 = 1 student = 6.7%, 40 = 1 student = 3.3 %)

Besides, the students' writing score is Based on the table above, it can be seen the students' mastery score, from the test the writer found the lowest score is 45 and the highest score is 90. can be analyzed as follows: Very Good, The students' mastery range between 80 – 100 (90 = 1 student = 100 %, 85 = 2 students = 96.7%, 80 = 3 students = 90.0 %), Good, The students' mastery range between 66 – 79 (75 = 9 students = 80 %, 70 = 6 students = 50 %), Enough, The students' mastery range between 56 – 65 (65 = 4 students = 30 %, 60 = 1 student = 16.7 %), Less, The students' mastery range between 46 – 55 (55 = 2 students = 13.3 %, 50 = 1 student = 6.7 %), Fail, The students' mastery range between 0 – 45 (45 = 1 student = 3.3 %).

## **B. The Description of the Research Variable**

This study consist of two variables namely, the independent variable (X) refers to the students' tenses mastery and dependent variable (Y) refers to the ability in writing sentences.

The formulation of the problem, which should be analyzed in this chapter as well as to find the answer of the questions are below:

1. How is the students' tenses mastery at the second year students of SMP AL-ISHLAH of Lima Puluh District of Pekanbaru?
2. How is the students' ability in writing sentences at the second year students of SMP AL-ISHLAH of Lima Puluh District of Pekanbaru?
3. Is there any significant correlation between students' tenses mastery and students' ability in writing sentences at the second year students of SMP AL-ISHLAH of Lima Puluh District of Pekanbaru?

## **C. The Data Analysis**

The title of this research is the correlation between students' tenses mastery and students' ability in writing sentences at the second year students of SMP AL-ISHLAH of Lima Puluh District of Pekanbaru. The writer usestest to find out the students' tenses mastery, students' ability in writing sentences and the correlation of tenses mastery and writing ability. The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive when there is positive correlation

between two variables. While correlation coefficient is negative means, that there is negative correlation between two variables. Although, positive or negative, does not influence high or low score of correlation coefficient. The sign only shows direction of correlation both of them. it is necessary to conduct descriptive statistic by using SPSS version 17.00 for windows and also manually formula explained on the following:

$$r_{xy} = \frac{\sum xy}{N \cdot SD_x \cdot SD_y}$$

Where:

$r_{xy}$  = Corelation Variable X and Y

$\sum xy$  = Total of X and Y

N = The number of students

SDx = Standard deviation of X

SDy = Standard deviation of Y

This formula was taken in terms of two variables that independent variable and dependent variable, which are correlated and the scale measurement of data is interval scale.

Moreover, to get the data of mean, median, modus, mode, standard deviation, variance, range, minimum, maximum and sum of variable X “students’ tenses mastery” and variable Y “students’ ability in writing sentences”. The writer use SPSS 17.0 for windows to measure, calculate, and analyze the data gained from those variables. The result of the test from the two variables can be seen in the following table:

**TABLE IV.5**  
**THE STATISTIC OF VARIABLE X AND Y**

		Tenses mastery	Writing sentences
N	Valid	30	30
	Missing	0	0
Mean		66.3333	70.6667
Std. Error of Mean		2.03325	1.86827
Median		67.5000	72.5000
Mode		60.00	75.00
Std. Deviation		11.13656	10.23292
Variance		124.023	104.713
Skewness		-.440	-.658
Std. Error of Skewness		.427	.427
Kurtosis		-.302	.547
Std. Error of Kurtosis		.833	.833
Range		45.00	45.00
Minimum		40.00	45.00
Maximum		85.00	90.00
Sum		1990.00	2120.00

Based on the table above, we can interpret that mean score of student's mastery in identifying simple tenses mastery is 66.33, median is 67.50, mode is 60.00, standard deviation is 11.13, variance is 124.02, range is 45.00, minimum is 40.00, maximum is 85.00 and sum is 1990.00. While, mean score of student's reading comprehension is 70.66, median is 72.50, mode is 75.00, standard deviation is 10.23, variance is 104.713, range is 45.00, minimum is 45.00, maximum is 90.00 and sum is 2120.00.

