

SKRIPSI

**THE CORRELATION BETWEEN STUDENTS' SIMPLE PAST TENSE
MASTERY AND THEIR ABILITY IN TRANSLATING NARRATIVE
TEXT AT THE FIRST YEAR OF SMA
NEGERI 5 PAREPARE**



2018

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TENSE MASTERY AND THEIR ABILITY IN TRANSLATING
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NEGERI 5 PAREPARE**



By

MASRIANI

Reg Num. 14.1300.003

Submitted to the English Department of Tarbiyah and Adab Department
of State Islamic Institute of Parepare in Partial of Fulfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd)

**ENGLISH PROGRAM
TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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to

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2018

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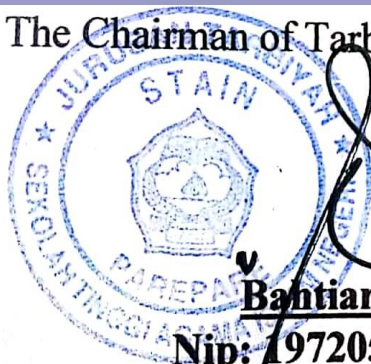
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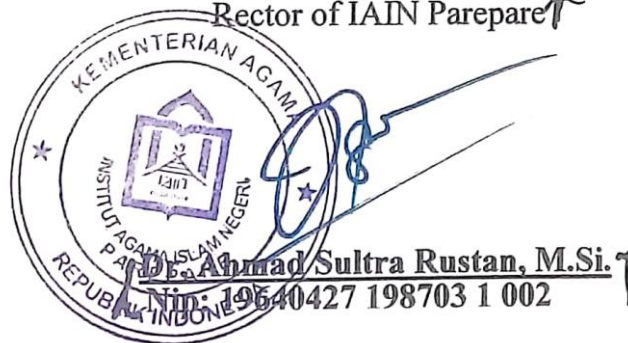
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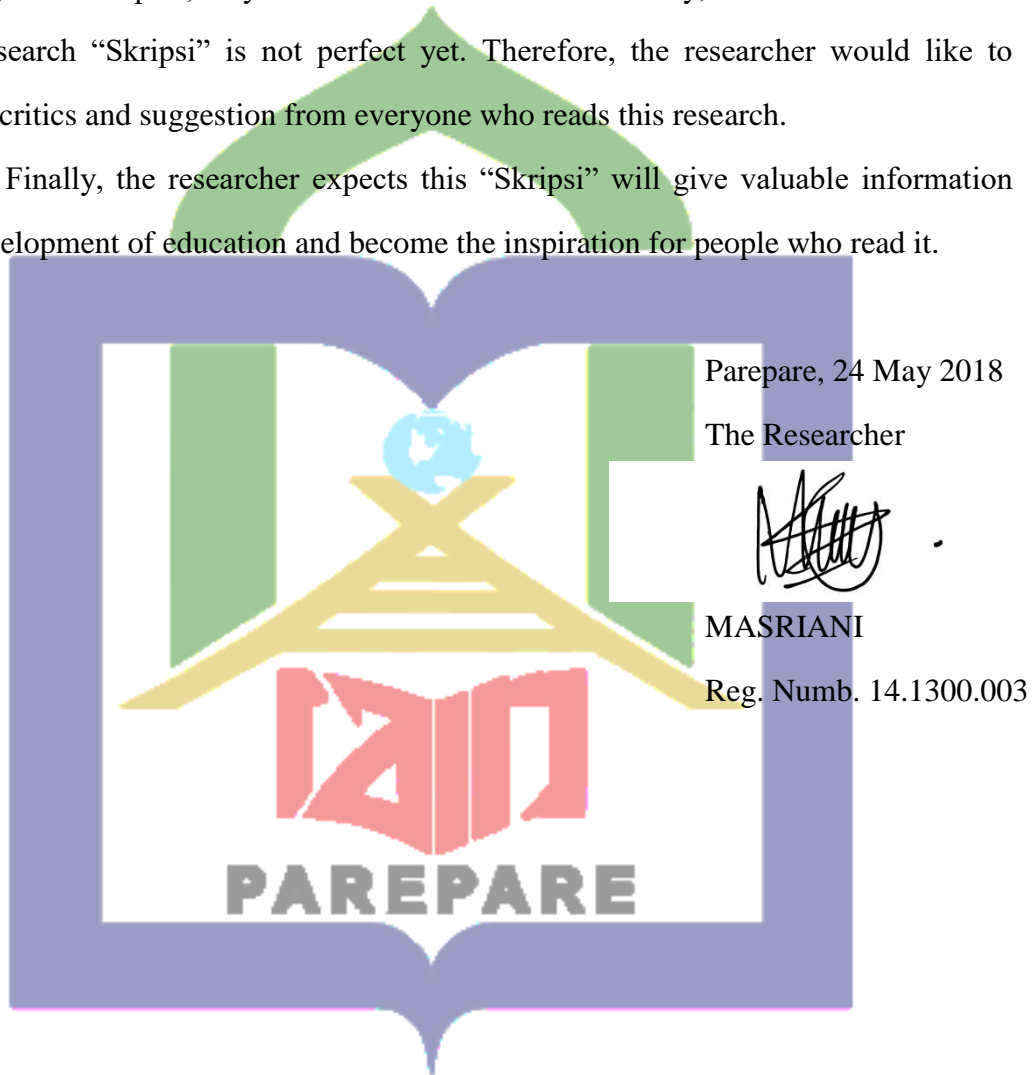
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Finally, the researcher expects this “Skripsi” will give valuable information for development of education and become the inspiration for people who read it.



DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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State that this skripsi is her own writing and if can be proved that it was copied, duplicated or complied by any other people, this skripsi and the degree that has been gotten would be postponed.

Parepare, 24 May 2018

The Researcher



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ABSTRACT

Masriani. *The Correlation between Students' Simple Past Tense Mastery and Their Ability in Translating Narrative Text at the First Year of SMA Negeri 5 Parepare, English Department of Tarbiyah Faculty, State Islamic Institute (IAIN) Parepare (Supervised by Amzah and Abdul Haris Sunubi). This study is to see the correlation between students' simple past tense mastery and their ability in translating narrative text at the first year of SMA Negeri 5 Parepare.*

The subject of this research is X Mia 4 class which is consisted of 22 students. The sample was taken by using purposive sampling. The design in this research was descriptive quantitative by giving grammar test and translation test. Getting the score of the grammar and translation tests. It aimed to know is there any correlation between students' simple past tense mastery and their ability in translating narrative text.

The result in this research was indicated that there was correlation of the students' simple past tense and their ability in translating narrative text by seeing the calculating scores 0.924. The critical value of the person r with 5% got the significance 0.423. It means that the result of the computation is greater than critical value. So, the researcher concluded that the correlation between past tense and translating narrative text is highly significance. The alternative hypothesis (H_a) is accepted.

Keywords: Simple past tense and Translating Narrative Text.

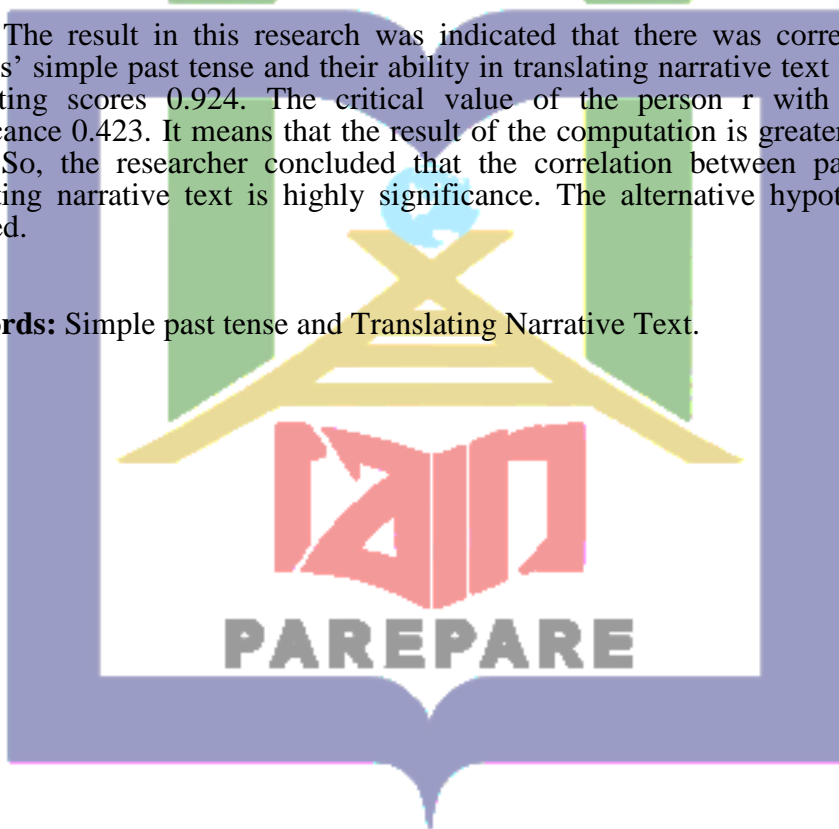


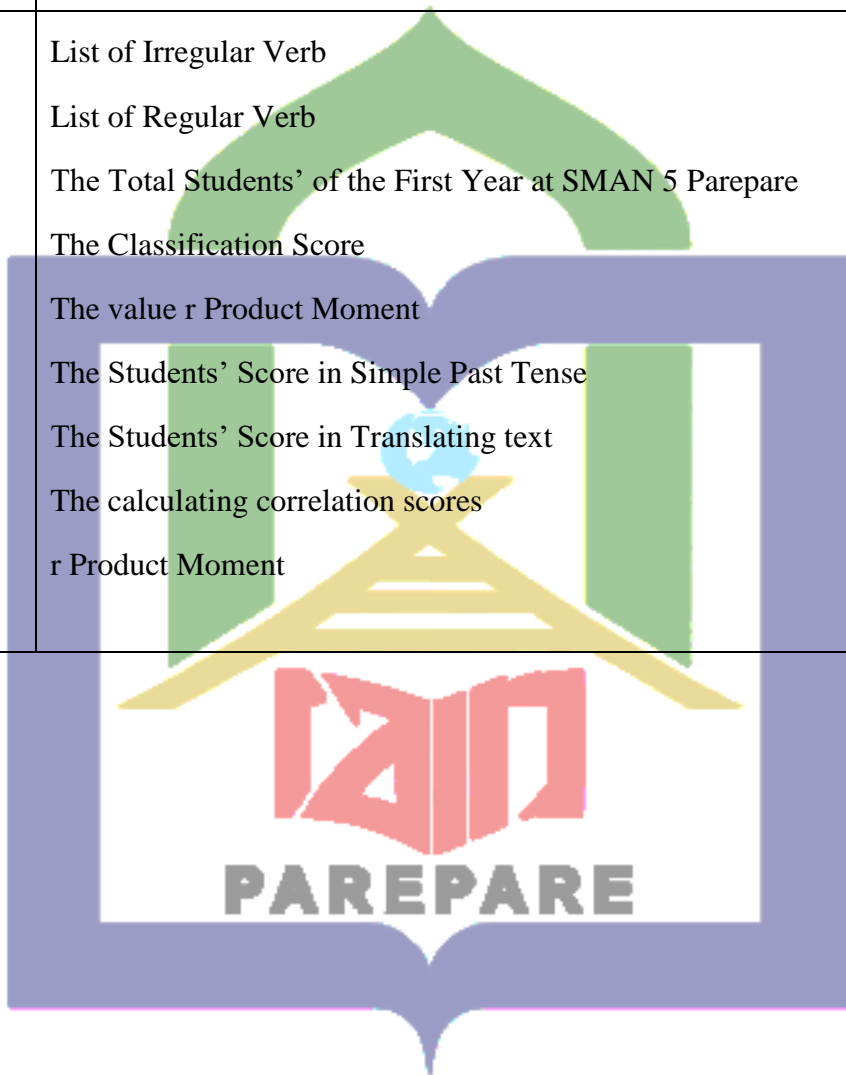
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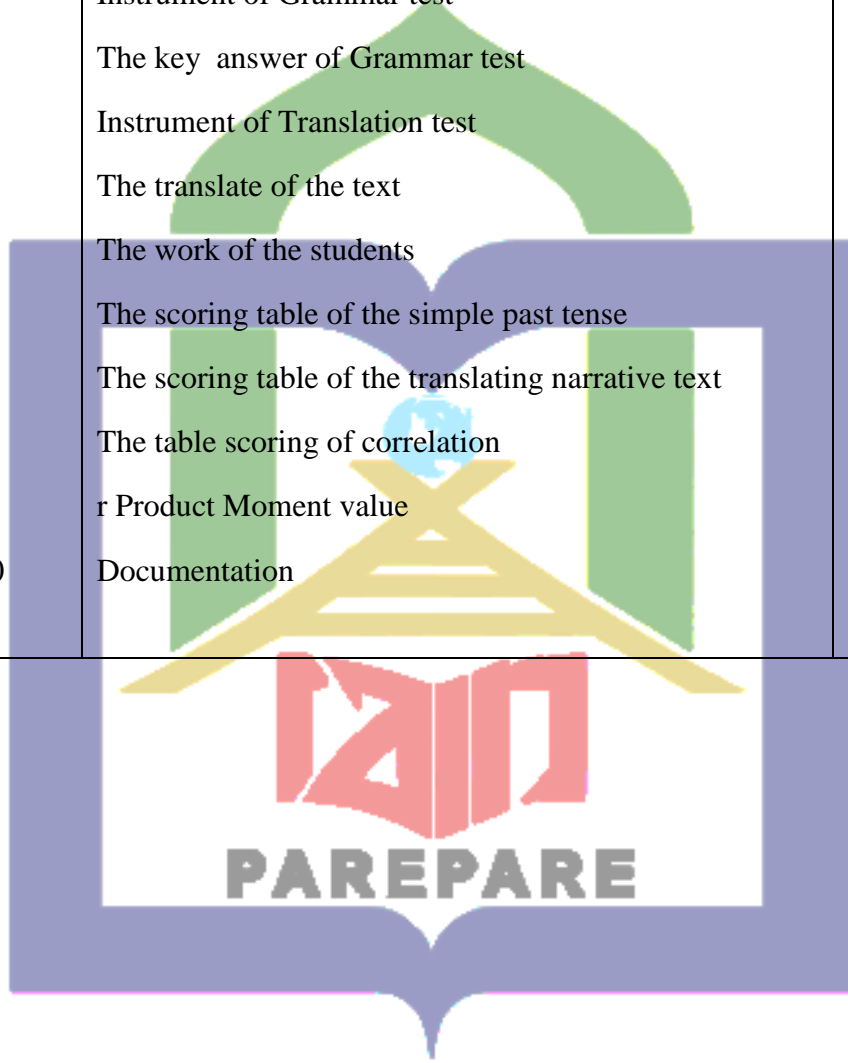
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CHAPTER I

INTRODUCTION

1.1 Background

In this world, people need master many languages not only their own language but also foreign language. Language is system of communication that people use to express their ideas and feeling so they can interact and communicate each other by using language. There are so many kinds of languages in this world but we should learn English to face this globalization era because English is an international language. English is also essential to the field of education. In many countries, people are taught and encouraged to learn English as a second language and as a foreign language in Indonesia.

