

A CORRELATION STUDY BETWEEN STUDENTS MASTERY OF PAST TENSE AND THEIR ABILITY IN EXPRESSING PAST ACTIVITIES IN WRITING TO THE THIRD GRADE ENGLISH STUDENTS OF NUSA LONTAR UNIVERSITY IN ACADEMIC YEAR 2015/2016

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ABSTRACT

The objectives of the study are to find out the students mastery of past tense and the students abilities in expressing past activities in writing, and also to find out whether or not there is a correlation between the students mastery of past tense and their abilities in expressing past activities in writing. This study is a case study and the population of this study is the third grade English students of Nusa Lontar University in the academic year 2015/2016. The sampling process was administered by applying a purposive sampling technique. I took 20 students as the sample. I administered two kinds of tests, namely Grammar Test and Writing Test. Both of the tests were in written form. In Grammar Test, I used Multiple Choice test, while in writing test, I emphasized students to retell their past activities into a good writing construction. The instrument used for measuring the achievement was a test. Before the instrument was used, it had been tried out

first. The main purpose of conducting it was to find out the validity, reliability, discrimination items and level of difficulties of the item of past tense in a multiple choice test. The writer then selected the items before they were used as the instrument of this research. The result of this research showed that there is a significant correlation between the students' mastery of past tense and their ability in expressing past activities in writing. This result is obtained from the computation of the correlation between the students' mastery of past tense and their ability in expressing past activities in writing applied to the sample is 0. 0.883. The critical value of the Pearson r with the 5 % significant level is 0.443. It means that the result obtained from the computation is greater than its critical value. Therefore, I conclude that the correlation between the two variables above is significant. In line with the result of the research, I suggest that to improve the students' ability in expressing past

activities in writing, students should improve their mastery of past tense, because the mastery of past tense can support their ability in expressing past activities in writing. It is essential to the teacher to know that one of the factors

affect the students ability in expressing past activities especially in writing is the students' mastery of past tense.

Key word: Correlation, mastery, Ability, Past Tense.

I. INTRODUCTION

A. Background

Mastering English is a challenge for some people. This is because since English has been the gateway in globalization era, many people in the world are forced to have to be able to use English. Most of source of information including book, science, and technology are written in English. Thus it is not surprisingly that English role is getting more and more important in our life.

Human beings start to learn language since they were born. Indonesian people acquire first language based on their mother tongue such as Lamaholot language, Kupang language and Java language . These first languages are used in their daily communication. A couple of years later they begin to learn Indonesian as their second language. In Indonesia, English has been a main subject for students at the school level. From elementary until senior high school students learn English as must in their lessons list. In this case, English is studied as a foreign language. Thus it is clear that English is the first foreign language taught in Indonesia. Students are expected to use English and

practice it in their daily life effectively after the class of English lesson over.

In order to be fluent English learners, the students have to master the four of English skills (listening, speaking, reading, and writing) in the language learning processes. All these language skills are related to each other. In this relation, Alexander (1967: vii-viii) says that in order to be a skilled performer, the students must become proficient in using the units of a language. It means, they have to study about vocabulary, sound system and grammar. Grammar is essentials as the rules of wording to make meaningful utterances. In the skill of writing for instance, at least students have to master not only vocabulary but also grammar well. In this case, verb tenses have essentials role, because they tell readers when actions are taking place. Careful and accurate use of tenses is important to clear writing. For instance, if the verbs in a passage refer to actions occurring at past actions, then the past tense is definitely needed to be used.

The students must be trained adequately in all the four basic skills to make them easily practice and use the language. Although the learners

have mastered the rules, they have not learned the correct distribution of rules yet. In fact, some university students in Nusa Lontar University still probably face some difficulties in applying the form past tense. They find many differences in English but not in Indonesia. These differences can cause learning problems. They still get difficulty in using past tense even they have been learning it since junior high school. They can not use it properly when they make a writing text, especially in expressing their past experience. The past tense they use is still poor. Based on the writer's experience, there are some reasons why form of past tense becomes the problem for students. First, students are still influenced with the gramatical formula of simple present tense.