**1. How is the students' tenses mastery at the second year students of SMP AL-ISHLAH of Lima Puluh District of Pekanbaru?**

Based on the data above, the students' tenses mastery can be analyzed as follows:

- a. Very Good , The students' tenses mastery range between 80 – 100
  - 85 = 1students = 100 %
  - 80 = 4 students = 96.7 %
- b. Good, The students' tenses mastery range between 66 – 79
  - 75 = 6 students = 83.3 %
  - 70 = 4 students = 63.3 %
- c. Enough, The students' tenses mastery range between 56 – 65
  - 65 = 2 students = 50 %
  - 60 = 8 students = 43.3 %
- d. Less, The students' tenses mastery range between 46 – 55
  - 55 = 2 students = 16.7%
  - 50 = 1 student = 10%
- e. Fail, The students' tenses mastery range between 0 – 45
  - 45 = 1 student = 6.7%
  - 40 = 1 student = 3.3 %

The writer formulates the students' tenses mastery by using SPSS 17.0 for windows as follows:

**TABLE VI.6**  
**THE FREQUENCY DISTRIBUTION OF SIMPLE TENSES MASTERY**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	3.3	3.3	3.3
	45.00	1	3.3	3.3	6.7
	50.00	1	3.3	3.3	10.0
	55.00	2	6.7	6.7	16.7
	60.00	8	26.7	26.7	43.3
	65.00	2	6.7	6.7	50.0
	70.00	4	13.3	13.3	63.3
	75.00	6	20.0	20.0	83.3
	80.00	4	13.3	13.3	96.7
	85.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen the students tenses mastery score, from the test the writer found the lowest score is 45 and the highest score is 85.

The first formulation of the problem “how is the students’ tenses mastery”, the answer is **Good**. It is based on the result of the test given because, dealing with the table of students classification score, it can be proved by the mean of students’ tenses mastery score is 66.3 categorized in **Good** level.

**2. How is the students' ability in writing sentences at the second year students of SMP AL-ISHLAH of Lima Puluh District of Pekanbaru?**

Based on the data above, The students' ability in writing sentences can be analyzed as follows:

- a. Very Good , The students' tenses mastery range between 80 – 100
  - 90 = 1 students = 100 %
  - 85 = 2 stuednts = 96.7%
  - 80 = 3 students = 90.0 %
- b. Good, The students' tenses mastery range between 66 – 79
  - 75 = 9 students = 80 %
  - 70 = 6 students = 50 %
- c. Enough, The students' tenses mastery range between 56 – 65
  - 65 = 4 students = 30 %
  - 60 = 1 students = 16.7 %
- d. Less, The students' tenses mastery range between 46 – 55
  - 55 = 2 students = 13.3 %
  - 50 = 1 student = 6.7 %
- e. Fail, The students' tenses mastery range between 0 – 45
  - 45 = 1 student = 3.3 %

The writer formulates the students' ability in writing sentences by using SPSS 17.0 for windows as follows:

**TABLE IV. 7**  
**THE FREQUENCY DISTRIBUTION OF STUDENTS’**  
**ABILITY IN WRITING SENTENCES**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45.00	1	3.3	3.3	3.3
	50.00	1	3.3	3.3	6.7
	55.00	2	6.7	6.7	13.3
	60.00	1	3.3	3.3	16.7
	65.00	4	13.3	13.3	30.0
	70.00	6	20.0	20.0	50.0
	75.00	9	30.0	30.0	80.0
	80.00	3	10.0	10.0	90.0
	85.00	2	6.7	6.7	96.7
	90.00	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

Based on the table above, it can be seen the students tenses mastery score, from the test the writer found the lowest score is 45 and the highest score is 90.

The second formulation “how is the students’ ability in writing sentences”, the answer is **Good**. It is based on the result of the test given dealing with the table of the students classification score. It can be proved by mean of students’ ability in writing sentences score is 70.7 which categorized in **Good** level.