English is a foreign language must be known by all of the people in Indonesia specially for the young generation because they can get many knowledges and informations from the other countries by listening or reading English text. As people learn English, they involved in the process of learning four skills namely speaking, writing, reading and listening.¹ The four skills are learned start from elementary school, junior high school, senior high school to University. To be master of them, it is not enough only learn from the school but also we should learn in course. Besides the four skills of language, there are some elements also in language that the learners should know such as grammar. Grammar is rules for forming words and making sentences.² It is important to be taught to the students because it will make them

¹A.Kaharuddin Bahar, *Transactional Speaking* (Samata Gowa: Guna Darma Ilmu, 2014), p. IX.

²Oxford Learner's Pocket Dictionary, p. 193

easier use and understand the language correctly and effectively. In fact, in teaching English the teachers give some texts to the students and ask them to understand that texts. Without knowing grammar, the learners are difficult to understand the meaning of the texts.

Most of the students translate the text word by word so they cannot reach the contextual meaning of the text. It happens because they don't understand the verb form used of the text. For instance, the verb form in narrative text is past tense that state the activities and describe the action happened in the text. Sometimes the students were given the task to translate narrative text but the teachers do not give the explanation about simple past tense. It makes the students' difficult to do that task so it is include teacher's deviation in teaching English.

Based on the problem above, the researcher wanted to know the correlation between past tense and translating in narrative text. One of the reason why the researcher chose the narrative text than the other text because the teachers frequently use narrative text in teaching English. Translating also has close relation with the Senior High School students' English subject so, there is a text means there is a translation.

Translation is not easy thing because it is changing process from source language into the target language. Students need to understand the structure of the source language and target language to make them easier translate the text. The students also need to understand the text that they want to translate specially the language features used in the text. Translating narrative text means translate the story of the text. The kinds of the story are fairy tale and legend happened in the past time.

From the explanation above, the researcher was interested to do her research in SMAN 5 Parepare because the researcher has known the simple past tense mastery of

the students in that school. Several students in that school have been master in simple past tense, they know the pattern of simple past tense and make the simple past sentence but any students still don't know the use of simple past tense.

The students who had a high score in simple past tense task will have a good ability in translating narrative text. The students who are master in simple past will give contribution for them to translate the narrative text. To know the fact, the researcher decided to determine the title of her research "The Correlation Between Students' Past Tense Mastery and Their Ability in Translating Narrative Text".

1.2 Problem Statement

In relation with the background above, the problem of the research can be stated as follow:

- 1.2.1 How is the students' past tense mastery at the second grade of SMAN 5 Parepare?
- 1.2.2 How is the students' translating narrative text at the second grade of SMAN 5 Parepare?
- 1.2.3 Is there any correlation between students' past tense mastery and their ability in translating narrative text at the second grade of SMAN 5 Parepare?

1.3 Objective of the Research

The following are objectives of the research:

- 1.3.1 To know the students' past tense mastery at the second grade of SMAN 5 Parepare.
- 1.3.2 To know the students' translating in narrative text at the second grade of SMAN 5 Parepare.

1.3.3 To find out the correlation between students' past tense mastery and their ability in translating narrative text.

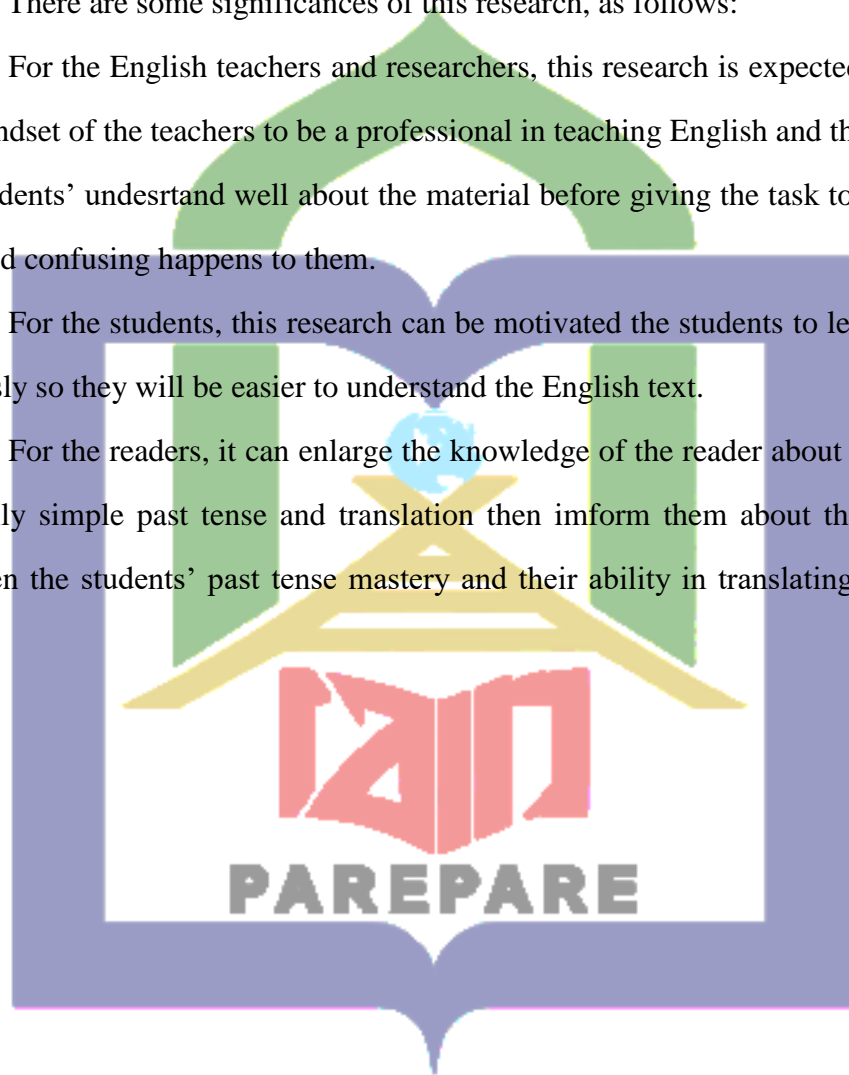
1.4 The Significance of the Research

There are some significances of this research, as follows:

1.4.1 For the English teachers and researchers, this research is expected can change the mindset of the teachers to be a professional in teaching English and they can make the students' understand well about the material before giving the task to the students to avoid confusing happens to them.

1.4.2 For the students, this research can be motivated the students to learn grammar seriously so they will be easier to understand the English text.

1.4.3 For the readers, it can enlarge the knowledge of the reader about the grammar specially simple past tense and translation then inform them about the correlation between the students' past tense mastery and their ability in translating in narrative text.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

In this part, some pertinent ideas that explain the concept of the variable of the research.

2.1.1 Grammar

In this part, there are two points of grammar that should be explained, they are definition and types of grammar.

2.1.1.1 Definition of Grammar

In learning and teaching foreign language, grammar is one of the language components beside the vocabulary and sound system which is important to know. Knowing grammar means understanding what the text means correctly. Grammar is the basic of learning English because to make a good sentence, people have to master grammar. Grammar is sometimes defined as ‘the way words are put together to make correct sentences’.³ When people would like to make sentences, they should choose some suitable words to put together to be a sentence. A specific instance of grammar is usually called a ‘structure’. Examples of structures would be the past tense, noun plurals, the comparison of adjectives, and so on.

Other definition about Grammar is rules for forming words and sentences.⁴ When students want to learn English, they have to be master grammar as their foundation in learning English. They will be difficult write a good sentences and

³Penny Ur, *A Course in Language Teaching; Practice and Theory* (Cambridge: Cambridge University Press, 1991), p. 75.

⁴Oxford Learner’s Pocket Dictionary, p. 193.

express their ideas with a good structures without knowing grammar. Grammar is about knowing why something reads badly and knowing how to fix it. It is impossible to write well with a good structure without using words correctly.⁵ From that statement, it is very clear that when people want to write something they have to know grammar to make their sentences easier to understand as well as to translate English text, they have to know grammar to make them easier understand the context of the text. Grammar does not only affect how units of languages are combined in order to 'look right' but also affects to their meaning.

When teaching language, teachers actually have two purposes, they are fluency and Accuracy in all language skills. Fluency is the ability to speak fluently whereas accuracy is ability to speak correctly with a good grammar, such the using of verb form, word classes, preposition, conjunction, etc. To communicate with the other people, the learners have to know the grammar of the target language.

2.1.1.2 Types of Grammar

Some linguistics have their own perspective about different varieties of grammar. Kolln and Funk in Reni Septiani devided the types of grammar into two namely; Structural and Transformational Grammar.

2.1.1.2.1 Structural Grammar

The structuralists recognize the importance of describing language on its own terms. Instead of assumning that English words could fit into the traditional eight word groups of Latin, the structuralists examined sentences objectively, paying particular attention to how words change in sound and speling (their form) and how

⁵Jennifer Peat, *Scientific Writing: Easy When You Know How* (London: BMJ Books, 2002), p. 214.

they are used in sentences (their function). Another important feature of structuralism, which came to be called “new grammar”, is its emphasis on the systematic nature of English.

2.1.1.2.2 Transformational Grammar

Unlike the structuralists, whose goal to examine the sentences people actually speak and to describe their systematic nature, the transformationalists wanted to unlock the secrets of language; to build a model of their internal rules, a model that would produce all of the grammatical and no grammatical sentences. It might be useful to think of their built in language system as a computer program. The transformationalists are trying to describe that program. The several important concepts of transformational grammar are: first, the recognition that a basic sentence can be transformed into variety of forms, depending on intent or emphasis, while retaining its essential meaning; for example, questions and exclamations and passive sentences. Another major adoption from transformational grammar is the description of their system for expanding the verb.⁶

Grammar is still an important component in English. It is not problem how many types of grammar because the important thing is to know the language structures as well as possible in order to increase their ability in using target language itself.

⁶Reni Septiani, “The Correlation Between Grammar Mastery and Writing Ability” (Published Scrips; English Education Department: Jakarta, 2014), p. 10-11.

2.1.2 Tenses

Talking about tenses mean talk about times in action. As the definition in Modern English states that Tense is special verb endings or accompanying auxiliary verbs signal the time an event takes place.⁷ Tense is a system which we use to state a time; present, past, and future. Many languages use tense to talk about time although other languages have no concept of tense at all, but of course they can still talk about time in different ways. The tense forms are made to the times that express an action or incident. They can be concluded into three, the present, the past, and the future. Those are used to tell the activities in specific times.

2.1.2.1 Past Tense

There are some parts of past tense will be explained in this part such as, definition, the form and time signal of past tense.

2.1.2.1.1 Definition of Past Tense

Past tense is a kind of tenses. The simple past tense indicates that an activity or situation began and ended at a particular time in the past.⁸ The past tense is the tense used to describe actions or events which happened in the past and referred to the past events. It means that past tense is used to indicate something that happened in the past. This kind of tense is showed by the past form of the verb. Every activity belongs to the previous time is a form of past tense.

⁷Marcella Frank, *Modern English; A Practical Reference Guide* (New Jersey: Prentice-Hall, Inc, 1972), p. 47.

⁸Betty Schramper Azar, *Understanding and Using English Grammar: Second Edition* (United States of America: Prentice Hall Regents, 1989) , p. 24.

Other explanation about past tense comes from Past tense in English is to locate an event or state in the past. It situates the event at a 'temporal distance' from the moment of speaking, whether in time, towards the past, or with regard to potential or hypothetical events which have not yet occurred in the present or the future.⁹

2.1.2.1.2 The Form of Past Tense

The simple past tense is classified into two types. They are the simple past in regular verb and the simple past in irregular verb including the past tense of the verb Be. The formula of each type consists of three parts: affirmative, negative, and interrogative.

2.1.2.1.2.1 The Simple Past in Regular Verb

The simple past tense in regular verbs is formed by adding **ed** to the infinitive.¹⁰

Infinitive : work

Simple past : worked

Verbs ending in **e** add **d** only:

Infinitive : love

Simple past : loved

The same form is used for all persons:

I worked, You worked, He worked, etc

⁹Angela Downing and Philip Locke, *English Grammar A University Course: Second Edition* (Taylor & Francis: Routledge, 2006), p. 358.

¹⁰A.J Thomson & A.V Martinet, *A Practical English Grammar: Fourth Edition* (Hong Kong: Oxford University Press, 1986), p. 161.

Figure 2.1 The Formula of Verbal Form

The verbal Form

(+) S + V2

(-) S + did + not + V1

(?) Did + S + V1 + ?

(-?) Did + S + not + V1 + ?

Note : Jika terdapat Did, maka Verb → V1.¹¹

For example:

1. (+) We listened to the music after dinner.
- (-) We did not listen to the music after dinner.
- (?) Did we listen to the music after dinner.
- (-?) Did we not listen to the music after dinner.

¹¹Danisa Faliha Elfahma, *Planet English Grammar* (Jawa Timur: Ponpes Darul Ulum, 2015), p. 42.

Figure 2.2 The Formula of Nominal Form

The Nominal Form
(+) S + was/were + 3C
(-) S + was/were + not + 3C
(?) Was/were + S + 3C + ?
(-?) Was/were + S + not + 3C + ?

Note: 3C= three Complements (Adjective, Noun, Adverb)

Examples : 1. They were lazy to do their duties.

2. I was in the school yesterday.

3. he was a teacher.

2.1.2.1.2.2 The Simple Past in Irregular Verb

Many verbs have irregular past forms. These not take an –ed ending in the past form. Then, the verbs that have irregular past tense form follow the same pattern in affirmative, negative, and interrogative as regular verb. Here is the example of irregular verb as following:

Tabel 2.1 Lists of Irregular Verb

Simple Form	Past tense Form	Notes
Cost	Cost	The simple and the past forms of some verbs are the same
Cut	Cut	
Hit	Hit	
Hurt	Hurt	
Build	Built	With some verbs, the simple form end in -d and the past form end in-t
Lend	Lent	
Spend	Spent	
Send	Sent	
Dream	Dreamt	Some verbs have other consonant changes or add a consonant in the past tense
Have	Had	
Hear	Heard	
Begin	Began	Many verb have vowel changes in the past tense
Come	Came	
Drink	Drank	


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2.1.2.1.2.3 The Simple Past in Regular or Irregular Verb

There are some verbs also can be regular or irregular verb form. The following verbs can be regular and irregular:

Tabel 2.2 Lists of Regular or Irregular Verb

Infinitve	Regular	Irregular
Burn	Burned	Burnt
Dream	Dreamed	Dreamt
Lean	Leaned	Leant
Learn	Learned	Learnt
Smell	Smelled	Smelt
Spell	Spelled	Spelt
Spill	Spilled	Spilt
Spoil	Spoiled	Spoilt

So you can say:

1. I **leant** out of the window or I **leaned** out of the window.
2. The dinner has been **spoilt** or The dinner has been **spoiled**.¹²

¹²Raymond Murphy, *English Grammar in Use: Second Edition* (United Kingdom: Scotprint Ltd, Musselburgh, Scotland, 1994), p. 274.

2.1.2.1.3 The Function of Past Tense

According to A.J Thomson & A.V Martinet, there are four main uses of simple past tense.

2.1.2.1.3.1 It is used for action completed in the past at a definite time. It is therefore used:

1. For a past action when the time is given.

Example: I met him yesterday

2. When the time is asked about:

Example: When did you meet him?