Here is the example:

The students write : My mother *doesn't* cook yesterday.

It should be : My mother *didn't* cook yesterday.

And the last , the students do not master yet the use of the verb form of past tense.

Here is the example as following:

Students write : He *gives* me a present last night.

It should be : He *Gave* me a present last night.

In line with the background of this study, the writer interested in knowing how well students master grammar especially in past tense and how well they use it to express their past activities in the form of writing. In this case, the writer want to know how well are the English students of Nusa Lontar University mastering grammar in the form of past tense and their ability in expressing past activities in writing.

Based on the background explained above the writer would like to conduct a research and interested in taking the title "*A Correlation Study Between Students Mastery of Past Tense and Their Ability In Expressing Past Activities In Writing To The Third Grade English Students of Nusa Lontar University In Academic Year 2015/2016*".

B. Identification of The Problem

1. English university students of Nusa Lontar University in academic year 2015/2016 master past tense.
2. English university students of Nusa Lontar University in academic year 2015/2016 ability in using past tense to express past activities in writing.

3. The correlation between the university students mastery of past tense and their abilities in expressing past activities in writing.
4. English university students of Nusa Lontar University competence.

C. Limitation of The Research

The problem limitation in this research is only to find out whether or not there is a correlation between university students mastery of past tense and their abilities in expressing past activities in writing to an English university students of Nusa Lontar University in academic year 2015/2016?

D. Research Questions

Based on the background stated above, the problem of this study should be formulated as following questions:

- 1) What extent do the English university students of Nusa Lontar University in academic year 2015/2016 master past tense?
- 2) What extent do the English university students of Nusa Lontar University in academic year 2015/2016 master at

using past tense to express past activities in writing?

- 3) Is there any correlation between the university students mastery of past tense and their abilities in expressing past activities in writing?

II. REVIEW OF THE RELATED LITERATURE

In this chapter, the writer would like to present some theories that support this writing as follow:

A. Definition of Grammar and Past tense

1. Jeremy Harmer (2001: 12) defines the term grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language.
2. Hornby (1989: 517) defines grammar as the rules in a language for changing the form of words and combining them into sentences.
3. Cook and Suter (1980: 51) write that past tense are actions or states that usually occurred or completed in the past.

4. Frank (1972:47) states that tense is special verb endings or accompanying auxiliary verb signaling the time an event takes place.

B. Type of Past Tense

1. Simple Past Tense

The simple past tense is the most common tense in English. The simple past tense is formed by using the

simple past form of the verb. Firstly, for the regular verb, the past form is made by adding –ED to the verb (Azar, 1941:18). The examples are (walked, smiled, worked, danced...).

The following is the other pattern to add –ED which change the ending a little.

Verb Ending In	How To Make The Simple Past	Examples
E	Add –D	Live- lived Date- dated
Consonant + Y	Change Y to I then add – ED	Try- tried Cry- cried
One vowel + one consonant (not W or Y)	Double the consonant, then add –ED	Tap- tapped Commit- committed
Anything else	Add –ED	Boil- boiled Fill- filled

Although many verbs in English form their past tense with –ED, some do not. We call this second form as irregular verbs. They have

some patterns. The only way to know how an irregular verb will change in the past tense is to learn all of the important verbs.

The following is a list of three main categories of irregular verbs.

CATEGORY	EXAMPLES
Verb which do not change	Cut- cut- cut Hit- hit- hit
Verbs which change their vowel	Get- got- got Sit- sat- sat
Verbs which change completely	Catch- caught- caught Bring- brought- brought

The three most important irregular verbs are BE, HAVE and DO. BE is ordered to be most difficult one, because its form are different depending on the subject.

PRONOUN/ S	BE
I	Was
You	Were
He, she, it	Was
We	Were
They	Were

HAVE and DO are simpler

BASE FORM	PAST TENSE
Have	Had
Do	Did

The form of past tense can be affirmative, negative and interrogative.

Affirmative : Miracle went to the cinema last night.

Negative : Miracle did not go to the cinema last night.

Interrogative : Did

Miracle go to the cinema last night?

