

**A CORRELATION BETWEEN STUDENTS' SIMPLE PAST TENSE  
MASTERY AND THEIR LEARNING MOTIVATION TOWARD  
THEIR ABILITY TO WRITE NARRATIVE ESSAY AT THE THIRD  
YEAR STUDENTS OF ENGLISH DEPARTMENT OF  
BUNG HATTA UNIVERSITY**

**THESIS**

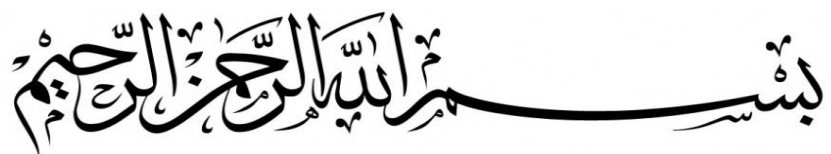


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## ABSTRACT

Putri, Reni (2017): A Correlation between Students' Simple Past Tense Mastery and Their Learning Motivation toward their Ability to Write Narrative Text at The Third Year Students of English Department of Bung Hatta University. Thesis, English Department, Teacher Training and Education Faculty, Bung Hatta University.

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**2. Lailatul Husna, S.Pd., M.Pd**

This research was aimed to find out the correlation between students' simple past tense mastery and their learning motivation toward their ability to write narrative essay at the third year students of English Department of Bung Hatta University. The hypothesis of this research was that if there was a significant correlation between students' simple past tense mastery and their learning motivation toward their ability to write narrative essay at the third year students of English Department of Bung Hatta University.

The number of population was 46 students. They were distributed into two classes. The researcher took two classes as sample by using total random sampling technique. The classes selected as sample were classes A and B. The researcher gathered the data by using simple past tense test to measure students' simple past tense mastery, questionnaire to measure students' learning motivation and writing test to measure students' ability to write narrative essay.

After analyzing the data, the researcher found that the students' simple past tense mastery was bad (45.16%), their learning motivation was very good (58.06%), and their ability to write narrative essay was bad (41.93%). The researcher found the coefficient correlation between students' simple past tense mastery and their ability to write narrative essay was .45 and value of r table was .355. It means that the r counted was bigger than r table ( .45 > .355) and the correlation was significant. Next, the researcher found the coefficient correlation between students' learning motivation and their ability to write narrative essay was .18 and value of r table was .355. It means that the r counted was smaller than r table ( .18 > .355) and the correlation was not significant. Then, the researcher found the coefficient correlation between students' simple past tense mastery and their learning motivation was .41 and value of r table was .355. It means that the r counted was bigger than r table ( .41 > .355) and the correlation was significant. Finally, the researcher found the value of coefficient of three variables was .44 and f- counted was 0.36 value of f- table was 3.34 in ( $\alpha$  0.05) (df) n-k-1 (28) (see Appendix 23). It means that f- counted (0.36) was bigger than f- table (0.34). It means that the alternative hypothesis stating "there is a significant correlation between students' simple past tense mastery and their learning motivation toward their ability to write narrative essay was accepted

Learning from the result, there was a significant correlation between students' simple past tense mastery and their learning motivation toward their ability to write narrative essay at the third year students of English Department of

Bung Hatta University. The researcher suggested to the lecturer to give more grammar exercise especially in simple past tense to improve their simple past tense mastery, improve their learning motivation by using variety of interested method and activity during teaching learning strategy, and give more writing exercises in order to improve the students' ability to write narrative essay.

*Key words: simple past tense, learning motivation, narrative essay*

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## CHAPTER 1

### INTRODUCTION

In this chapter, researcher discusses background of problem, identification of problem, limitation of problem, formulation of problem, research questions, hypotheses, purposes of study, significance of study and definition of key terms.

#### 1.1 Background of Problem

Nowadays, English is one of the international languages that is 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. Harmer (2001: 1) states that: "Although English is not the language with the largest number of native or 'first' language speakers, it has become a lingua franca. A lingua franca is defined as a language widely adopted for communication between two speakers whose native languages are different from each others and where one or both speakers are using it as a 'second' language."

In Indonesia, English has a very important role in technological and scientific advances; instruments such as computer and internet use English. Meanwhile, a lot of text books, newspapers and magazines are printed in English. English is also used as a means of communication within international trade and business. Consequently, people who want to have access to them should master English well.