**3. Is there any significant correlation between students’ tenses mastery and ability in writing sentences at the second year students of SMP AL-ISHLAH of Lima Puluh District of Pekanbaru?**

The steps to facilitate the calculation of the correlation coefficient are:

a. Make a Map Correlation

It can be seen in the following table:

**TABLE IV. 8**  
**THE CORRELATION BETWEEN STUDENTS' TENSES MASTERY**  
**AND ABILITY IN WRITING SENTENCES**

		Tenses Mastery	Writing Ability
VAR00001	Pearson Correlation	1	.393 <sup>*</sup>
	Sig. (2-tailed)		.032
	Sum of Squares and Cross-products	3596.667	1298.333
VAR00002	Pearson Correlation	.393 <sup>*</sup>	1
	Sig. (2-tailed)	.032	
	Sum of Squares and Cross-products	1298.333	3036.667

\*. Correlation is significant at the 0.05 level (2-tailed).

a. Listwise N=30

To make this data is more accurate, the writer also obtains it by using manual formula as follows:

**TABLE IV. 9**  
**THE DATA CONTRIBUTION OF THE CORRELATION BETWEEN**  
**STUDENTS' TENSES MASTERY AND STUDENTS ABILITY IN**  
**WRITING SENTENCES**

No	X	Y	X	Y	xy	x <sup>2</sup>	y <sup>2</sup>
1	60	75	-6,3	4,3	-27,09	39,69	18,49
2	75	80	8,7	9,3	80,91	75,69	86,49
3	75	80	8,7	9,3	80,91	75,69	86,49
4	50	60	-16,3	-10,7	174,41	265,69	114,49
5	55	65	-11,3	-5,7	64,41	127,69	32,49
6	60	80	-6,3	9,3	-58,59	39,69	86,49
7	75	55	8,7	-15,7	-136,59	75,69	246,49
8	75	65	8,7	-5,7	-49,59	75,69	32,49
9	45	50	-21,3	-20,7	440,91	453,69	428,49
10	70	70	3,7	-0,7	-2,59	13,69	0,49
11	75	65	8,7	-5,7	-49,59	75,69	32,49
12	40	70	-26,3	-0,7	18,41	691,69	0,49
13	70	75	3,7	4,3	15,91	13,69	18,49
14	60	75	-6,3	4,3	-27,09	39,69	18,49
15	85	65	18,7	-5,7	-106,59	349,69	32,49
16	70	85	3,7	14,3	52,91	13,69	204,49
17	60	70	-6,3	-0,7	4,41	39,69	0,49
18	80	75	13,7	4,3	58,91	187,69	18,49
19	80	90	13,7	19,3	264,41	187,69	372,49
20	60	75	-6,3	4,3	-27,09	39,69	18,49
21	80	70	13,7	-0,7	-9,59	187,69	0,49
22	55	45	-11,3	-25,7	290,41	127,69	660,49
23	60	75	-6,3	4,3	-27,09	39,69	18,49
24	60	55	-6,3	-15,7	98,91	39,69	246,49
25	75	70	8,7	-0,7	-6,09	75,69	0,49
26	60	75	-6,3	4,3	-27,09	39,69	18,49
27	65	75	-1,3	4,3	-5,59	1,69	18,49
28	70	75	3,7	4,3	15,91	13,69	18,49
29	80	85	13,7	14,3	195,91	187,69	204,49
30	65	70	-1,3	-0,7	0,91	1,69	0,49
N= 30	$\sum X=$ 1990	$\sum Y=$ 2120	$\sum x = 0$	$\sum y = 0$	$\sum xy =$ 1298.3	$\sum x^2=$ 3596.7	$\sum y^2=$ 3036.7