2. Past Continuous Tense

The past continuous tense is commonly used in English for actions, which were going on (had not finished yet) at a particular time in the past. We use it to say what we were in the middle of doing at a particular moment in the past. This tense was formed using two components. The verb BE (in the past tense) and the –ING form of a verb.

Here are the rules using the example of Sing.

SUBJECT	BE	-ING FORM
I	Was	Singing
You	Were	Singing
He, she, it	Was	Singing
We	Were	Singing
They	Were	Singing

Affirmative : I was singing a love song.

Negative : I was not singing a love song.

Interrogative : Was I singing a love song?

3. Past Perfect tense

The past perfect tense is quite an easy tense to be understood and used. This tense tells about the “past in the past”. The past perfect tense in English is composed of two parts had + the past participle of the main verb.

SUBJECT	HAD	PAST PARTICIPLE
We	Had	Decided

Affirmative : She had studied.

Negative : She had not studied.

Interrogative : Had she studied?

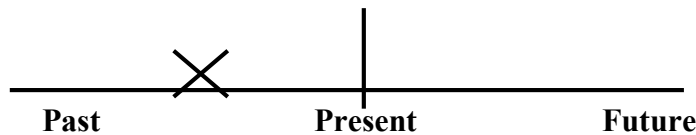
4. Past Perfect Continuous tense

The past perfect continuous tense is composed of two elements; the past perfect of the verb (had been) + the present participle (Verb+ Ing).

SUBJECT	HAD BEEN	VERB -ING
They	Had been	Graduating

For negative sentences, we insert not after the first auxiliary verb. For question sentences, we exchange the subject and the first auxiliary verb. Look at these example sentences with the past perfect continuous tense.

Affirmative : You had been watching a Cartoon Movie.
 Negative : You had not been watching a Cartoon Movie.

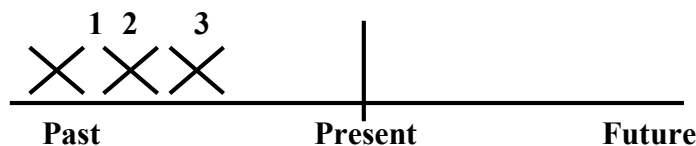


Duration is not important. The time of the action can be in the recent past or distant past.

For example:

- a. My grandmother died last year.
- b. I visited my family in Flores last week.

We always use the simple past tense when we say something happened in the past. So it is associated with certain past time expressions.



Interrogative : Had you been watching a Cartoon Movie?

C. The Function and The Use of Past Tense

1. Simple Past Use and Function

1. The simple past is used to talk about a completed action in the past (Frank, 1972:73).

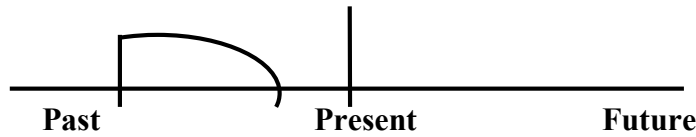
- a. Frequency
(Often, sometimes, always)
- b. A definite time in the past
(Last week, when I was child, yesterday, six weeks ago)
- c. An indefinite time in the past
(The other day, a couple years ago, a long time ago)

2. A series of completed action (Frank, 1972:73).

We use the simple past to list a series of completed actions in the past. These actions happen in 1st, 2nd 3rd.

Example: She finished work, walked to the beach, and found a nice place to swim.

3. Single duration (Frank, 1972:73).

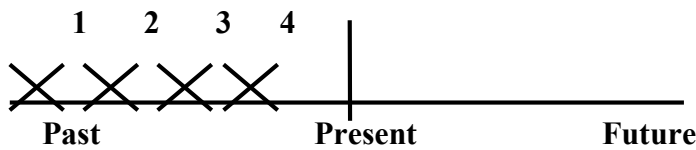


The simple past can be used with a duration which starts and stops in the past. Duration is a language action often used

with expressions, like “for two years, and all day”.

Example: Sheva studied Japanese for five years.