3. When the action clearly took place at a definite time even though this time is not mentioned.

Example: I bought this car in Montreal

4. Sometimes the time becomes definite as a result of a question and answer in the present perfect.

Example: Where have you been? – I have been to the opera. – Did you enjoy it?

2.1.2.1.3.2 The simple past tense is used for an action whose time is not given but which occupied a period of time now terminated, or occurred at a moment in a period of time now terminated.

2.1.2.1.3.3 The simple past tense is also used for a past habit.

Example: He always carried an umbrella.

2.1.2.1.3.4 The simple past is used in conditional sentences, type two.¹³

¹³A.J Thomson & A.V Martinet, *A Practical English Grammar: Fourth Edition* (Hong Kong: Oxford University Press, 1986), p. 162.

In addition, According to Kresna book that classified three functions of past tense:¹⁴

2.1.2.1.3.5 General truth in past

One of the functions of past tense is to state the truth that happened in the past time. People can use this tense when they want to tell the fact or the reality in the past. For example, Soekarno was our President. That statement is a fact that Soekarno was our president ago.

2.1.2.1.3.6 Single action in past

This function is to state the activity that people did in the past. They can use this tense to tell the action to other people what they have done. For Example, Jay slept in the grave last night. This statement tell what Jaya did last night and the time signal last night means that action happened in the past time.

2.1.2.1.3.7 Habit in past

The other function of past tense is to state the habitual action in the past. The people can use this tense to state the activity that they always do in the past. For example: last time, Akhul always visited Anggun. From the example, It is very clear the action that Akhul always do in the past is visiting Anggun so it is the habit in the past.

2.1.2.1.4 Time Signal of Past Tense

Time signal is the time used in sentence to know when the action or event happened. Time signal of past tense is a set of time signal used in the past. They are ; yesterday, the day before yesterday, last week, last month, last year, last night, last

¹⁴Danisa Faliha Elfahma, *Planet English Grammar* (Jawa Timur: Ponpes Darul Ulum, 2015), p. 50-51.

Saturday, last summer, long-long ago, a moment ago, ten minutes ago, four days ago.¹⁵

2.1.3 Translation

This part will explain some points of translation, they are definition, the translation method, the aspects of translation and the procedures of translation.

2.1.3.1 Definition of Translation

Translation is a process to transfer the meaning and message from the source language to the target language.¹⁶ From that definition, there are three main components in translation; source language, meaning and message, and target language. A translator has to understand the meaning of the written message in the source language before transferring into the target language. Same as this definition translation is the replacement of textual material in one language (SL) by equivalent textual material in another language (TL).¹⁷

In the other hand, translation means that the general term referring to the transfer of thoughts and ideas from one language (source) to another language (target), whether the languages are in written or oral form; whether the languages have established orthographies or do not have such standardization; or whether one or both languages is based on signs, as with sign languages of the deaf.¹⁸ It can be concluded that the translation has a large meaning and it might be interpreted by thoughts and ideas.

¹⁵Herpinus Simajuntak, *Bahasa Inggris Sistem 52M* (Jakarta: Kesaint Blanc, 2012, p. 225.

¹⁶Drs.Fahrurrozi, *Teknik Praktis Terjemah* (Yogyakarta: Teknomedia Yogyakarta, 2003), p. 1.

¹⁷J.C Catford *A Linguistic Theory of Translation* (Great Britain: Hazell Watson and Viney LTD Aylesbury, 1965), p. 20.

¹⁸Richard W. Brislin *Translation: Applications and Research* (New York: Gardner Press,inc, 1976), p. 1.

Translation is an operation performed on language: a process of substituting a text in one language for a text in another.¹⁹ Based on all the definitions, it can be concluded that translation includes two languages, the source language (SL) and target language (TL). Translation should defend the content of message of SL text and TL text. Translator tries to find an equivalent of SL text to TL text. Every source has different idea of translation. Translation is the replacing of two languages, from source language into target language.

2.1.3.2 The Translation Method

The translation method is the way to do a process in translation. There are many kinds of translation methods. Each of them has different technique and different result. According to Newmark in Achmad Fadly, there are eight kinds of translation methods.²⁰ Here, the more detailed explanation.

2.1.3.2.1 Word-for-word translation

This translation is used as a basic process to translate a text, especially to appraiser a difficult text. This translation is considered as the closest translation with SL because in this translation, words in SL text translated according to the basic meaning out of the text. This translation is used to understand the difficult SL text text a pre-translation process.

2.1.3.2.2 Literal translation

¹⁹J.C Catford *A Linguistic Theory of Translation* (Great Britain: Hazell Watson and Viney LTD Aylesbury, 1965), p. 1.

²⁰Achmad Fadly “ The Analysis of Translation Procedures in Subtitle Hachiko Movie,” (Published Thesis; English Letters Department: Jakarta, 2013), p. 9-11.

This literal translation is the SL grammatical constructions are translated the nearest words of TL equivalents but the lexical words are translated individually, out of context. This translation is also the basic process which indicates to solve the problem in translation process.

2.1.3.2.3 Faithful Translation

A faithful translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical and lexical abnormality in the translation. This translation is used in translation transfer process.

2.1.3.2.4 Semantic Translation

This translation must take more account the aesthetic value (that is the beautiful and natural sound) of SL text, compromising on meaning where appropriate. This translation can translate the cultural words by culturally or functional terms. It may translate the SL text based on intuitive empathy.

2.1.3.2.5 Adaptations

It is the nearest translation to the original or the SL text. This translation is used in plays and poetry; the themes, characters, plots are usually preserved. Therefore, the SL culture converted to the TL culture and text rewritten.

2.1.3.2.6 Free Translation

Free translation means making the content without the original text. It is usually a paraphrase that longer or shorter than the original. It is also a paraphrase in the same language, so that is called as an intralingual translation. Actually it is not a real translation because it occurs in one language.

2.1.3.2.7 Idiomatic Translation

This translation reproduces the message of the original but tends to distort nuances of meaning by preferring idioms where these do not exist in the original, but exist in target language.

2.1.3.2.8 Communicative Translation

This translation tries to render the exact contextual meaning of the original. Therefore, both of the content and language are readily acceptable and comprehensible to the readership. This translation is considered as an ideal translation.

2.1.3.3 The Aspects of Translation

The fact, there are many things can be translated such as, words, phrase, clause, sentence, even a text. When the people want to translate the text, there are some aspects that should be noticed, as the following:²¹

2.1.3.3.1 Unity

A text usually consists of some ideas and meaning which are realized into the words with a grammatical of the language. The ideas and meanings are expressed into the sentences which are coherent with the other sentence. A text is not only form the words and sentences but also the text has the unity meaning.

2.1.3.3.2 Meaning and Vocabulary

A text which contains the meaning or the message expressed with a symbol of words by using the grammatical rules. Therefore, translation can also mean looking for the equivalent words from the source language to the target language.

²¹Drs.Fahrurrozi, *Teknik Praktis Terjemah* (Yogyakarta: Teknomedia Yogyakarta, 2003), p. 1-4.

2.1.3.3.3 Style

The other aspect is style or language style. Each writer has different diction and language style. When the text is scientific text, the language use is formal. Different with short story, drama, poem, etc sometimes use ancient, informal and jargon. The important thing is able to translate the source language to the target language like the real meaning of the original text.

2.1.3.3.4 Structure

Besides the aspects above, the text also has a structure like words arranged with a correct grammatical so that, words, phrase, clause, sentence, and text have a cohesive relation. Hence, a translator has to know structuring rules of the source language and target language.

2.1.3.4 The Procedures of Translation

Translation procedures are used to translate sentence and the smaller units of a text. The following are the seven of eighteen procedures of translation according to Newmark.²²

2.1.3.4.1 Transference

Transference is the process of transferring a source language word to a target language text as a translation procedure, e.g the word decoration in English becomes the word dekorasi in Indonesian language. The translator has to decide whether or not to transfer a word unfamiliar in the target language.

²²Peter Newmark, *A Textbook of Translation* (New York: Prentice Hall, 1988), p. 81-84

2.1.3.4.2 Naturalisation

This procedure adapts the source language word first to the normal pronunciation, then the normal morphology (word-form) of the target language, e.g. passive in English becomes pasif in Indonesian.

2.1.3.4.3 Cultural Equivalent

This is an approximate translation where a source language cultural word is translated by a target language.

2.1.3.4.4 Functional Equivalent

It applied to cultural word, requires the use of a culture free word, e.g. Secondary school in English and Sekolah Menengah Pertama in Indonesian. This procedure, which is a cultural componential analysis, is the most accurate way of translating.

2.1.3.4.5 Descriptive Equivalent

In translation, description sometimes has to be weighed against function.

2.1.3.4.6 Synonymy

The source language equivalent to the target language word in a context. This procedure is used for a source language where there is no clear one-to-one equivalent, and the word is not important in the text, in particular for adjectives or adverbs of quality (which in principle are outside the grammar and not really important than other components of a sentence).

2.1.3.4.7 Through-Translation

It is the literal translation of common collection collocation, names of organizations, the components of compounds and perhaps phrase. Normally, through-translations should be used only when they are already recognised terms.

2.1.4 Narrative Text

To understand the narrative text, there are some points that should be known like definition, kinds and the generic structures of narrative text.

2.1.4.1 Definition of Narrative Text

Narrative text is a kind of text which the contents tell a fictive story happened in the past time. The goal of this text is to entertain the readers. Narrative text can be fable, legend, and folktale stories. In the text, there is a conflict or problem followed with the solving.

Other definition of narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.²³ This text is the most famous type of the text. Narrative text can be also called story. Because this text tell about the various of fictive story in the past. Many children like this text because it can amuse them.

2.1.4.2 Kinds of Narrative Text

There are several kinds of narrative text.²⁴

2.1.4.2.1 Legend

A legend is a narrative of human actions that are perceived both by teller and listener to take place within human story. This text talked about the history how place is formed. Typically, a legend is a short, traditional and historicized narrative

²³Aris Munand, "Narrative text: Definition, Purposes, Generic Structures and The Example of Narrative Text," DUOULALA.blogspot.com.<http://duoulala.blogspot.co.id/2013/07/narrative-text-definition-purposes.html> (17 January 2017).

²⁴Learningself, "Kind of Narrative," *Situs Resmi FreeEnglisCourse.inf*.
<http://freeenglishcourse.info/kinds-of-narrative-jenismacam-narrative-text/>. (2016).

performed in a conversational mode. Some define legend as folktale. For example, Malin Kundang and Toba lake.

2.1.4.2.2 Fable

A fable is a story about animal which behave like human. The animal can speak and do the action like a human. This narrative text containing moral value so the readers are not only entertained by the story but also can take the moral value as a knowledge. This text is also good for children to read. Example, The ant and the grasshopper, the smartest parrot and the story of monkey and crocodile.

2.1.4.2.3 Fairy Tales

Fairy tales is a story which relate with the magic things. This story is very liked by the children because the children will imagine when they are in that story, they have a magic and they can do many things impossible by having the magic. For example, Snow white, Beauty and the beast, the story of Rapunzel, Cinderella and Pinocchio.

2.1.4.2.4 Science Fiction Story

Science fiction is fiction based upon some imagined development of science, or upon the extrapolation of a tendency in society. This story which explore the science as the background or plot of the whole story. Science fiction is that class of prose narrative treating of a situation that could not arise in the world. For example, To the moon from the earth by Jules Verne.

2.1.4.3 Generic Structure of Narrative Text

In narrative text, there are three generic structure that should be known. They are orientation, complication, and resolution.

2.1.4.3.1 Orientation

It is an introduction part of the content in the text. What the text is talking about in general part, who involves in the text and when or where it happened. It is about the opening paragraph where the characters of the story are introduced. In this part, the reader will know the main characters of the story because sometimes the main character is introduced at the first.

2.1.4.3.2 Complication

In this part, the problems in the story developed. The story tells us about something that will begin in a series of event. A series of events in which the main characters attempt to solve the problem happened. This event will influence toward one or some characters. It is content of conflict that happened in the story. Complication is main part of narrative text.

2.1.4.3.3 Resolution

It is the ending of the story which is containing the solution of the problem in the story. The problem is solved by the main characters in the text. Many people are waiting this part because they want to know how the conflict is ending. Is that story happy ending or the story sad ending. Sometimes, the reader will be dissatisfied when the story is ending and it is not suitable with their expectation.

2.1.4.4 Example of Narrative Text

The following is the example of narrative text especially in personal narrative type.

Pinocchio

Orientation

In the past, there was a puppeteer whose name is Geppetto. He eager to have a son very much but his wife passed away several years ago. One day, he got an idea to make a puppet in order not to be lonely again. He made a puppet all day long. Finally, in the morning he had finished his work and he named the puppet Pinocchio. Soon he felt lonely again since Pinocchio couldn't walk or talk by itself. One night, Geppetto prayed to the God to become a real boy. He always thought it on his mind in his dream.

Complication

In the next morning, he was surprised that Pinocchio was alive. He taught Pinocchio how to walk, how to read, how to speak and to do other things as human. He then studied at an elementary school. One day, Pinocchio felt bored and it made him go home late. When Pinocchio finally came home, Geppetto asked him. He said that he was on school but he wasn't. Instantly, Pinocchio's nose grew longer and longer and it meant that Pinocchio has lied.

The next morning, Pinocchio was kidnaped by the owner of circus. Pinocchio soon became a slave for the circus. He was so famous because he was a puppet which can talk. Geppetto worried about him because Pinocchio had not been going home for almost two days. He tried to find Pinocchio everywhere but he found nothing. When

he searched him on the sea, big wave smashed him. He was then in whale's stomach when he awoke. He couldn't find the way to go out.

Resolution

In the other side, Pinocchio finally could escape out from the circus. He came home but nobody was there. Latter on, he searched Geppetto in the sea. He got the same accident like Geppetto and he met Geppetto in whale's stomach. Both of them got out from its stomach by making a fire. In the end of the story, they went home together and lived happily ever after.

2.2 Previous Research Finding

In contrasting this research proposal, the researcher was considering some previous finding to support the researcher's proposal.

Marita Safitri has conducted in her research that most students got confused and difficulty when translating from Indonesian into English. They were confused to use active voice or passive voice in past tense to state past activities. Therefore, to solve the problem they needed to be trained to use past tense regularly. One of the ways was by asking them to translate Indonesian narrative texts into English. The objective of this research was to find out the correlation between the students' past tense mastery and their ability in translating narrative texts of grade eleven students of SMAN 1 Pagelaran. Two kinds of tests were administered. They were grammatical test and translation test. In the grammatical test, multiple choice tests were used, while in translation test, each student was asked to translate a kind of narrative text

into English. The method of this research was the correlational research. Data were analyzed using r-Product Moment.²⁵

Reni Septiani in her research is to know whether there is a significant correlation between grammar mastery and writing ability at the 6th of English Education (EED) students of UIN Jakarta. The sample of this study is 30 students taken from B class of sixth semester of EED of UIN. The method used in this study was a correlational technique. In collecting the data, the documentation of students' writing scores and the test of grammar are used. The scores of writing were collected from the lecturer of writing subject at EED of UIN Jakarta. Besides, in assessing students' mastery of grammar, this study conducted multiple choice and error identification test to the students. The result of this study shows that there is a very low correlation between students' grammar mastery and writing ability.²⁶

Tias Evi Hidayah stated in her research that the ability to write recount, which constitutes communicative competence, requires another supporting sub competences. The past tense should be acquired in order to be able to write recount well. The objective of the study is to reveal whether there is a correlation between students' mastery of past tense and their achievement in writing recount. Furthermore, it attempts to find out the extent to which the students' mastery of past tense affects their achievement in writing recount.