Language is a means of communication; it is not only a set of rules. Consequently, the model of language competence being formulated is that preparing students to communicate through the language and to participate within the society of the language users. This model is formulated as communicative competence in which the main competence to attain through language learning is discourse competence.

Further, the curriculum defines discourse competence as the ability to communicate, either orally or written, in a communicative event. Meanwhile, in order to achieve discourse competence, there are other competencies that should be acquired. The competencies are those that support the mastery of discourse competence. They are, as the curriculum says, linguistic competence, actional competence, socio-cultural competence, and strategic competence.

Linguistic competence refers to the ability to use structure/grammar, vocabulary, pronunciation, intonation, punctuation, etc. Actional competence encompasses the ability to select the appropriate speech act and rhetorical development in every stage of communication, e.g., opening a conversation, interrupting, making conclusion, etc. Socio-cultural competence is the ability to use language in an acceptable way in terms of the context of English culture. The last one, strategic competence, constitutes the ability to solve communication problems through repetition, ignorance, or the use of words with similar meaning.

Grammar is a set of rules by which people speak or write. These rules are not always understood consciously, and if you ask people what the rules of English grammar are, they would probably offer one or two or say they do not know. The reason is that the rules we refer to are those that hardly anyone. The statement indicates that grammar is a set of rules derived from a language; rules that most of its native speakers rarely care about. However, these enable them to communicate each other without creating miss understanding and misinterpretation.

Meanwhile in the context of education especially in the learning and teaching of foreign language, grammar is usually considered as one of the language components other that vocabulary and sound system which students should acquire. As foreign language learners, students commonly do not have much direct exposure to the language, mastering language components is one of the way to support the mastery of foreign language skills. They commonly do not realize that when they express themselves through writing or speaking, what they write or speak have patterns and they keep subconsciously applying the patterns in their communication ever thinks about but which allow people to use their language easily and naturally most of the time”.

## **1.2 Identification of Problem**

There are three elements of language, such as grammar, vocabulary, and pronunciation (Lynch, 2012: 2). Those elements support the four language skills. One of language elements is grammar. Grammar is essential as the rules of word to make the sentences meaningful. Grammar used in narrative text and being



discussed by the researcher is simple past tense. Simple past tense generally expresses events or situations that existed or happened particular point in the past. They began and ended in the past. Thus, they have nothing to do with the present.

Writing is the most difficult skills. They are some problems the students found in writing, especially in writing an essay. In this research, the researcher focuses on narrative essay. In writing narrative essay, the students are required to develop their ideas in order to describe something specifically. Since essay has more than one paragraphs which consists of introductory paragraph, body paragraphs and concluding paragraph, students need to have more knowledge about what was they describe. Not only knowledge, students also need to have many vocabularies to produce a good essay. They also need to know about use of grammar and mechanic. They are required to pay attention to the use of punctuation, spelling, and capitalization.

However, most of students still have difficulty to write narrative essay. They had lack of ideas in order to produce a good narrative essay. When the students want to wrote narrative essay, they feel difficult to develop their ideas. They feel hard to develop their ideas in written form because they have less vocabulary. If they have many vocabularies, they will be easier to develop their ideas. However, most of them are lazy to open dictionary and less practice in writing narrative essay. Another problem is they also have less understanding in the use of grammar and mechanics. They do not know to use appropriate tenses in writing narrative essay. Most of them do not know how to apply the correct mechanics (punctuation, spelling, and capitalization) too.

The problems above are also faced by students at English Department of Bung Hatta University especially the third year students. Based on informal interview between the researcher and some of students, the researcher found that students have mistakes in writing narrative essay. They are lack ideas, lack vocabulary, grammatical error, and error in mechanics. Therefore, their competence in writing narrative essay is still low.

Based on the explanation above, not all students yet have ability in writing narrative essay. To some students, it is difficult to express and develop their ideas and put them into a good essay. To produce a good narrative essay (which has an introductory paragraph, body paragraphs and concluding paragraph), the students need to go through some processes. In those processes, the students meet some difficulty such as they have lack of vocabulary, lack of ideas, grammatical error, and error in mechanics use.

Motivation is a complex part of human psychology and behavior that influences how individuals choose to invest their time, how much energy they exert in any given task, how they think and feel about the task, and how long they persist to the task. It reflects in students' choices of learning tasks, in the time and effort they devote to them, in their persistence on learning tasks, in their coping with the obstacles they encounter in the learning process.