1. Habit in the past



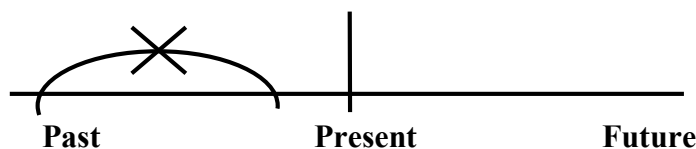
The simple past can also be used to describe a habit which stopped in the past. It can have the same meaning as “used to”. To make it clear that we are talking about a habit, we often used expression, such as “always”, “when I was child.”

E.g. - I studied French when I was child.

2. Past Continuous Use and Function

1. The past continuous describes actions or events in a time before now, which began in the past and was still going on at the time of speaking. In other words, it expresses an unfinished or incomplete action in the past (Frank, 1972:73).

2. Interrupted action in the past (Frank, 1972:73).

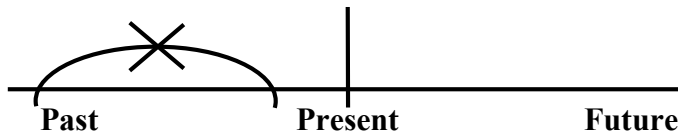


We use the past continuous to indicate that a longer action in the past was interrupted. The interruption is usually an action in the simple past which can be a real

interruption or just an interruption in time.

E.g. - I was watching TV when my mother called me.

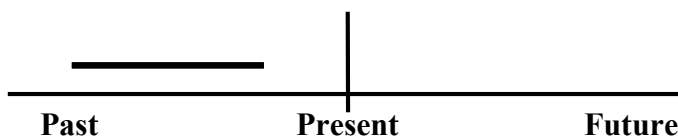
3. Specific time as an interruption.



The Past Continuous is interrupted by an action in the Simple Past. However, we can also use a specific time as an interruption.

E.g. - Last night at 6 p.m, I was eating dinner.

4. Parallel



When we use the past continuous tense with two actions in the same sentence, it expresses the idea that both actions were happening at the same time. The actions are parallel.

E.g. - I was studying while he was making dinner.

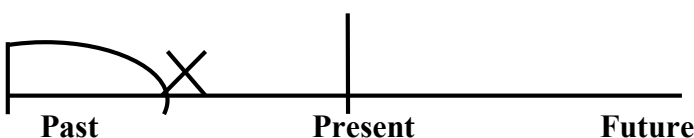
3. Past Perfect Use and Function

1. Completed Action Before Something in Past

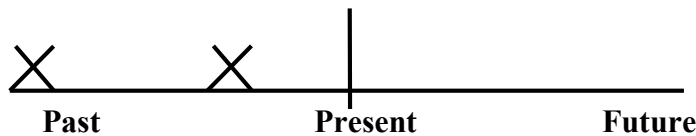
The Past Perfect expresses the idea that something occurred before another action in the past. It can also show that something happened before a specific time in the past.

E.g. - I had never seen such a beautiful beach before I went to Nembrala.

2. Duration before something in the past (Non- Continuous verbs).

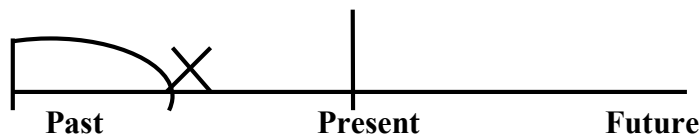


With Non- progressive and some non progressive uses of mixed verbs, we use the past perfect to show that something started in the past and continued up until another action in the past.



In past perfect, it is possible to use specific time words or phrases with the past perfect. Although this is possible, it is usually not necessary.

E.g. - She had visited her Japanese relatives once in 1993



We use the past perfect continuous to show that something started in the past and continued up until another time in the past. "For two weeks" and "for five minutes" are both durations which can be used with the past perfect continuous. Again, we are more interested in the "process".

E.g. - They had been waiting there for two hours before Sheva finally arrived.

2. Cause of something in the past

E.g. - We had had that car for ten years before it broke down.

3. Specific time in the past perfect.

before she moved with them in 1996.