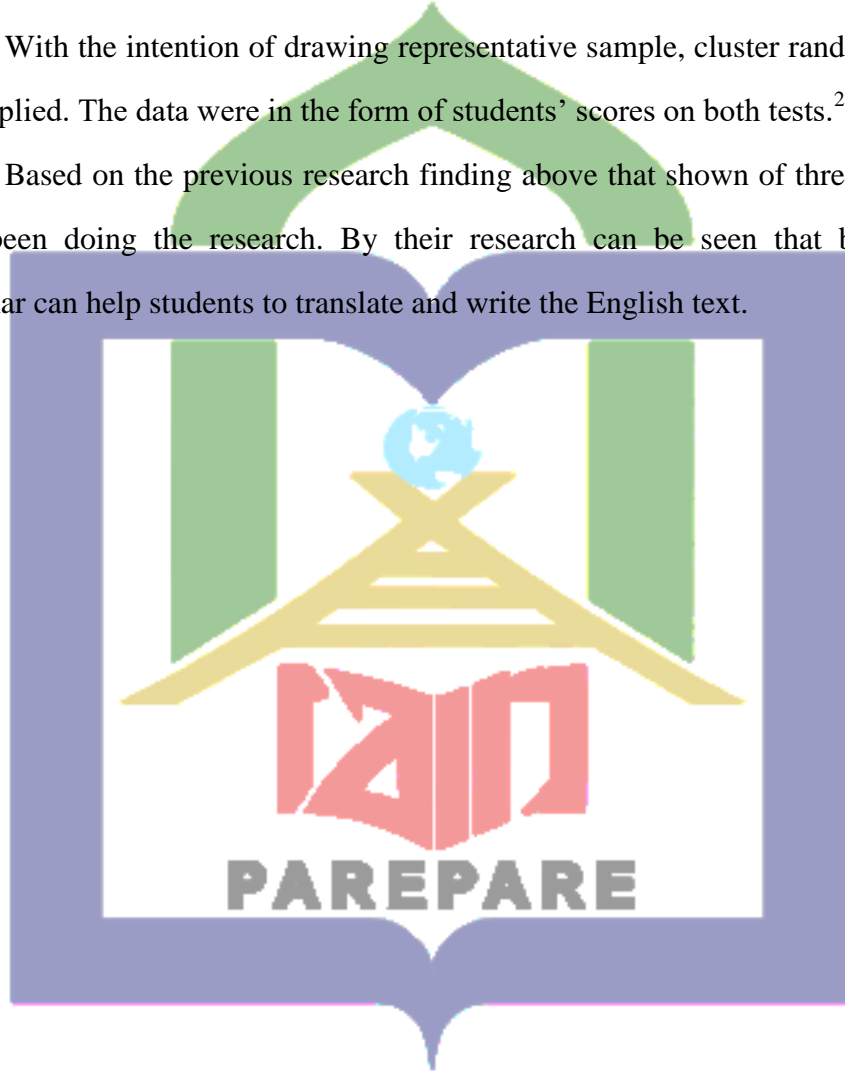
²⁵Marita Safitri, "The Correlation Between The Students' Past Tense Mastery And Their Ability in Translating Narrative Texts," (*TheSecondInternational Conference on Education and Language (2nd ICEL) 2014*), p. 368.

²⁶Reni Septiani, "The Correlation Between Grammar Mastery and Writing Ability" (Published Scrips; English Education Department: Jakarta, 2014), p. v.

To achieve the objectives of the study, the writer conducted a field research in which a test of past tense and that of writing recount were administered. The subjects of the study were the eleven graders of SMA I Weleri. There were 233 students from which 50 students were taken as the sample.

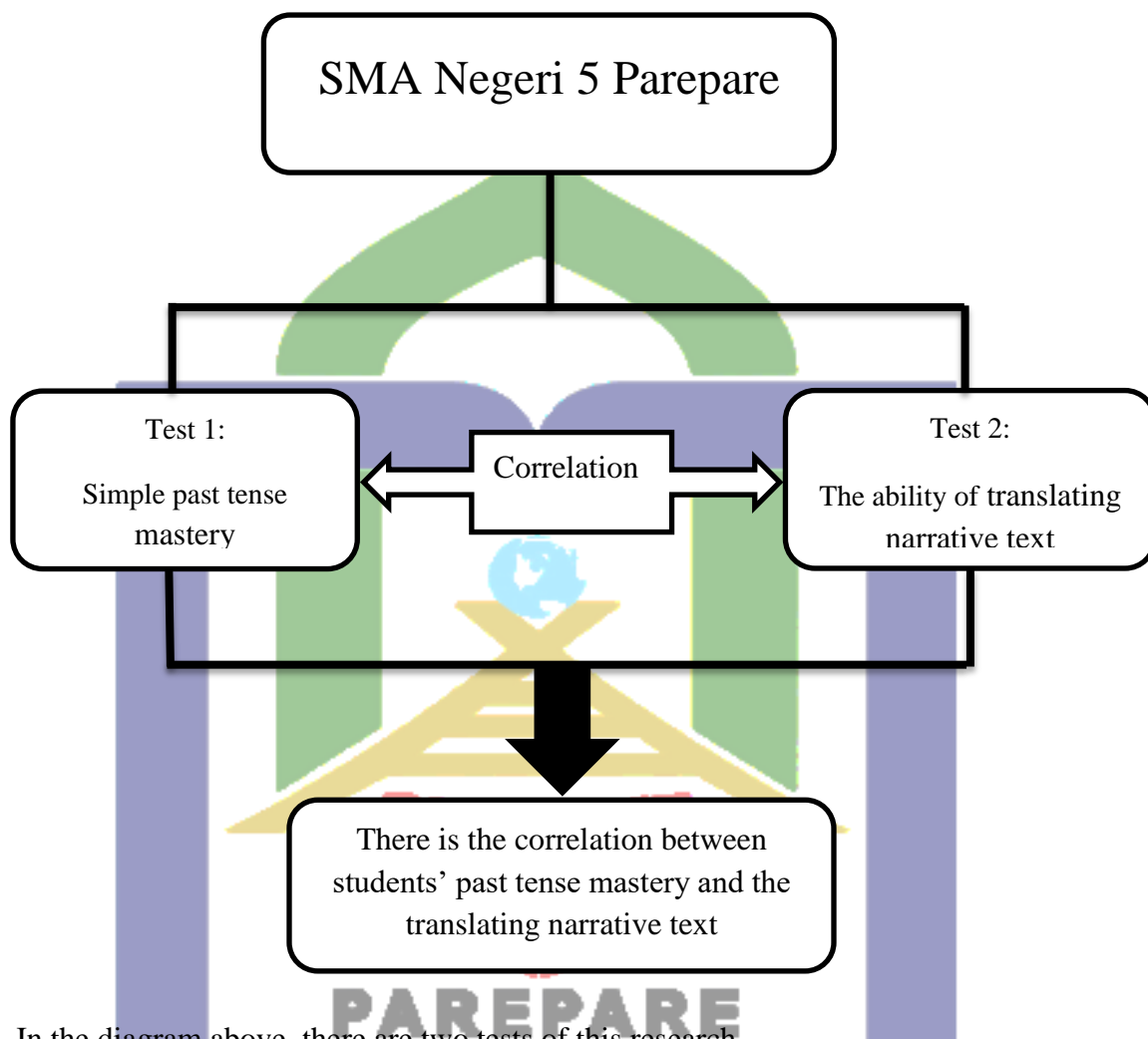
With the intention of drawing representative sample, cluster random sampling was applied. The data were in the form of students' scores on both tests.²⁷

Based on the previous research finding above that shown of three researchers have been doing the research. By their research can be seen that be master in grammar can help students to translate and write the English text.



²⁷ Tias Evi Hidayah, "A Correlation Between Students' Mastery Of Past Tense And Their Achievement In Writing Recount"(Published Thesis; English Department: Semarang, 2007), p. ii.

2.3 Conceptual Framework



In the diagram above, there are two tests of this research.

In this research, the researcher will give the tests for students at SMA Negeri 5 Parepare. The first test is grammar test. The grammar test consists the multiple choices about past tense and the second test is translation test. The students will be given the narrative text to translate. The research goal is to know the correlation both of them.

2.4 Hypothesis

The alternative hypothesis (H_a) :There is correlation between past tense mastery and the ability of translating narrative text the first year's students of SMAN 5 Parepare.

2.5 Variable and Operational Definition

2.5.1 Variable

There are two variables involve in this research, dependent variable and independent variable, which are dependent variable is past tense mastery and independent variable is ability in translating.

2.5.2 Operational Definition

2.5.2.1 Past tense is a kind of tenses and part of grammar in English. Past tense mastery is the ability of students in recognizing and using simple past tense. Past tense is a verb form used in narrative text. To make the students easy to understand the narrative text, they should master in past tense because past tense is one of the language features in narrative text.

2.5.2.2 Translating text is a usual duty given to students from the teacher. The text that is usual to be translated in senior high school is narrative text. The students have to understand the way to translate the text. Ability in translating is the students' achievement in translation test contains translation the English narrative text into Indonesia language.

CHAPTER III

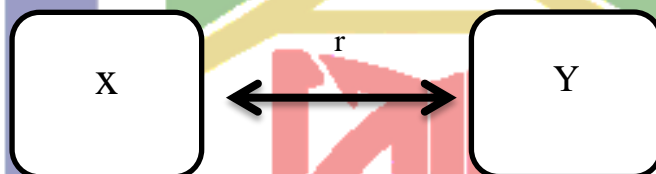
RESEARCH METHOD

This part describes about the description of the research design, setting of the research, subject of the research, research variable and the operational definitions, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Research Design

The research design of this research was descriptive quantitative. It aims to describe the correlation between past tense mastery and the ability in translating narrative text at the first year students of SMAN 5 Parepare.

In this research, the researcher used person product moment with casual correlation. The design as follow:



Where :

X : Simple past tense mastery

Y : The ability in translating narrative text

r : The correlation

3.2 Location and Duration of the Research

The location of the research took a place at SMAN 5 Parepare. The researcher did the research more than one month for collecting data.

3.3 Population and Sample

3.3.1 Population

The population of the research was the first year students of SMAN 5 Parepare academic year 2017/2018. There are 4 classes in that school which are X.Mia 1, X.Mia 2, X.Mia 3, and X.Mia 4. The total of population were 98 students.

Tabel 3.1 The total students of the first year at SMAN 5 Parepare

No	Class	Number of Student
1	X.Mia 1	24
2	X.Mia 2	26
3	X.Mia 3	26
4	X.Mia 4	22
	Total of Students	98 Students

3.3.2 Sample

The sample took by using purposive sampling. The researcher took the class XI.Mia 4 which is consists of 22 students as the sample in this research because this class is more active than other classes.

3.4 The Instrument and Process of Collecting Data

3.4.1 The Instrument

In collecting data, the researcher gave two kinds of tests on Friday, March 30th, 2018 which are grammar test and translation test. Both of the tests were in written form.

1. Grammar Test

In grammar test, the researcher gave the multiple choice test because the technique of scoring was easy and practical. In multiple choices items consists of premise and several of alternative answers. The students chose one of the alternative answers which is the correct answers. The researcher gave fifteen items and thirty minutes for students to do the test.

2. Translation Test

In translation test, the students were given the narrative text and asked to translate the narrative. They were given sixty minutes to do the test. Each students got one text to translate and they had to do by themselves without cheating one another.

3.4.2 Procedure of Collecting Data

The procedures of collecting data in this research, as following:

1. The researcher introduced herself to the students.
2. The researcher gave appreseption to the students before giving the tests.
3. The researcher explained the purpose of doing the tests and how to doit.
4. The researcher informed the students that the grammar test was about past tense which is consits of fifteen items and gave them thirty minutes to do.

After that, they were given the narrative text to be translated and had sixty minutes to do.

5. The researcher collected the students work.
6. Calculating the score of past tense mastery and translation narrative text test result.

3.5 Technique of Data Analysis

The data were collected through the past tense and translation test. The research analyzed by using quantitative statistic. The pattern used in this research was person product moment.

3.5.1 Some formula was applied in this research to process the data as follows:

Table 3.2: The classification of students' score in translation

Score	Criteria
20	The translation is perfect according to the structure of English
15	The translation is not very perfect because a little important thing translate wrong or unwritten.
10	The translation is not very perfect because there are two or three important things wrong but there still clear translation of other words.
0	The translation is totally wrong.

3.5.2 In getting the final score, the researcher used the following formula:

$$\text{Score} = \frac{\text{Students' score}}{\text{Max score}} \times 100$$

3.5.3 Tabulating the scores of the students from the past tense.

$$\frac{\text{Score number of correct answer}}{\text{Total number of items on test}} \times 100$$

3.5.4 Conculating the mean score by using the following formula:

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

Where:

X : Mean score

$\sum X$: Total raw score

N : Total respondents



3.5.5 Classifying the students scores into this scoring classification:

Table 3.3: the classification score

Affective		Coognitive		Psychomotor	
Mode	Predicate	Average	Letter	Optimum Achievements	Letter
4,00	Excellent	3,85-4,00	A	3,85-4,00	A
		3,51-3,83	A-	3,51-3,83	A-
3,00	Good	3,18-3,50	B+	3,18-3,50	B+
		2,85-3,17	B	2,85-3,17	B
		2,51-2,84	B-	2,51-2,84	B-
2,00	Enough	2,18-2,50	C+	2,18-2,50	C+
		1,85-2,17	C	1,85-2,17	C
		1,51-1,84	C-	1,51-1,84	C-
1,00	Poor	1,18-1,50	D+	1,18-1,50	D+
		1,00-1,17	D	1,00-1,17	D

(Data Source: the assessment of the 2013 curriculum based on permendikbud 104 years 2014 p 2)

The assessment of the 2013 curriculum based on the rule of education and culture minister 104 in 2014 scale assessment for knowledge competence and skills competence using the range of numbers and letters 4,00 (A) – 1,00 (D) with the details as following:

1.00 (A) - 1.00 (D) with the following details:
3 , 85 - 4.00 with the letter A
3.51 - 3.83 with the letter A-
3.18 - 3.50 with the letter B +
2.85 - 3.17 with the letter B
2.51 - 2.84 with the letter B –
2,18 - 2,50 with letter C +
1,85 - 2,17 with letter C
1,51 - 1,84 with letter C –
1,18 - 1,50 with letter D +, and
1.0 - 1, 17 with letter D

$$\text{Score} = \frac{N}{100} \times 4$$

The calculating of the of the correlation coefficient of the result of both of test was analyzed by applying the formula of product moment correlation as follow:

$$r = \frac{N \sum xy - \sum x \cdot \sum y}{\sqrt{(N \sum x^2 - \sum x^2)(N \sum y^2 - \sum y^2)}}$$

Where:

r_{xy} = Correlation Coefficient

N = The number of students/subjects participating in the test

$\sum x$ = The sum of score in past tense test

$\sum y$ = The sum of score in translating test²⁸

Before computing the score of correlation coefficient “r”, first to determine X variable and Y variable.

The score of students on past tense is called X and the score of the students on translating test is Y.

To find out the correlation between X and Y, significant or not, use the definition of the refuse or accept hypothesis as follows:

Ho = refuse if r-value \leq r-table

Ha = accept if r-value \geq r-table

²⁸Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: RinekaCipta 2002), p. 146.