There are many experts who have given the definition of motivation. Sardiman (2012) says that motivation can be considered as the overall driving force in students that lead to learning activities. Motivation is the impetus or stimulus given to a person in order to have the will to act. Motivation is very

important in determining the activity of learning, because a motivated group will be more successful than those who do not have the motivation Hamalik, (2002).

According to Rebecca (2003), a narrative essay is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, Anderson and Anderson (2003) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

### **1.3 Limitation of Problem**

Based on the identification of the problem above, the researcher limited the study on correlation between students 'simple past tense mastery and their learning motivation toward their ability to write narrative essay. Concerning with the large scope of the problem, the researcher limited her research to write who the participants and what the setting are at the third year students of Bung Hatta University. The reseacher choose the third year students' of English Department of Bung Hatta University because the students have studied narrative essay in the fourth semester.

#### **1.4 Formulation of Problem**

The researcher formulated the problem of the research as follows: “Is there any significant correlation between students’ simple past tense mastery and their learning motivation toward their ability to write narrative essay of the third year students at English Department of Bung Hatta University. ?

#### **1.5 Research Questions**

The formulation of the problem as already discussed above, the researcher propose some research questions as follow :

1. How was significant correlation between students’ simple past tense mastery and their ability to write narrative essay.
2. How was significant correlation between students’ learning motivation toward their ability to write narrative essay.
3. How was significant correlation between students’ learning motivation and simple past tense mastery and their ability to write narrative essay.

#### **1.6 Hypotheses**

The hypotheses of this study are formulated as follows:

Alternative Hypotheses (Ha)

(Ha1) There was a significance correlation between students’ simple past tense mastery and their ability to write narrative essay of the third year students’ at English Department of Bung Hatta University.

(Ha2) There was a significance correlation between students motivation and their ability to write narrative essay of the third year students' at English Department of Bung Hatta University.

(Ha3) There was a significance correlation between students' simple past tense mastery and their learning motivation of the third year students' at English Department of Bung Hatta University.

Null Hyphoteses (Ho):

(H01) There was no significance correlation between students' simple past tense mastery and their ability to write narrative essay of the third year students' at English Department of Bung Hatta University.

(H02) There was no significance correlation between students' learning motivation and their ability to write narrative essay of the third year students' at English Department of Bung Hatta University.

(H03) There was no significance correlation between students' simple past tense mastery and their learning motivation and to write narrative essay of the third year students' at English Department of Bung Hatta University.

### **1.7 Purposes of Research**

The general purpose of this research is to find out the correlation between students' simple past tense mastery and their learning motivation toward the ability to write narrative text of the third year students at English Department of Bung Hatta University. It aim to describe whether the hyphoteses is accepted or

correlation between the third year students' simple past tense mastery and their ability to write narrative essay in English Department of Bung Hatta University.

1. To describe correlation between the third year students' simple past tense mastery and their learning motivation in English Department of Bung Hatta University.
2. To describe correlation between the third year students' learning motivation and their ability to write narrative essay in English Department of Bung Hatta University.
3. To describe correlation between the third year students' simple past tense mastery and their learning motivation toward their ability to write narrative essay at English Department of Bung Hatta University.

### **1.8 Significance of Research**

The researcher hopes that the finding of this study will be useful for researcher, English lecturer, and students. For English lecturer, they know students simple past tense mastery, their learning motivation, their writing ability and correlation among them. For students, this research can improve their motivation in developing their simple past tense mastery and their writing ability in narrative essay. For the researcher, she can get more knowledge and more understanding in conducting a research.

## 1.9 Definition of Key Terms

There are some meaning of the key terms used in this study. The researcher provides their definitions as follow:

1. Correlation study is a quantitative method of research in which two or more quantitative variables from the some group of the subjects, and try to know how the relationship between Simple Past Tense Mastery and Their learning motivation toward the ability to write narrative essay.
2. The simple past tense that used for finished actions or situations that began and ended before now (Frost, 2010:7).
3. Motivation is characterized by wiliness and volition (Lai, 2011)
4. Writing as a part of productive skill (Linse, 2006: 24) is considered as the most difficult skill which involves some components. They are content, grammar, form, style, and mechanics.
5. Narrative essay is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An important part of narrative essay is the narrative mode, the set of methods used to communicate the narrative through a process narration.