4. Past Perfect Continuous Use and Function

1. Duration before something in the past

Using the past perfect continuous before another action in the past is good way to show cause and effect.

E.g. - Marche was tired because he had been working all day.

D. The Importance of Learning Grammar

Many people in the world speak their own language without having study its grammar system. They speak natively and naturally without learning the rules. Children

start to speak their native language before they even know the word grammar. But, if we want to study a second or foreign language the process will be different.

As one of the language components, grammar plays an essential role in the process of learning a second or foreign language. The importance of grammar as stated by Nasir (1978:52) that grammar is a part of any language. Grammar and language cannot be separated. Consequently, if language has no grammar, it will never be spoken, because people will be able to either use and learn a language if the language has its pattern as the grammatical rules. Grammar can help us to learn a language more quickly and efficiently.

This is reasonable since studying grammar as something that tells us how to speak and write correctly. When a second language learner understands the grammar as a system of language, he will know how the language works. As a result, he will make sentences or statements grammatically correct and meaningful to other people.

E. The Concept of The Definition

1. Definition of Grammar

Grammar is the system of language. People sometimes describe grammar as rule in a language. Actually the word grammar has several meanings and descriptions attempted by linguists. Different experts define the term grammar differently. Jeremy Harmer (2001: 12) defines the term grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Whereas Cook and Sutter (1980: 1) assume that grammar is a set of rules by which people speak and write.

In accordance with paragraph above, it is clear that grammar is absolutely necessary needed in using language both in spoken and written form. Hornby (1989: 517) defines grammar as the rules in a language for changing the form of words and combining them into sentences. In short, grammar is something that people can use to find their way in getting along with others in using language.

2. Definition of Past Tense

The past tense indicates definite events happened in the past. There are many definitions of past tense. According to Frank (1972:73) the past tense indicates definite time terminating in the past, whether a time word is given or not. While Cook and Suter (1980: 51) write that past tense are actions or states that usually occurred or completed in the past.

The term past tense then can be concluded as an activity or situation began, happened, and ended in the past, whether the time signals were mentioned or not. Most grammarians agree to divide the past tense into four forms; simple past, past continuous, past perfect, and past perfect continuous.

3. Definition of Writing

People consider that writing skill is the most difficult skill to develop. In the process of studying and acquiring new languages writing process is more complex than other skills. Writing has been a central topic in applied linguistics for many

years and remains an area of lively intellectual research or debate. Many forms of enquiry have been summoned to clarify both how writing best works and how it should be best taught. Its complex structures seem constantly need adequate description and explanation. According to Hyland (2002:5) there are three main approaches to researching and teaching writing, focusing in turning on theories principally concerned with texts, writers and readers.

1. The first approach focuses on the products of writing by examining texts in various ways, either through their formal surface elements or their discourse structure.
2. The second approach, loosely divided into expressivity, cognitive and situated strands, focuses on the writer and describes writing in terms of the process used to create texts.
3. The third approach emphasis the role that readers pay in writing,

adding a social dimension to writing research by elaborating how writers engage with an audience in creating coherent texts.

People realize that writing can not stand alone without any other supported skills, for instance, writing has relations with reading. All writers rely on their skills as readers, because all writers must be readers. You can not write without acknowledge your experience through reading. Through reading you can understand how the language work to communicate ideas, through reading you can evaluate how vocabulary constructs together as a certain rules of grammar or how the use of spelling , grammar, punctuation, word choices, and other elements construct as a good written text. Reading helps you to be a good writer.

Good writing skills are essential for effective communication. Learning to write well of course takes time and practice. There are at least five stages in constructing a

good written text (Boardman and Frydenberg, 2002: 27-28):

1. Establishing topics
2. Organizing ideas
3. Writing first draft
4. Revising first draft
5. Proofreading the final draft

Each step has its own purposes, for example is revising. In revising, you can evaluate and change words you think inappropriate yet. You still have an opportunity to open your mind to get the other better ideas.