Table 3.4 Quality of correlation based on the value of r product moment.²⁹

The value of r product moment	Intrepretation on collection quality
0,00-0,199	Very week correlation
0,20-0,399	Weak ccorrelation
0,40-0,599	Middle correlation
0,60-0,799	Strong correlation
0,80-1,000	Very strong correlation



²⁹Sugiyono, *Metode Penelitian Pendidikan*, (pendekatan kuantitatif, kualitatif, dan R&D) (Bandung: Alfabeta 2013), cet:2, p. 257.

CHAPTER IV

FINDING AND DISCUSSION

This chapter contained finding and its discussion. The finding of the research covers the result of data collected and analyzed through simple past tense test and translating narrative text test. The data will be discussed in this section below.

4.1 Finding

The findings of this research are taking by grammar test and translation test. To find out the result of this research, the researcher had given two tests to the students' of the X Mia 4 class at SMA Negeri 5 Parepare consists of 22 students. The first test was simple past tense consists of fifteen numbers in multiple choice and the second test was translating the narrative text. The results of the tests are described in the tabulating scores.

4.1.1 The result of students' simple past tense

The researcher had been known the students' simple past tense master by looking the scores of simple past tense test. The researcher had given the test to the 22 students of Mia 4 class at SMAN 5 parepare as the sample of this research. The result of the students' test as following:

Table 4.1 Score in Simple Past Tense

No	Students	Simple Past Tense			Classification
		Score	Intergrity	Value	
1	S1	80	3.2	B	Good
2	S2	87	3.48	B+	Good
3	S3	93	3.72	A-	Excellent
4	S4	80	3.2	B	Good
5	S5	93	3.72	A-	Excellent
6	S6	100	4	A	Excellent
7	S7	27	1.08	D	Poor
8	S8	100	4	A	Excellent
9	S9	87	3.48	B+	Good
10	S10	67	2.68	B-	Good
11	S11	87	3.48	B+	Good
12	S12	100	4	A	Excellent
13	S13	93	3.72	A-	Excellent
14	S14	87	3.48	B-	Good
15	S15	40	1.6	C-	Enough
16	S16	100	4	A	Excellent
17	S17	100	4	A	Excellent
18	S18	33	1.32	D+	Poor
19	S19	53	2.12	C	Enough
20	S20	33	1.32	D+	Poor
21	S21	93	3.72	A-	Excellent
22	S22	100	4	A	Excellent
Total		$\sum X=1733$	$\sum X=69.32$		

The scores of simple past tense of the first year students' at SMAN 5 Parepare.

No	Classification	Score	Frequency	%
1	Excellent	3,85-4,00	10	45.45
		3,51-3,83		
2	Good	3,18-3,50	7	31.82
		2,85-3,17		
		2,51-2,84		
3	Enough	2,18-2,50	2	9.09
		1,85-2,17		
		1,51-1,84		
4	Poor	1,18-1,50	3	13.64
		1,00-1,17		
Total			22	100

From the table above, the researcher found the result of students' simple past tense test. There were 10 (45.45 %) out of 22 students got excellent, 7 (31.82 %) out of 22 students got good, 2 (9.09 %) out of 22 students got enough and 3 (13.64 %) out of 22 students got poor. It can be concluded that most of students got excellent scores although there were still students got good, enough and poor classification. It means that most students have understood in using the simple past tense and some of them are still confused in that material.

4.1.2 The result of students' translating narrative text

The researcher had been known the students' translating narrative text by looking the scores of translation test. The researcher had given the narrative text for the students to translate. The result of the students' test as following:

Table 4.2 Score in Translating Narrative Text

No	Students	Translating Narrative Text			Classification
		Score	Intergrity	Value	
1	S1	65	2.6	B-	Good
2	S2	80	3.2	B+	Good
3	S3	85	3.4	B+	Good
4	S4	85	3.4	B+	Good
5	S5	70	2.8	B-	Good
6	S6	85	3.4	B+	Good
7	S7	35	1.4	D+	Poor
8	S8	90	3.6	A-	Excellent
9	S9	85	3.4	B+	Good
10	S10	40	1.6	C-	Enough
11	S11	80	3.2	B+	Good
12	S12	90	3.6	A-	Excellent
13	S13	85	3.4	B+	Good
14	S14	60	2.4	C+	Enough
15	S15	40	1.6	C-	Enough
16	S16	90	3.6	A-	Excellent
17	S17	90	3.6	A-	Excellent
18	S18	30	1.2	D+	Poor
19	S19	30	1.2	D+	Poor
20	S20	35	1.4	D+	Poor
21	S21	90	3.6	A-	Excellent
22	S22	90	3.6	A-	Excellent
Total		$\Sigma X=1520$	$\Sigma X=60.8$		

No	Classification	Score	Frequency	%
1	Excellent	3,85-4,00	6	27.27
		3,51-3,83		
2	Good	3,18-3,50	9	40.91
		2,85-3,17		
		2,51-2,84		
3	Enough	2,18-2,50	3	13.64
		1,85-2,17		
		1,51-1,84		
4	Poor	1,18-1,50	4	18.18
		1,00-1,17		
Total			22	100

From the table above, the researcher found the result of students' translating narrative text test. There were 6 (27.27 %) out of 22 students got excellent, 9 (40.91%) out of 22 students got good classification, 3 (13.64 %) out of 22 students got enough and 4 (18.18 %) out of 22 students got poor classification. It can be concluded that most of students got good and excellent scores so it means several of them could translate the narrative text well although there were still students cannot translate the text as well as possible.

4.1.3 The classifying scoring students' simple past tense and translating narrative text

No	Students	Simple Past Tense	Classification	Translating Narrative Text	Classification
1	S1	80	Good	65	Good
2	S2	87	Good	80	Good
3	S3	93	Excellent	85	Good
4	S4	80	Good	85	Good
5	S5	93	Excellent	70	Good
6	S6	100	Excellent	85	Good
7	S7	27	Poor	35	Poor
8	S8	100	Excellent	90	Excellent
9	S9	87	Good	85	Good
10	S10	67	Good	40	Enough
11	S11	87	Good	80	Good
12	S12	100	Excellent	90	Excellent
13	S13	93	Excellent	85	Good
14	S14	87	Good	60	Enough
15	S15	40	Enough	40	Enough
16	S16	100	Excellent	90	Excellent
17	S17	100	Excellent	90	Excellent
18	S18	33	Poor	30	Poor
19	S19	53	Enough	30	Poor
20	S20	33	Poor	35	Poor
21	S21	93	Excellent	90	Excellent
22	S22	100	Excellent	90	Excellent

From the table above, the researcher found the result of classifying students' simple past tense and translating narrative text. It showed that there were 15 students from 22 students that have the same classification between their simple past tense and their translating narrative text. There were 6 students got excellent classification in

their simple past tense and translating narrative text, 5 students got good classification in their simple past tense and translating narrative text, 1 student got enough classification in their simple past tense and translating narrative text, and 3 students got poor classification in their simple past tense and translating narrative text. So, 7 students had not the same classification between their simple past tense and their translating narrative text.

4.1.3 The result of calculating between past tense and translating narrative test.

After giving the grammar and translation test to the students, the researcher calculated both of them and it can be seen in the table as following:

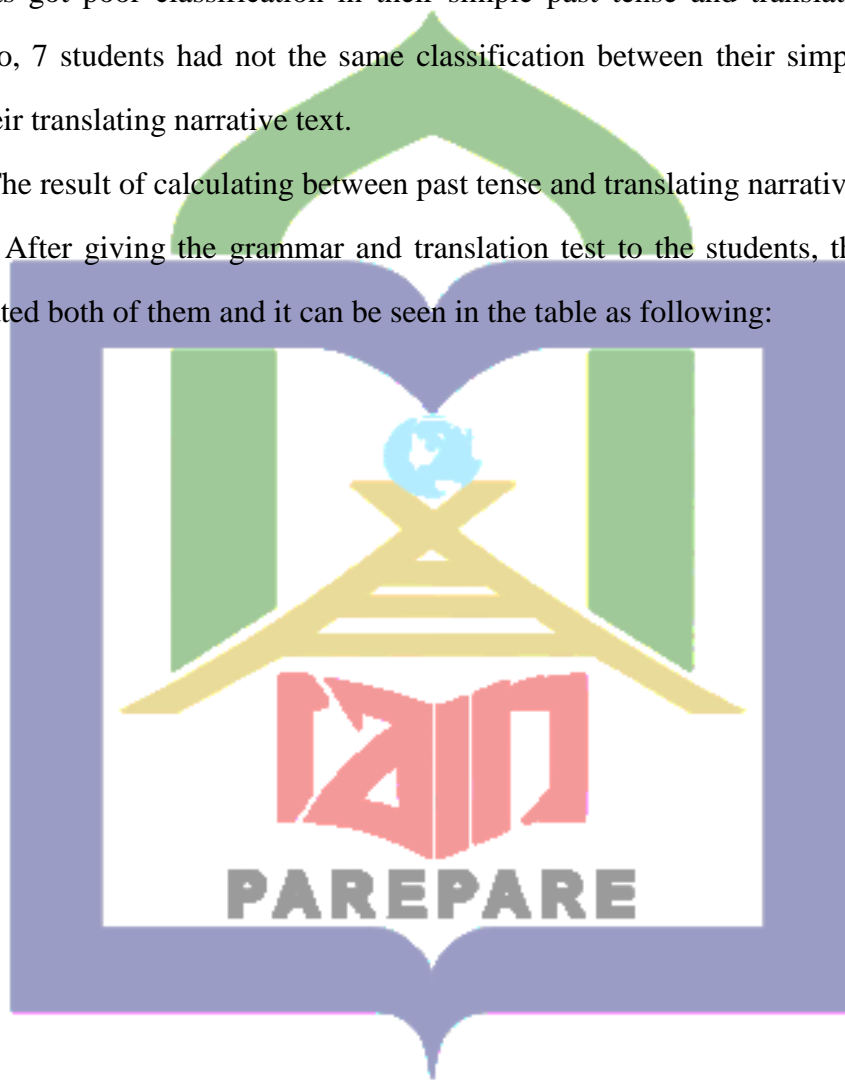


Table 4.3 Calculating Scores of Simple Past Tense and Translating Narrative Text
Where:

No	X	Y	XY	X ²	Y ²
1	80	65	5200	6400	4225
2	87	80	6960	7569	6400
3	93	85	7905	8649	7225
4	80	85	6800	6400	7225
5	93	70	6510	8649	4900
6	100	85	8500	10000	7225
7	27	35	945	729	1225
8	100	90	9000	10000	8100
9	87	85	7395	7569	7225
10	67	40	2680	4489	1600
11	87	80	6960	7569	6400
12	100	90	9000	10000	8100
13	93	85	7905	8649	7225
14	87	60	5220	7569	3600
15	40	40	1600	1600	1600
16	100	90	9000	10000	8100
17	100	90	9000	10000	8100
18	33	20	660	1089	400
19	53	30	1590	2809	900
20	33	35	1155	1089	1225
21	93	90	8370	8649	8100
22	100	90	9000	10000	8100
N= 22	$\sum X=1733$	$\sum Y=1520$	$\sum XY=131355$	$\sum X^2=149477$	$\sum Y^2=117200$

$$N = 22$$

$$\sum X = 1733$$

$$\sum Y = 1520$$

$$\sum XY = 131355$$

$$\sum X^2 = 149477$$

$$\sum Y^2 = 117200$$

r.....?

$$r = \frac{N \sum xy - \sum x \cdot \sum y}{\sqrt{(N \sum x^2 - \sum x^2)(N \sum y^2 - \sum y^2)}}$$

$$r = \frac{(22)(131355) - (1733)(1520)}{\sqrt{(22)(149477) - (1733)^2} \cdot \sqrt{(22)(117200) - (1520)^2}}$$

$$r = \frac{2889810 - 2634160}{(3288494 - 3003289) \cdot (2578400 - 2310400)}$$

$$r = \frac{255650}{\sqrt{285205} \cdot \sqrt{268000}}$$

$$r = \frac{255650}{(534.04)(517.68)}$$

$$r = \frac{255650}{276461.8272}$$

$$r = 0,924$$

Table 4.2 The correlation between past tense and translating narrative text.

r = value	r = table
0,924	0,423

It can be concluded that *r-value* is greater than *r-table*, it means that alternative hypothesis is accepted so there is correlation between students' simple past tense mastery and their ability in translating narrative text. The students' who got high scores in past tense means they could translate the narrative text well and the students who got low scores in past tense means they were difficult to translate the narrative text.

4.2 Discussion

From the result above, it was found that r_{xy} is 0.924. Based on the *r* table with $N = 22$ and significance 5% is 0.423 so, the r_{xy} is higher than critical value. It was very clear there is correlation both of the variables. This fact indicated that the students' past tense mastery give contribution to the students' translating as verb form used in narrative text.

4.2.1 The Result of Students' Simple Past Tense Test

To get the result of the students' past tense test, the researcher gave 15 numbers multiple choices about past tense to the students. The test consisted of premise and several alternative answers. To find out the scores of the test, the researcher checked the answers of the students and correct answers divided the maximal scores and time 100 so, the scoring of each students were known.

From the sample 22 students, in simple past tense test there were 10 got excellent. 4 students got 93 and 6 students got 100. There were 7 got good classifications. 1 student got 67, 2 of them got 80, and 4 others got 87. There were 2 students got enough. 1 student got 53 and 1 student got 40. There were 3 students got poor classification. 1 student got 27 and 2 students got 33.

From the result above, the researcher concluded that most of the students of class x Mia 4 have mastered simple past tense although several of them are still low in past tense material. After giving the simple past tense test to the students, the researcher gave them the narrative text to translate and it was called translation test.

4.2.2 The Result of Students' Translation Test

To find out the scores of students' translation, the researcher gave the narrative text for each student with the same title to translate. After that, the researcher checked the translation of the students each paragraph. Perfect translation with good structure got 20 scores, the translation is not very perfect because a little important thing translate wrong or unwritten got 15 score, the translation is not very perfect because there are two or three important things wrong but there still clear translation of other words got 10 score, and the translation is totally wrong got 0 score. So the perfect score is 20 for each paragraph and there were 5 paragraphs in the

text so the totally scores is 100. To calculating the scores, the scores of each students divide maximal scores and time 100 so, the researcher have found the result scoring by using that pattern.

In classification of translating test, there were 6 got excellent. They got 90 score. There were 9 students got good classification. 1 student got 65, 1 student got 70, 2 students got 80 and 5 students got 85. There were 3 students got enough classification. 2 of them got 40 and 1 got 60 scores. There were 4 students got poor classification. 2 of them got 30 and 2 others got 35 scores.