For the first, the writer looking for the value of mean X:

$$M_x = \frac{\sum X}{N}$$

$$M_x = \frac{1990}{30}$$

$$M_x = 66.3$$

The value of mean Y:

$$M_y = \frac{\sum Y}{N}$$

$$M_y = \frac{2120}{30}$$

$$M_y = 70.7$$

After that, the total of standard deviation of X:

$$SD_x = \sqrt{\frac{\sum x^2}{N}}$$

$$SD_x = \sqrt{\frac{3596.7}{30}}$$

$$SD_x = \sqrt{119.89}$$

$$SD_x = 10.949$$

Standard deviation of Y:

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

$$SD_y = \sqrt{\frac{3036.7}{30}}$$

$$SD_y = \sqrt{101.223}$$

$$SD_y = 10.060$$

After getting the mean and standard deviation, the last is looking for result of correlation of variable X and variable Y:

**FORMULA I**

$$r_{xy} = \frac{\sum xy}{N \cdot SD_x \cdot SD_y}$$

$$r_{xy} = \frac{1298.3}{30 \cdot (10.949)(10.060)}$$

$$r_{xy} = \frac{1298.3}{3304.4082}$$

$$r_{xy} = 0.392$$

**FORMULA II**

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

$$r_{xy} = \frac{1298.3}{\sqrt{(3596.7)(3036.7)}}$$

$$r_{xy} = \frac{1298.3}{\sqrt{10922099}}$$

$$r_{xy} = \frac{1298.3}{3304.86}$$

$$r_{xy} = 0.392$$

The third formulation, The score of correlation coefficient  $0.393 \geq 0.361$  in significant level 5% and  $\leq 0.463$  in significant level 1% (see table of product moment). It mean, that  $H_a$  is **accepted** which indicate that there is correlation between students' tenses mastery and ability in writing sentences.

b. Give the Interpretation

There are two hypothesis in this research; they are the alternative Hypothesis and Null Hypothesis ( $H_0$ ).  $H_a$  is there is significant correlation

between students' tenses mastery. Whereas  $H_0$  is there is no significant correlation between students' tenses mastery.

- c. Determine Critical Value by Calculating of  $df = N - nr$

Where:

$df$  = Degree of freedom

$nr$  = Number of Variable

$N$  = Number of Students

$df = N - nr$

$= 30 - 2$

$= 28$

- d. Appropriate to the Value List of "r" Product Moment

In the table of " $r_t$ " product moment is:

$r_t$  significant 5% = 0.361

$r_t$  significant 1% = 0.463

According to the data that have been calculated by using two ways above, the variable of correlation coefficient of the students' tenses mastery and ability in writing sentences = .392, sig. (2-tailed) = .032, the interpretations as follows:

- 1) The score of correlation coefficient  $0.392 \geq 0.361$  in significant level 5% and  $\leq 0.463$  in significant level 1% (see table of product moment). It mean, that  $H_a$  is accepted which indicate that there is correlation between students' tenses mastery and writing ability.

- 2) The probably score or sig. (2- tailed) is  $0.392 > 0.05$ . it means that  $H_a$  is accepted. In other word, there is significant correlation between students' tenses mastery and writing ability.
- 3) The outputs above show that there is a sign that means significant correlation between students' tenses mastery and writing ability.

Direction of correlation between two variables is positive. It means that the higher score of students' tenses mastery will influence their ability in writing sentences. So, the students' tenses mastery has relation with students' ability in writing sentence.

## CHAPTER V

### CONCLUSION AND SUGGESTION

In this chapter, the writer would like to draw the conclusion from what have been discussed in the preceding chapters, and to recommend some suggestions concerning with students' tenses mastery and their ability in writing sentences at the second year students of SMP AL-ISHLAH of Lima Puluh District of Pekanbaru.

#### A. The Research Conclusion

Based on what have been discussed as well as presented in the previous chapters, the conclusion which can be expressed for this research as follows:

1. The first formulation of the problem "how is the students' tenses mastery", the answer is **Good**. It is based on the result of the test given because, dealing with the table of students classification score, it can be proved by the mean of students' tenses mastery score is 66.3 categorized in **Good** level.
2. The second formulation "how is the students' ability in writing sentences", the answer is **Good**. It is based on the result of the test given dealing with the table of the students classification score. It can be proved by mean of students' ability in writing sentences score is 70.7 which categorized in **Good** level.
3. The third formulation, The score of correlation coefficient  $0.393 \geq 0.361$  in significant level 5% and  $\leq 0.463$  in significant level 1% (see table of

product moment). It mean, that  $H_a$  is **accepted** which indicate that there is correlation between students' tenses mastery and ability in writing sentences.