4. Definition of Good Writing

Good writing expresses a clear point, is tightly structured, grammatically and syntactically correct, substantive, and interesting. Each of the classifications is obviously explained in these ways; to express a clear point means to convey the writer's main idea or in the case of descriptive writing the significance of the object, place or person described; in other words, an attentive reader should be able to grasp the writer's purpose. To be tightly structured, writing should contain logical or associative connections and transitions which

clearly express the relationship of the ideas described.

To be grammatically and syntactically correct, writing should stick to the rules of Standard American English, including proper punctuation and spelling. If writers choose to use unconventional syntax, they should be able to justify their choices.

To be substantive, writing should convey the impression that the writer is informed about the subject. The writer need not be an authority on the subject but should demonstrate awareness of its significance and its implications within a specified context. Informed writing might include any or all of the following: citations of authorities, experiential evidence, and discussion of debatable issues related to it, and relevant questions it raises. To be interesting, writing should engage its readers through original insights and precise, unclipped language expressed in a "human" voice. It should demonstrate the writer's awareness of the specific audience

for whom she or he is writing (the audience's degree of knowledge of the subject as well as its age, ethnic background, gender, and assumptions).

5. Speech and Writing

People always face two kinds of communication in their daily lives, speech and writing communication. When people communicate orally they use speech as the media to send the messages and if they use written texts, letter for example then they use writing as the media. Both of them are common used in the social live to establish communicative society.

Writing is special since many structural features involved and indeed have major impacts on the process of writing. Grammatical feature is the one of the parts in writing skills affect the sense of writing become either better or bad. Spotting grammatical case and mechanical problems is only a minor concern in writing.

Writing in some cases has differences with speech.

Speech	Writing
<ul style="list-style-type: none"> a. More hesitations, interruptions and self-corrections b. No spelling and punctuation conventions c. Relies on gestures and paralanguage d. Concrete, informal and context dependent e. characterized by turn-taking 	<ul style="list-style-type: none"> a. More subordination and passives b. Longer sentences c. More explicit coding of logical relations d. Less modal codification e. Structurally elaborate, complex, abstract and formal f. Characterized by monologue

Since your words can be changed and revised later, you do not need to worry in making mistake in your first draft. That is one of the other specialties in writing. In the other words, if you write inappropriate; however you can still has an opportunity to change it.

In speaking, you only have a one chance, whatever you have said whether appropriate or not, you have said that. In writing you have second, third, fourth chance to revise. It also helps you to know the better constructions.

Richards (1990: 101) states that the goal of language is convey information accurately, effectively and appropriately. And to do this,

written language has to be more explicit than spoken language. Written language needs to be explicit because the reader do not have any contact and may not know the writer. Consequently, the written text has to clear understand. The amount of shared knowledge in written text is much less than that usually find between speaker-listeners. All of these then increase the difficulty in writing.

In general, the rules of speech and written language are different. Speech is acquired through conversation and does not require complicated skill instruction. In fact, the rules of writing are largely need to be learned.

F. Operational Concept Definition

This part present definition of some linguistic terms which might be helpful for readers to understand this writing:

- a. Correlaton is closely related or connected of two things or shows such relation between two things.
- b. Mastery means skills or knowledge in a subject that make one master it
- c. Past tense is form of a verb used to describe action in the past.
- d. Ability in this writing is the power of the students to

understand the material given by the lecturer in the classroom and the ability of students learned about past tense.

- e. Good writing expresses a clear point, is tightly structured, grammatically and syntactically correct, substantive, and interesting.

G. Empiric Indicator and scale of data

Based on operational concept definition above, therefore empiric indicator and measure scale of each variable is as follows :