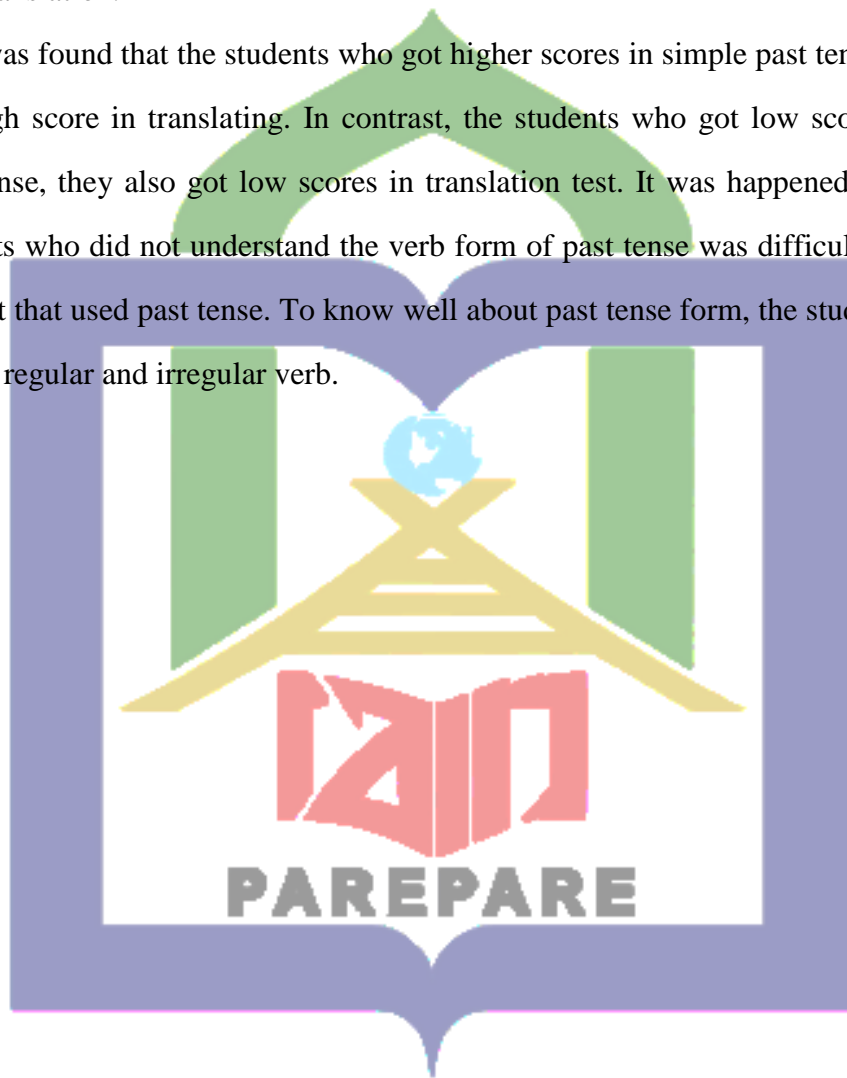
From the result above, the researcher concluded that, most of the students can translate well although other students are still difficult to translate the text which was given by the researcher. From the result both of the tests, simple past tense and translating narrative text can be seen that the scoring of simple past tense higher than the scores of translation test.

The researcher did the treatment on Friday 30th, at the meeting the researcher had been prepared the grammar test and translation test to give the students for answering. The day before that day, the researcher had been explained to the students what they would do for tomorrow so, the students would not be confused how to answer the test. The researcher gave the grammar test as the first test then the researcher gave the translation test as the second test so, in the same day the students did two tests. After that, the researcher took all the students' test to get the scores.

From the scoring of the two tests, it was very clear that good past tense mastery result good translating narrative text but bad past tense result bad translating narrative text although there were 7 students did not same as their classification between their simple past tense and translating narrative text but the whole scoring of

the test there was significance correlation. The students have to learn and understand well the simple past tense before translating the narrative text. Master in simple past tense will make them easier translate the text. Their past tense mastery very affect to their translation.

It was found that the students who got higher scores in simple past tense, they also got high score in translating. In contrast, the students who got low score in simple past tense, they also got low scores in translation test. It was happened because the students who did not understand the verb form of past tense was difficult to translate the text that used past tense. To know well about past tense form, the students have to master regular and irregular verb.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research about the correlation between students' past tense mastery and ability in translating narrative text.

5.1 Conclusions

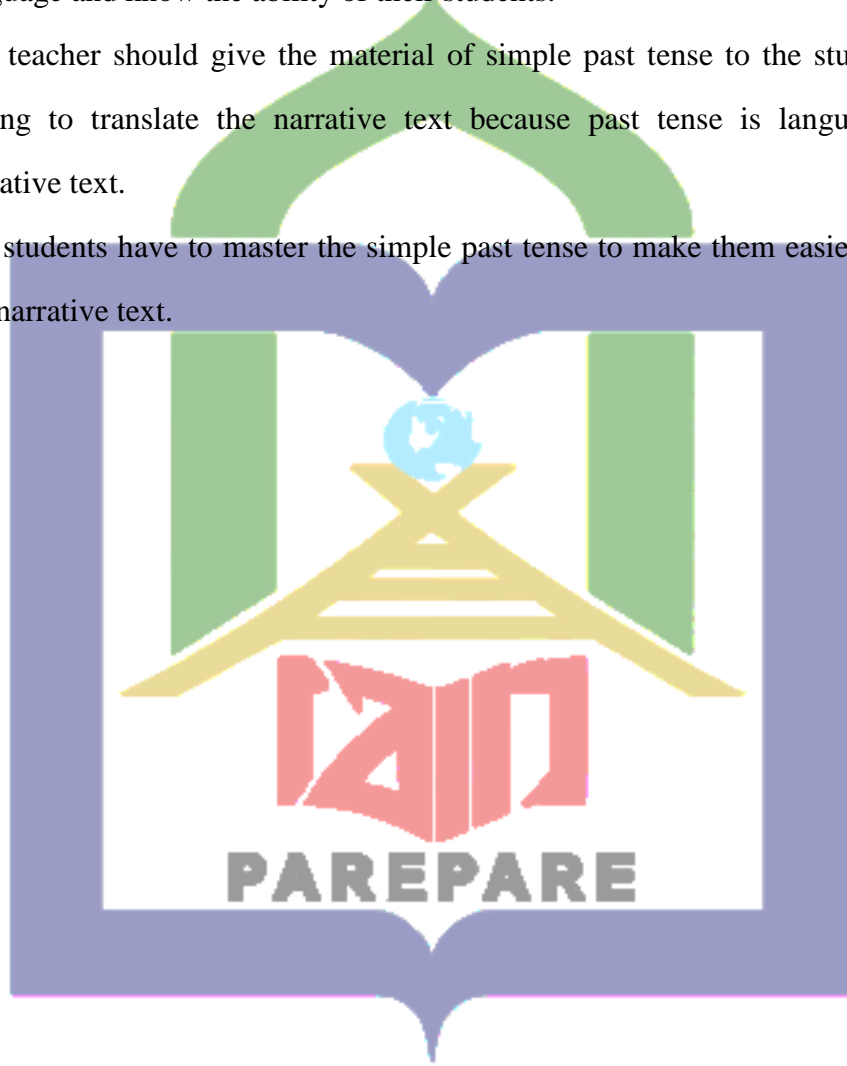
Based on the result of data analysis and the discussion of the result in previous chapter, the researcher concluded that there is a correlation between students' past tense mastery and the ability in translating narrative text. There is a significant correlation both of them by seeing the result of the calculating scores 0.924. The critical value of the person r with 5% got the significance 0.423. It means that the result of the computation is greater than critical value. So, the researcher concluded that the correlation between past tense and translating narrative text is highly significance.

The students who master in past tense can translate the narrative text well but the other hand, the students who are low in past tense will difficult to translate the narrative text. It was very clear from the result of students' past tense scores and their scores in translating narrative text at SMAN 5 Parepare. The hyphotesis of the research was accepted.

5.2 Suggestion

Based on the research, the researcher gives some suggestions as follow:

1. In teaching English, the teachers should master the skills and components of language and know the ability of their students.
2. The teacher should give the material of simple past tense to the students before asking to translate the narrative text because past tense is language used in narrative text.
3. The students have to master the simple past tense to make them easier to translate the narrative text.



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Appendix 1

Grammar test.

Choose the best answer to complete the text by using the correct past tense !

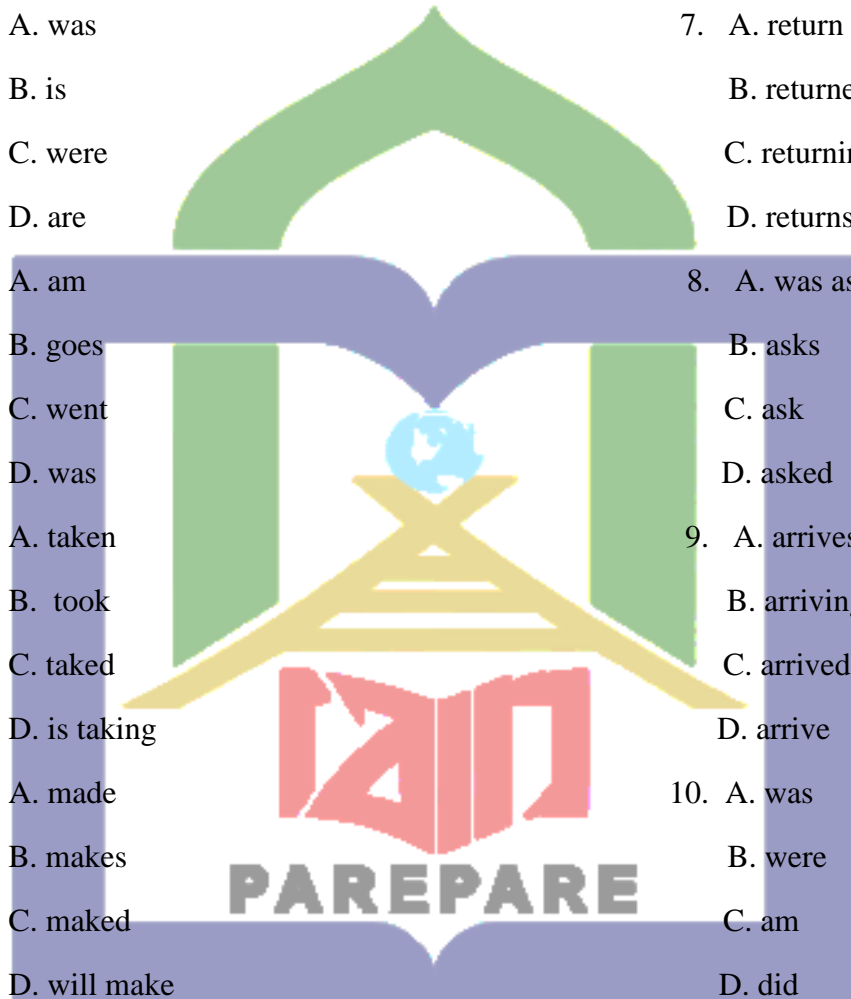
Holiday to My Grandmothers's House

(1)....., I went to grandmothers' house in Dukuh Katuk village. The scenery (2)..... beautiful. There was a popular river. The popular river is Katalanji.

I (3).....there by bus in the morning. It (4)..... about 1 hour and 20 minutes until we got there. When I arrived, we immediately went to my grandma's rice. The scenery was very beautiful and (5)..... me enjoy. Then I helped my grandmother to plant seeds. I was very happy, because she (6)..... me to plant it well. After that, we (7)..... .home and then had a lunch.

The next morning, my grandmother (8).....me to visit Katalanji river. When we (9)....., I (10)..... very suprised. The water was clean, the temperature was cool and there (11)..... many trees surrounded the river. She also asked me to see the Canaries at tree beside of the river. When we (12)....., we (13)..... around and went home.

Unfortunately, I only have two days to spend the holidays at my grandmother's house. After we (14)..... lunch, drove my grandmother.....to the station to return home. It (15)..... the most memorable for me.

- 
1. A. Next week
B. Today
C. Last week
D. Tomorrow
2. A. was
B. is
C. were
D. are
3. A. am
B. goes
C. went
D. was
4. A. taken
B. took
C. taked
D. is taking
5. A. made
B. makes
C. maked
D. will make
6. A. teach
B. teaches
C. was taught
D. taught
7. A. return
B. returned
C. returning
D. returns
8. A. was asked
B. asks
C. ask
D. asked
9. A. arrives
B. arriving
C. arrived
D. arrive
10. A. was
B. were
C. am
D. did

11. A. was
B. is
C. are
D. were
12. A. finishes
B. finished
C. finish
D. was finished
13. A. walking
B. walks
C. walked
D. walk
14. A. took
B. ate
C. eaten
D. were
15. A. will be
B. is
C. was
D. were



Appendix 2 the answers of simple past tense.

1. C. Last week
2. A. was
3. C. went
4. B. took
5. A. made
6. D. taught
7. B. returned
8. D. asked
9. C. arrived
10. A. was
11. D. were
12. B. finished
13. C. walked
14. B. ate
15. C. was



Appendix 3

Test 2 : Translating Test

Translate the narrative text into Indonesia below!

A Fox and A Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!' 'Well, maybe some day, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder – the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Moral : A single plan that works is better than a hundred doubtful plans.

Appendix 4

Rubah dan seekor kucing

Suatu hari, kucing dan rubah sedang mengobrol dengan asyiknya. Rubah adalah makhluk yang sombong, membesar tentang betapa pintarnya dia. “kenapa, setidaknya aku tahu seratus trik untuk menjauhi musuh kita bersama, anjing”, katanya.

“Saya hanya tahu satu trik untuk menjauh dari anjing”, kata si kucing. “kamu harus mengajarku beberapa trikmu!”. Baiklah, mungkin suatu hari nanti, ketika aku punya waktu, aku bias mengajarku beberapa trik yang sederhana”, jawab si rubah dengan santai.

Sesaat kemudian, mereka mendengar gonggongan sekawanan anjing dari kejauhan, gonggongan tersebut semakin keras, anjing pun datang menuju ke arah mereka! Seketika si kucing berlari ke pohon yang paling dekat dan kemudian naik ke cabang-cabangnya, dan diluar jangkauan anjing. “Ini adalah trik yang ku katakan tadi, satu-satunya yang aku tahu”, kata si kucing. “Mana salah satu dari seratus trikmu yang akan kamu gunakan?”.

Rubah pun duduk diam di bawah pohon, membayangkan trik apa yang harus dia lakukan. Sebelum dia bisa mengambil keputusan, kemudian anjing tiba dan menyergap rubah serta mencabik-cabiknya.

Moral : Satu rencana yang dilakukan akan lebih baik daripada seratus rencana yang masih diragukan

Appendix 5

Andi Adelya Nürmadheni

x.4

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ 40

Test 1 : Grammar Test

Choose the best answer to complete the text by using the correct past tense !

Holiday to My Grandmothers's House

(1)....., I went to grandmothers' house in Dukuh Katuk village. The scenery (2)..... beautiful. There was a popular river. The popular river is Katalanji.

I (3).....there by bus in the morning. It (4)..... about 1 hour and 20 minutes until we got there. When I arrived, we immediately went to my grandma's rice. The scenery was very beautiful and (5)..... me enjoy. Then I helped my grandmother to plant seeds. I was very happy, because she (6)..... me to plant it well. After that, we (7)..... .home and then had a lunch.

The next morning, my grandmother (8).....me to visit Katalanji river. When we (9)....., I (10)..... very suprised. The water was clean, the temperature was cool and there (11)..... many trees surrounded the river. She also asked me to see the Canaries at tree beside of the river. When we (12)....., we (13)..... around and went home.

Unfortunately, I only have two days to spend the holidays at my grandmother's house. After we (14)..... lunch, drove my grandmother.....to the station to return home. It (15)..... the most memorable for me.