## **B. The Suggestion**

1. The teacher should make the students master in tenses mastery in order they can imply it into sentences correctly and they are able to increase their writing skill.
2. The writing subject should be oriented on mastering tenses mastery because the more students know about tenses the easier in writing sentences.
3. By mastering tenses mastery and having basic writing skill, meaning that the students of SMP AL-ISHLAH have prepared themselves ready to continue their study, especially in learning English. To reach this purpose, the teacher should more extra in teaching the students.
4. The writer hopes that this study as major application of teaching writing at SMP AL-ISHLAH Pekanbaru.

## BIBLIOGRAPHY

- Azar, Betty Schramphfer. (1993) *Understanding and Using Grammar*, New Jersey: Regents/ Prentice Hall.
- Brown, H. Douglas. (1994) *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New Jersey: Prentice Hall Regent.
- Harmer, Jeremy. (2001) *The Practice of English language Teaching 3<sup>rd</sup> Edition*. Essex: Pearson Education Ltd.
- Hartono. (2004) *Statistik Penelitian*, Yogyakarta: Pustaka Pelajar Offset
- Hornby, A.S. (1995) *Oxford Advance Learner's Dictionary*, London: Oxford University.
- Hughey, Jane B, et al. (1983) *Teaching ESL Composition: Principle and Teaching Techniques*. Rowley, Massachusetts: Newbury House Published.
- Joy M. Reid. (1993) *Teaching ESL Writing*, New Jersey: Regents/ Prentice Hall.
- Knapp, P. and Watkins, M. (2005) *Genre, Text, Grammar*. Australia: University of New South Wales Press Ltd.
- M. Syafi'I, et al. (2007) *The Effective Paragraph Developments: The Process of Writing for Classroom Settings*, Pekanbaru: LBSI, 2007
- Nunan, David. (1999) *Second Language Teaching and Learning*. Canada: Henle Publisher.
- Richard, J.C and Rogers, T. (1992) *Approach and Method in Language Teaching*, New Jersey: Prentice Hall Regents.
- Richard, Jack, et al. (1992) *Longman Dictionary of Applied Linguistics*. Malaysia: Longman Group UK Limited.

Samini. (2009) *A Correlation Between Students' Ability in Understanding Technical words*, Pekanbaru: UIN SUSKA Riau.

Sugiyono. (2010) *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Bandung: CV. Alfabeta.

<http://spanish.about.com/cs/verbs/g/fenseglos.htm>

<http://english.abcingles.net/present.php>

<http://grammar.about.com/od/pq/g/pasttenseterm.htm>

<http://www.writingcentre.uottawa.ca/hypergrammar/.sntpurps.html>

[http://esl.about.com/od/intermediatewriting/a/sentence\\_types.htm](http://esl.about.com/od/intermediatewriting/a/sentence_types.htm)

<http://www.writingcentre.uottawa.ca/hypergrammar/sntpurps.html>

<http://learningnerd.wordpress.com/2006/09/12/english-grammar-types-of-sentences>

<http://www.eslbee.com/sentences.htm>. November 2010

<http://www.wisegeek.com/what-is-the-relationship-between-grammar-and-writing.htm>

<http://www.eslbee.com/sentences.html>.

<http://www.thefreedictionary.com/vocabulary>

<http://www.englishclub.com/writing/language-skills.htm>. ©1997-2011 EnglishClub.com

<http://massofa.wordpress.com/2011/01/29/teaching-of-vocabulary/>

<http://www.writingcentre.uottawa.ca/hypergrammar/sntstrct.html>. April 2012.