Table 1

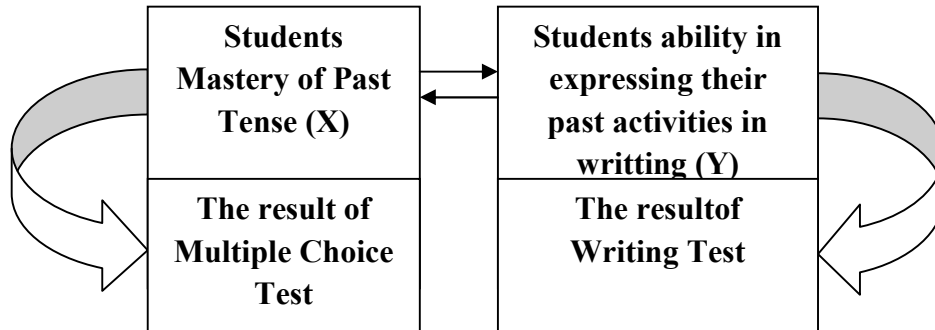
Empiric Indicator and scale of data

No.	Research Variable	Empiric Indicator	Measure Scale
1.	Students mastery of past tense (X)	▪ Students Score in Grammar test (Multiple Choice	▪ Interval
2.	Students ability in expressing their past activities in writting (Y)	▪ StudentScore In Writing Test	▪ Interval

H. Framework of Research and Hypothesis

a. Framework of Research

Framework of this research is schematic description between Independent variable (*free variable*) and dependent variable (*bound variable*), as follows:



b. Statement of the Hypothesis

Based on the problems above, the working hypothesis of the study can be stated as follows;

a. Null Hypothesis (H0)

There is no positive correlation between the students mastery of past tense and their abilities in expressing past activities in writing.

b. Alternative Hypothesis

(H1)

There is a positive correlation between the students mastery of past tense and their abilities in expressing past activities in writing of the English students of Nusa Lontar University in the academic year 2015/2016.

III. RESEARCH METHOD

In this chapter, the writer would like to explain research method which covers some elements such as Research Location, Research Design, Research Subject, Research Instrument, Research Procedure, and data analysis.

A. The Research Method

In completing the data, the writer used the field research. In the field research, the writer conducted the research for the thidr English university students of Nusa Lontar University in the academic year 2015/2016. The writer given two kinds of test to the students and ask the to unswer the question.

This research uses the correlation method, with the analysis of product moment. It is usually used to correlate two variables based on its correlation coefficient value. It is useful to describe and find out the significance of the

correlation between those two variables, variables X and variables Y.

B. Population and Sample

a. Population

The first step in selecting sample is to determine the population. A population is the entire group of individuals that the researcher wishes to study. Irianto (1989:18) says that a population consists of every number of group that researcher would like to study. The objects in a population are investigated, analyzed, concluded in such away and then the conclusion made is valid to the whole population. In this study the population is an English students of Nusa Lontar University in Academic year 2015/2016.

b. Sample

A sample is a portion of a population that is selected for observation (Irianto, 1989:18). Representativeness of a sample determines the validity of the generalization of the result. This sample must have the characteristics that represent the whole population. A research according to Arikunto (1996; 120) may take 10-15% or 20-25% or more out of population. I had to take twenty students from each

class of an English study program of Nusa Lontar University as sample.

C. Intrument of The Research

a. Instrument

According to Arikunto (2002: 136), research instrument is a device used by the researcher while collecting data to make his work become easier and get a better result, complete and systematic in order to make the data easy to be processed. In this research The writer used a test method as the instrument. Test is a set of questions or other practices or devices used to measure the skill, intelligence, ability and talent of an individual or a group. The type of test used here was achievement test. Achievement tests attempt to measure what individual has learned -his or her present level of performance (Best, 1981: 193). To get the empirical data of the students mastery of past tense and their abilities in using past tense to express past activities in writing, The writer administered two kinds of tests, namely Grammar Test and Writing Test. Both of the tests were in written form. In Grammar Test, The writer used Multiple Choice test. The reason for using multiple choice tests were; the technique of scoring

was easy and it was more practical for the students to answer.

The multiple choices item consists of premise and a set of alternative answers. Premise known as the stem is presented as incomplete statement, which the students asked to select only one true answer. The writer gave 50 questions and 60 minutes for students to do. While in writing test, I emphasized students to expressing their past activities into a good writing construction. The tense that is requested to be used is past tense which makes up some sequences events about to expressing or inform the reader what happen. The example of writing are diary, letter for friends in retelling holidays activities and etc. The writer asked students to make up 15 sentences in 45 minutes.