11. A. was
B. is
C. are
 D. were ✓
12. A. finishes
B. finished
C. finish
 D. was finished ✗
13. A. walking
B. walks
 C. walked ✓
D. walk
14. A. took
 B. ate ✓
C. eaten
D. were
15. A. will be
B. is
 C. was ✓
D. were

$$\frac{13}{15} \times 100 = 87$$

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Senigata dan
Rubah dan Kucing

Suatu hari kucing dan rubah sedang bercakap-cakap. Rubah yang merupakan makhluk sombong,
menembual tentang betapa pintarnya dia. 'Kenapa, Aku tahu paling sedikit 100 ^{Cara} ~~tepa daya~~ untuk pergi
dari mulut kita bersama, yaitu anjing' dia berkata. 15

'Aku hanya tahu 1 ^{Cara} ~~tepa daya~~ untuk pergi dari anjing' kata kucing. 'Kamu harus menunjukkan
beberapa milikmu.'

'Baiklah, mungkin suatu hari, disaat aku mempunyai waktu, aku akan menunjukkan
sebahagian kecil yang lebih mudah.' Balas ~~fa~~ si rubah ringan 20

Lalu, mereka mendengar gonggongan dari anjing di kejauhan. Gonggongannya menjadi semakin keras
dan keras. Anjing pun datang di arah mereka! Kemudian, kucing segera berlari ke pohon terdekat
dan memanjatnya sampai dahannya yang tidak bisa dicapai oleh semua anjing. 'Ini adalah cara yang
aku bertalukukan kepadamu, satu-satunya yang kutahu,' kata kucing. 'Yang mana satu dan seratus cara
yang akan kamu gunakan?' 20

Sang rubah duduk diam di bawah pohon, memikirkan cara yang mana yang harus ia gunakan.
Sebelum ia bisa memperbaiki pikirannya, anjing pun sampai. Dia menerpa sang rubah dan mencabik ia
menjadi beberapa bagian. 15

Moral: Satu rencana yang bekerja lebih baik dari 100 rencana yang tidak pasti (regu-regu) 10

$$\frac{80}{100} \times 100 = 80$$

SUKMA NUKIL I.

X.4

40

Test 1 : Grammar Test

Choose the best answer to complete the text by using the correct past tense !

Holiday to My Grandmothers's House

(1)....., I went to grandmothers' house in Dukuh Katuk village. The scenery (2)..... beautiful. There was a popular river. The popular river is Katalanji.

I (3).....there by bus in the morning. It (4)..... about 1 hour and 20 minutes until we got there. When I arrived, we immediately went to my grandma's rice. The scenery was very beautiful and (5)..... me enjoy. Then I helped my grandmother to plant seeds. I was very happy, because she (6)..... me to plant it well. After that, we (7)..... home and then had a lunch.

The next morning, my grandmother (8).....me to visit Katalanji river. When we (9)....., I (10)..... very suprised. The water was clean, the temperature was cool and there (11)..... many trees surrounded the river. She also asked me to see the Canaries at tree beside of the river. When we (12)....., we (13)..... around and went home.

Unfortunately, I only have two days to spend the holidays at my grandmother's house. After we (14)..... lunch, drove my grandmother.....to the station to return home. It (15)..... the most memorable for me.

1. A. Next week
B. Today
~~C. Last week~~ ✓
D. Tomorrow
2. ~~A. was~~
B. is ✓
C. were
D. are
3. A. am
B. goes
~~C. went~~ ✓
D. was
4. A. taken
~~B. took~~ ✓
C. taked
D. is taking
5. ~~A. made~~
B. makes ✓
C. maked
D. will make
6. A. teach
B. teaches
C. was taught ✓
~~D. taught~~
7. A. Return
~~B. Returned~~ ✓
C. returning
D. returns
8. A. was asked
B. asks
C. ask ✓
~~D. asked~~
9. A. arrives
B. arriving ✓
~~C. arrived~~
D. arrive
10. ~~A. was~~
B. were ✓
C. am
D. did

11. A. was
B. is
C. are
~~D. were~~ ✓
12. A. finishes
~~B. finished~~ ✓
C. finish
D. was finished
13. A. walking
B. walks
~~C. walked~~ ✓
D. walk
14. A. took
~~B. ate~~ ✓
C. eaten
D. were
15. A. will be
B. is
~~C. was~~ ✓
D. were

$$\frac{15}{15} \times 100 = \underline{\underline{100}}$$

SUKMA NUFUL IZZAH
X.4

Seekor Rubah dan Seekor Kucing

Suatu hari seekor kucing dan seekor rubah sedang berbincang-bincang. Rubah itu, seekor ubah itu, ~~adalah~~ ^{anaknya} yang angkuh, menyombongkan betapa pintarnya dia. 'Mengapa, aku tau ~~dan~~ kurang-kurangnya seratus trik untuk menjauh dari musuh kita, ~~anjing~~, sekelompok anjing,' katanya. 20

'Aku tau hanya satu trik untuk menjauh dari sekelompok anjing,' kata si kucing. 'Kau harus mengajarkanku ~~dan~~ beberapa milikanmu!'

'Baik, mungkin suatu hari, ketika aku mempunyai waktu, aku akan mengajarkanmu beberapa trik yang paling mudah,' ~~dan~~ jawab si rubah ~~segera~~ santai. 20

Ketika mereka mendengar suara dari sekelompok anjing di suatu tempat. Suaranya bertambah keras dan keas - sekelompok anjing itu datang ke arahnya! Seketika, kucing itu berlari ke pohon terdekat dan memanjatinya ke dahan, tidak bisa dijangkau anjing. 'Ini adalah trik yang aku beritahu kepadamu, satu-satunya yang aku tau,' kata si kucing. 'Trik yang mana ~~yang~~ dari seratus trikmu yang akan kau gunakan?' 20

Si rubah duduk terdiam di bawah pohon, ~~mempertimbangkan~~ mempertimbangkan trik yang mana yang sebaiknya ia gunakan. Sebelum ia dapat membuat keputusan, sekelompok anjing itu telah tiba. Mereka menghampiri si rubah dan ~~membekanya~~ ^{memotongnya} ke beberapa bagian. 15

Isan: Sebuah rencana akan bekerja lebih baik dari pada seratus rencana yang meragukan. 15

$$\frac{90}{100} \times 100 = \underline{90}$$

Nurhaliza M

X. 4

40

Test 1 : Grammar Test

Choose the best answer to complete the text by using the correct past tense !

Holiday to My Grandmothers's House

(1)....., I went to grandmothers' house in Dukuh Katuk village. The scenery (2)..... beautiful. There was a popular river. The popular river is Katalanji.

I (3).....there by bus in the morning. It (4)..... about 1 hour and 20 minutes until we got there. When I arrived, we immediately went to my grandma's rice. The scenery was very beautiful and (5)..... me enjoy. Then I helped my grandmother to plant seeds. I was very happy, because she (6)..... me to plant it well. After that, we (7)..... home and then had a lunch.

The next morning, my grandmother (8).....me to visit Katalanji river. When we (9)....., I (10)..... very suprised. The water was clean, the temperature was cool and there (11)..... many trees surrounded the river. She also asked me to see the Canaries at tree beside of the river. When we (12)....., we (13)..... around and went home.

Unfortunately, I only have two days to spend the holidays at my grandmother's house. After we (14)..... lunch, drove my grandmother.....to the station to return home. It (15)..... the most memorable for me.

1. A. Next week
B. Today
C. Last week ✓
D. Tomorrow
2. A. was ✓
B. is ✓
C. were
D. are
3. A. am
B. goes
C. went ✓
D. was
4. A. taken
B. took ✓
C. taked ✓
D. is taking
5. A. made ✓
B. makes ✓
C. maked
D. will make
6. A. teach
B. teaches
C. was taught
D. taught ✓
7. A. Return
B. Returned ✓
C. returning
D. returns
8. A. was asked
B. asks
C. ask
D. asked ✓
9. A. arrives
B. arriving
C. arrived ✓
D. arrive
10. A. was ✓
B. were ✓
C. am
D. did

11. A. was
B. is
C. are
 D. were ✓
12. A. finishes
 B. finished ✓
C. finish ✓
D. was finished
13. A. walking
B. walks
 C. walked ✓
D. walk
14. A. took
 B. ate ✓
C. eaten ✓
D. were
15. A. will be
B. is
 C. was ✓
D. were

$$\frac{15}{15} \times 100 = 100 =$$

Nuskaliza M.
X.4

Parepare, 30th of March 2018

Translating Test

Seekor rubah dan seekor semut

Pada suatu hari, si kucing dan si rubah sedang berbincang-bincang. Rubah, merupakan makhluk yang sangat angkuh, ia menyombongkan betapa cerdasnya ia. "Kenapa, karena Aku tahu sedikitnya seratus ^{cara/tipuan} ~~tipuan~~ untuk menghindari dari muruk kita, yakni anjing" katanya. 15

"Aku hanya mengetahui satu cara untuk menghindari dari anjing" kata si kucing. "Kamu ~~harus~~ seharusnya, mengajarkan. Itu beberapa cara yang kamu tahu!"

"Baiklah, mungkin suatu hari nanti, ketika aku mempunyai waktu luang, Aku bisa mengajarmu beberapa cara yang lebih mudah." balas si rubah dengan angan. 20

Secepat kemudian, ia mendengar beberapa anjing yang menggonggong dari kejauhan. Suara gonggongannya semakin keras dan keras. - anjing-anjing itu datang menuju ke arah mereka. Si kucing langsung lari ke pohon terdekat dan memanjat ke ranting-ranting pohon tersebut, cara melarikan diri yang baik dan jangkauan anjing anjing. Inilah cara yang kubertahu padamu, yang ~~setidaknya~~ aku tahu." kata si kucing. "Yang mana salah satu dari ratusan cara yang akan kau gunakan?" 20

Si rubah ~~ada~~ terduduk diam di bawah pohon, memikirkan cara mana yang akan seharusnya ia gunakan. Sebelum ia menemukan idenya, Para anjingpun datang. Mereka melompatifajar si rubah dan ~~menarik~~ menarik-cabiknya. 20

Pesan moral : 1 Rencana yang bisa bekerja dengan baik lebih baik daripada ratusan rencana yang meragukan. 15

$$\frac{90}{100} \times 100 = \underline{90}$$

Muh. Ichsan Maulana

X. 4

40

Test 1 : Grammar Test

Choose the best answer to complete the text by using the correct past tense !

Holiday to My Grandmothers's House

(1)....., I went to grandmothers' house in Dukuh Katuk village. The scenery (2)..... beautiful. There was a popular river. The popular river is Katalanji.

I (3).....there by bus in the morning. It (4)..... about 1 hour and 20 minutes until we got there. When I arrived, we immediately went to my grandma's rice. The scenary was very beautiful and (5)..... me enjoy. Then I helped my grandmother to plant seeds. I was very happy, because she (6)..... me to plant it well. After that, we (7)..... .home and then had a lunch.

The next morning, my grandmother (8).....me to visit Katalanji river. When we (9)....., I (10)..... very suprised. The water was clean, the temperature was cool and there (11)..... many trees surrounded the river. She also asked me to see the Canaries at tree beside of the river. When we (12)....., we (13)..... around and went home.

Unfortunately, I only have two days to spend the holidays at my grandmother's house. After we (14)..... lunch, drove my grandmother.....to the station to return home. It (15)..... the most memorable for me.

1. A. Next week
B. Today
 C. Last week ✓
D. Tomorrow
2. A. was ✓
B. is
C. were
D. are
3. A. am
B. goes
 C. went ✓
D. was
4. A. taken
 B. took ✓
C. taked ✓
D. is taking
5. A. made ✓
B. makes
C. maked
D. will make
6. A. teach
B. teaches
C. was taught ✓
 D. taught ✓
7. A. Return
 B. Returned ✓
C. returning
D. returns
8. A. was asked
B. asks
C. ask ✓
 D. asked ✓
9. A. arrives
B. arriving
 C. arrived ✓
D. arrive
10. A. was ✓
B. were
C. am
D. did

11. A. was
B. is
C. are ✓
~~D. were~~
12. A. finishes
~~B. finished~~
C. finish ✓
D. was finished
13. A. walking
B. walks
~~C. walked~~ ✓
D. walk
14. A. took
~~B. ate~~
C. eaten ✓
D. were
15. A. will be
B. is ✓
~~C. was~~
D. were

$$\frac{15}{15} \times 100 = \underline{\underline{100}}$$

Muhammad Ihsan Maulana
x.4

Seekor Rubah dan seekor kucing

Suatu hari, seekor kucing dan seekor rubah sedang berada dalam sebuah percakapan. Si rubah yang merupakan makhluk yang angkuh, menyombongkan diri tentang seberapa pintarnya. "Kenapa, saya mengetahui setidaknya ratusan ^{muslihat} untuk menjauh dari musuh bersama kita, yaitu sang Anjing," katanya. "Saya hanya mengetahui satu ^{muslihat} untuk menjauh dari anjing-anjing," kata si kucing. "Kau sebaiknya mengajarkanku beberapa ^{muslihat} mu!"

"Baik, mungkin suatu hari, ketika saya mempunyai waktu, saya dapat mengajarkan ~~beberapa~~ sebagian kecil yang sederhana," balas si rubah dengan serang nabi. Sesaat kemudian 20

Seketika mereka mendengar gonggongan sebuah kelompok anjing dari kejauhan. Gonggongannya semakin nyaring dan nyaring - Anjing-anjing itu menuju ke arah mereka! Seketika si kucing lari ke pohon terdekat dan memanjat ke batang pohon tersebut. Cukup baik untuk tidak dijangkau oleh anjing manapun. Inilah muslihat yang akan ceritakan kepada mu, satu satunya yang aku tahu. "Kata si kucing. "Dari ratusan trik mu, yang mana yang akan kau gunakan?" 20

Si Rubah duduk dengan diam dibawah pohon, membayangkan muslihat mana yang akan ia gunakan. Sebelum dia bisa memantapkan pikirannya, sang anjing-anjing pun datang. Mereka menyergap si Rubah dan merobek dia menjadi beberapa bagian. 15

Moral: Sebuah rencana ~~yang~~ yang bekerja lebih baik daripada ratusan rencana yang diragukan. 20

$$\frac{90 \times 100}{100} = 90$$

Nama : Muhammad Hafidhal
 Kelas : X-4

40

Test 1 : Grammar Test

Choose the best answer to complete the text by using the correct past tense !

Holiday to My Grandmothers's House

(1)....., I went to grandmothers' house in Dukuh Katuk village. The scenery (2)..... beautiful. There was a popular river. The popular river is Katalanji.

I (3).....there by bus in the morning. It (4)..... about 1 hour and 20 minutes until we got there. When I arrived, we immediately went to my grandma's rice. The scenery was very beautiful and (5)..... me enjoy. Then I helped my grandmother to plant seeds. I was very happy, because she (6)..... me to plant it well. After that, we (7)..... .home and then had a lunch.

The next morning, my grandmother (8).....me to visit Katalanji river. When we (9)....., I (10)..... very suprised. The water was clean, the temperature was cool and there (11)..... many trees surrounded the river. She also asked me to see the Canaries at tree beside of the river. When we (12)....., we (13)..... around and went home.

Unfortunately, I only have two days to spend the holidays at my grandmother's house. After we (14)..... lunch, drove my grandmother.....to the station to return home. It (15)..... the most memorable for me.

1. A. Next week
B. Today
C. Last week ✓
D. Tomorrow
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B. is ✓
C. were ✓
D. are
3. A. am
B. goes
C. went ✓
D. was
4. A. taken
B. took ✓
C. taked ✓
D. is taking
5. A. made ✓
B. makes ✓
C. maked
D. will make
6. A. teach
B. teaches
C. was taught ✓
D. taught ✓
7. A. Return
B. Returned ✓
C. returning
D. returns
8. A. was asked
B. asks
C. ask ✓
D. asked ✓
9. A. arrives
B. arriving
C. arrived ✓
D. arrive
10. A. was ✓
B. were ✓
C. am
D. did

- 11. A. was
B. is
C. are
- 12. A. finishes
B. finished
- 13. A. walking
B. walks
C. walked
- 14. A. took
B. ate
- 15. A. will be
B. is

$$\frac{13}{15} \times 100 = 87$$

me : Muhammad Adhal

.ss : X-4

Sirubah dan Si Kucing

Pada suatu hari si kucing dan sirubah saling bercakap-cakap. Si rubah, adalah ~~adalah~~ makhluk yang sombong, bucu dan cerdas. "Kenapa, saya tau setidaknya memiliki 100 ~~100~~ brik untuk beranjak dari anjing." kata dia 10

"Saya ~~adalah~~ banya tau tau brik untuk menjauh dari ~~anjing~~ anjing" kata si kucing. "kau harus mengeser saya semua kamu"

"~~Ya~~ Yah, suatu hari nanti, jika saya mempunyai waktu, saya boleh mengizinkan kamu salah satu brik sederhana!" kata rubah enteng. 20

Saat itu mereka gongsongan anjing-anjing dari kerubukan. Gangguan tersebut semakin nyaring dan nyaring. ing tersebut datang kearah mereka. Saat itu si kucing lari ke pohon dan memanjat jalur tungkainya anjing.

"Ada lah brik yang kutawakan kepadamu, namun tau yang kutawakan si kucing. "mana dan serau? brik mu yang kamu pakai?" 15

Sirubah dilin dibawakan pohon, ~~ber~~ berpikir-pikir era yang mana ia harus lakukan. sebelum ia mengambil busun. anjing tersebut pun datang. mereka menakar sirubah dan mereka ~~100~~ cabik dia. 15

ion moral : sebisa brik yes bekerja akan lebih baik daripada serau brik yang ditawakan 20

$$\frac{80}{100} \times 100 = 80$$

- Muh. Iqbal Gunawan R
X mia A

40

Test 1 : Grammar Test

Choose the best answer to complete the text by using the correct past tense !

Holiday to My Grandmothers's House

(1)....., I went to grandmothers' house in Dukuh Katuk village. The scenery (2)..... beautiful. There was a popular river. The popular river is Katalanji.

I (3).....there by bus in the morning. It (4)..... about 1 hour and 20 minutes until we got there. When I arrived, we immediately went to my grandma's rice. The scenery was very beautiful and (5)..... me enjoy. Then I helped my grandmother to plant seeds. I was very happy, because she (6)..... me to plant it well. After that, we (7)..... home and then had a lunch.

The next morning, my grandmother (8).....me to visit Katalanji river. When we (9)....., I (10)..... very suprised. The water was clean, the temperature was cool and there (11)..... many trees surrounded the river. She also asked me to see the Canaries at tree beside of the river. When we (12)....., we (13)..... around and went home.

Unfortunately, I only have two days to spend the holidays at my grandmother's house. After we (14)..... lunch, drove my grandmother.....to the station to return home. It (15)..... the most memorable for me.

1. A. Next week
B. Today
C. Last week ✓
D. Tomorrow
2. A. was
B. is
C. were ✓
D. are
3. A. am
B. goes
C. went ✓
D. was
4. A. taken
B. took ✓
C. taked ✓
D. is taking
5. A. made ✓
B. makes ✓
C. maked
D. will make
6. A. teach
B. teaches
C. was taught ✓
D. taught
7. A. Return
B. Returned ✓
C. returning
D. returns
8. A. was asked
B. asks
C. ask ✓
D. asked ✓
9. A. arrives
B. arriving
C. arrived ✓
D. arrive
10. A. was ✓
B. were ✓
C. am
D. did

11. A. was
B. is
C. are ✗
D. were
12. A. finishes
B. finished ✓
C. finish
D. was finished
13. A. walking
B. walks
C. walked ✓
D. walk
14. A. took
B. ate ✓
C. eaten
D. were
15. A. will be ✗
B. is
C. was
D. were

$$\frac{13}{15} \times 100 = 87 =$$

...n. 14001 GUNAWAN R.

X MIA A

Sektor Rubah dan Sektor Kucing

Suatu ketika ada sektor kucing dan sektor Rubah sedang berekap-
carap. Si Rubah adalah makhluk Sombong, yang membuat betapa Pintarnya
dia. "Kenapa, saya tahu setidaknya seratus cara untuk menjauh dari musuh
kita bersawa anjing-anjing' kutanya. 15

Saya hanya tahu satu trik untuk menjauh dari anjing. "Kamu harus
mengajari saya beberapa trik ~~dan kamu!~~"

"Tah, mungkin suatu hari nanti, ketika saya punya waktu, saya
bisa menunjukkan beberapa trik yang lebih sederhana" jawab Rubah anjing. 20

Saat itu mereka mendengar gonggongan ~~sebuah anjing~~ dari anjing-
anjing di kejauhan. Gonggongan tersebut semakin keras dan keras. Anjing-
anjing tersebut datang ke arah mereka! Ketika itu Pun kucing tersebut
berlari ke pohon terdekat dan naik ke cabang di luar jangkauan
anjing apapun. "In, adalah trik yang ku ceritakan. Satu-satunya
yang saya tahu," kata si kucing. "Apakah dari seratus trik
kamu yang akan kamu gunakan?" 20

Rubah tersebut pun duduk diam di bawah pohon, bertanya-
tanya trik mana yang ia harus gunakan. Sebelum dia mengambil
keputusan, anjing-anjing tersebut pun tiba. Mereka menghajar Rubah
tersebut dan mencabik-cabikannya. 15

Pesan moral: Sebaik / satu trik yang bekerja ^{lebih baik daripada} ~~seratus trik~~
trik yang ~~tidak bekerja~~ ragu-ragu. 15

$$\frac{00}{100} \times 100 = 00$$

Appendix 6

The scores of simple past tense of the first year students' at SMAN 5

Parepare.

No	Students	Simple Past Tense		
		Score	Intergrity	Value
1	S1	80	3.2	B
2	S2	87	3.48	B+
3	S3	93	3.72	A-
4	S4	80	3.2	B
5	S5	93	3.72	A-
6	S6	100	4	A
7	S7	27	1.08	D
8	S8	100	4	A
9	S9	87	3.48	B+
10	S10	67	2.68	B-
11	S11	87	3.48	B+
12	S12	100	4	A
13	S13	93	3.72	A-
14	S14	87	3.48	B-
15	S15	40	1.6	C-
16	S16	100	4	A
17	S17	100	4	A
18	S18	33	1.32	D+
19	S19	53	2.12	C
20	S20	33	1.32	D+
21	S21	93	3.72	A-
22	S22	100	4	A
Total		$\sum X=1733$	$\sum X=69.32$	

Appendix 7

The scores of translating narrative text of the first year students' at SMAN 5

Parepare.

No	Students	Translating Narrative Text		
		Score	Intergrity	Value
1	S1	65	2.6	B-
2	S2	80	3.2	B+
3	S3	85	3.4	B+
4	S4	85	3.4	B+
5	S5	70	2.8	B-
6	S6	85	3.4	B+
7	S7	35	1.4	D+
8	S8	90	3.6	A-
9	S9	85	3.4	B+
10	S10	40	1.6	C-
11	S11	80	3.2	B+
12	S12	90	3.6	A-
13	S13	85	3.4	B+
14	S14	60	2.4	C+
15	S15	40	1.6	C-
16	S16	90	3.6	A-
17	S17	90	3.6	A-
18	S18	30	1.2	D+
19	S19	30	1.2	D+
20	S20	35	1.4	D+
21	S21	90	3.6	A-
22	S22	90	3.6	A-
Total		$\sum X=1520$	$\sum X=60.8$	

Appendix 8

NO	Simple past tense (X)	Translating scores (Y)	XY	X ²	Y ²
1	80	65	5200	6400	4225
2	87	80	6960	7569	6400
3	93	85	7905	8649	7225
4	80	85	6800	6400	7225
5	93	70	6510	8649	4900
6	100	85	8500	10000	7225
7	27	35	945	729	1225
8	100	90	9000	10000	8100
9	87	85	7395	7569	7225
10	67	40	2680	4489	1600
11	87	80	6960	7569	6400
12	100	90	9000	10000	8100
13	93	85	7905	8649	7225
14	87	60	5220	7569	3600
15	40	40	1600	1600	1600
16	100	90	9000	10000	8100
17	100	90	9000	10000	8100
18	33	20	660	1089	400
19	53	30	1590	2809	900
20	33	35	1155	1089	1225
21	93	90	8370	8649	8100
22	100	90	9000	10000	8100
N= 22	$\sum X=1733$	$\sum Y=1520$	$\sum XY=131355$	$\sum X^2=149477$	$\sum Y^2=117200$

Appendix 9

The scoring of the correlation between students' simple past tense mastery and the ability of translating narrative text of the first year at SMAN 5 Parepare.

$$N = 22$$

$$\sum X = 1733$$

$$\sum Y = 1520$$

$$\sum XY = 131355$$

$$\sum X^2 = 149477$$

$$\sum Y^2 = 117200$$

$$r \dots \dots \dots ?$$

$$r = \frac{N \sum xy - \sum x \cdot \sum y}{\sqrt{(N \sum x^2 - \sum x^2)(N \sum y^2 - \sum y^2)}}$$

$$r = \frac{(22)(131355) - (1733)(1520)}{\sqrt{(22)(149477) - (1733)^2} \cdot (22)(117200) - (1520)^2}$$

$$r = \frac{2889810 - 2634160}{(3288494 - 3003289) \cdot (2578400 - 2310400)}$$

$$r = \frac{255650}{\sqrt{285205} \cdot \sqrt{268000}}$$

$$r = \frac{255650}{(534.04)(517.68)}$$

$$r = \frac{255650}{276461.8272}$$

$$r = 0,924$$

The correlation between past tense and translating narrative text.

r = value	r = table
	5%
0,924	0,423

Appendix 10 Dokumentasi kegiatan







KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE

Alamat : JL. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421)21307 📠 (0421) 24404
 Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : B **1053** /Sti.08/PP.00.9/03/2018
 Lampiran : -
 Hal : Izin Melaksanakan Penelitian

Kepada Yth.
 Kepala Daerah KOTA PAREPARE
 Cq. Badan Perencanaan Pembangunan Daerah
 di
 KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama : MASRIANI
 Tempat/Tgl. Lahir : MALAYSIA, 30 September 1996
 NIM : 14.1300.003
 Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
 Semester : VIII (Delapan)
 Alamat : LAMPA, KEL. PEKKABATA, KEC. DUAMPANUA, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

"THE CORRELATION BETWEEN STUDENTS' SIMPLE PAST TENSE MASTERY AND THEIR ABILITY IN TRANSLATING NARRATIVE TEXT AT THE FIRST YEAR OF SMA NEGERI 5 PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan **Maret** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

22 Maret 2018

A.n Ketua

wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL)

Muh. Djunaidi



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT. SMAN 5 PAREPARE**

*Alamat : Jl. Kelapa Gading 1 No. 69 Telp. (0421) 3310834 Parepare
Website : sman5parepare.sch.id Email : sman5parepare@live.com Parepare 91123 Sulawesi Selatan*

SURAT KETERANGAN

Nomor : 870/86/SMAN.5/IV/2018

Yang bertanda tangan di bawah ini Kepala UPT. SMAN 5 Parepare, menerangkan bahwa :

N a m a : **MASRIANI**
Tempat / Tgl. Lahir : Malaysia / 30 September 1996
JenisKelamin : Perempuan
Pekerjaan : Mahasiswi
A l a m a t : Lampa, Kec. Duampanua Kab. Pinrang

Benar telah melakukan Penelitian / wawancara berdasarkan surat Izin Penelitian Badan Perencanaan Pembangunan Daerah Nomor : 050 / 125 / Bappeda tanggal 26 Maret 2018 dengan judul "THE CORRELATION BETWEEN STUDENTS' SIMPLE PAST TENSE MASTERY AND THEIR ABILITY IN TRANSLATING NARRATIVE TEXT AT THE FIRST YEAR OF SMA NEGERI 5 PAREPARE" dari tanggal 26 maret 2018 s/d April 2018

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Parepare, 17 April 2018
 Kepala UPT. SMAN 5 Parepare

Drs. MUHAMMAD YUSUF GINDA

Pangkat : Pembina Tk.I
 NIP. 19601028 198603 1 030
 SP : 870/079/SMN.5/2018
 Tgl. 13 April 2018



PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
 Email : bappeda@pareparekota.go.id; Website : www.bappeda.pareparekota.go.id

PAREPARE

Parepare, 26 Maret 2018

Nomor : 050 / 125 / Bappeda
 Lampiran : --
 Perihal : **Izin Penelitian**

Kepada
 Yth. Kepala UPTD Dinas Pendidikan Provinsi Sulawesi
 Selatan
 Di -

Parepare

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare, Nomor : B 1053/Sti.08/PP.00.9/03/2018 tanggal 22 Maret 2018 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada perinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : MASRIANI
 Tempat/Tgl. Lahir : Malaysia/30 September 1996
 Jenis Kelamin : Perempuan
 Pekerjaan : Mahasiswi
 A l a m a t : Lampa, Kec. Duampanua, Kab. Pinrang

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
 "THE CORRELATION BETWEEN STUDENTS' SIMPLE PAST TENSE MASTERY AND THEIR
 ABILITY IN TRANSLATING NARRATIVE TEXT AT THE FIRST YEAR OF SMA NEGERI 5
 PAREPARE"

Selama : Tmt. Maret s.d April 2018
 Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan Ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "**Penelitian**" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.

An. KEPALA BAPPEDA
 SEKRETARIS,


E. W. ARTYADI S. ST., MT
 Pangkat Pembina
 Nip. 196912041997031002

TEMBUSAN : Kepada Yth.

1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar

CURRICULUM VITAE



The researcher was born on September 30th, 1996 in Malaysia. She is the third child from four siblings; she has three brothers. Her father name is Arsyad and her mother name is Sumiati. Her educational background began 2002 in SDN 46 Lampa, Kec. Duampanua, Kab. Pinrang then moved to Pusat Tuisyen Ceria in Tawau, Malaysia until the sixth grade after that back to SDN 46 Lampa and graduated on 2008. She continued her study at SMP N 1 Duampanua, Kab. Pinrang and graduated on 2011.

she registered in Senior High School (SMA) N 1 Duampanua Kab. Pinrang but now it was changed become SMA N 2 Pinrang Kab. Pinrang and graduated on 2014. She continued her education at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare and took English Program of Tarbiyah and Adab Department as her major. Finally, she graduated her study at State Islamic Institute (IAIN) Parepare and has gotten S1 degree in English Program of Tarbiyah and Adab Department on 2018. With the tittle of her skripsi “The Correlation Between Students’ Simple Past Tense Mastery and Their Ability in Translating Narrative Text at The First Year of SMA Negeri 5 Parepare”