In finding out the correlation between the students mastery of past tense and their abilities in expressing past activities in writing, The writer applied the product moment correlation.

The formula is:

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

Where,

r_{xy} = coefficient of correlation between x and y variable or validity of each item.

N = the number of students/subject participating in the test.

$\sum x$ = the sum of score in each item

$\sum x^2$ = the sum of the square score in each item

$\sum y$ = the sum of total score from each student

$\sum y^2$ = the sum of square total score from each students

$\sum xy$ = the sum of multiple of score from each student with the total score in each item.

b. Try-Out

The quality of the data, whether it is good or bad, is based on the instrument to collect the data. A good instrument must fulfill two important qualifications. Those are valid and reliable. So, before the test was used as an instrument to collect the data, it had been tried out first to the students in other class. Students were given 60 minutes in doing each test. After scoring the result of the try out, I made an analysis to find out the validity and reliability

of the item of the try out. All of them were used to decide which

items should be used in making instrument.

The Specification Table of Past Tense Test used in Try Out

No.	Past tense type	Item Format
1.	Simple Past Tense Regular verbs	14 items
2.	Simple Past Tense Irregular	11 items
3.	Past Continuous	10 items
4.	Past Perfect	10 items
5.	Past Perfect Continuous	5 items
		50 items

The distribution questions of items were arranged as listed below:

1. Simple Past tense Regular: 8, 12, 16, 21, 26, 31, 36, 38, 40, 41, 44, 45, 48, and 49.
2. Simple Past Tense Irregular: 1, 2, 5, 7, 30, 32, 35, 37, 39, 42 and 50.
3. Past continuous: 3, 11, 13, 15, 18, 19, 22, 27, 33, and 47.
4. Past Perfect: 4, 10, 14, 20, 23, 25, 29, 34, 43 and 46.
5. Past Perfect Continuous: 6, 9, 17, 24 and 28.

D. Location

Location in this research is Nusa Lontar University.

E. Procedure of Collecting Data

The research will be held at Nusa Lontar University. Here he took several

steps of procedure to make it flawlessly and well conducted. The steps are as follows:

1. Determined the research subject those are English university students of Nusa Lontar University problems, and then asked the permission of the Rector this institusi.
2. Gave the test of simple past tense and writing to get data.
3. Analyzed the data of the result of the test in order to know whether or not there is correlation between simple past mastery and writing ability.
4. Took the conclusion of the research.

F. The Research Schedule

The this research start on 14 Desember 2015 until the end of Februari 2016.

G. Data Analysis Technicque

The data analysis technique which is used in order to know the correlation between students mastery of past tense and their ability in expressing their past activities in writing is non statistic method.

IV. DISCUSSION AND RESULT

This chapter, the writer would like to explained two main parts of the research, those are the discussion and the result of the research.

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

$$r_{xy} = \frac{20(90672) - (1238)(1391)}{\sqrt{\{20(84348) - (1238)^2\}\{20(100209) - (1391)^2\}}}$$

$$r_{xy} = \frac{(1813440) - (17220058)}{\sqrt{\{1686960 - (1532644)\}\{2004180 - 1934881\}}}$$

$$r_{xy} = \frac{91382}{103411.529}$$

$$r_{xy} = 0.883$$

From the computation above, it was obtained that rxy is 0.883 and then rxy is consulted to the critical value for r table of Product Moment to examine whether rxy value is significant or not. The value of

A. Discussion

The purpose of the data analysis in this research is meant to measure the significant correlation between the students mastery of past tense and their ability in expressing past activities in writing to an English university students of Nusa Lontar University in academic year 2015/2016?. It is important to take the preparatory of measurement as follows: see table the score of the test to measure the students' mastery in past tense (X)in appendixpage

To interpret the research findings, the writer use the Pearson Product Moment Correlation Formula to compute the data that have been obtained as follows:

r table with N = 20 and the 5 % significant level is 0.443. Therefore, it can be concluded that rxy is greater than r table in the other words, 0.883 is greater than 0.443. Relating to that matter, I take a

conclusion that there is a correlation between the students' mastery of past tense and their ability in expressing past activities in writing.

Did every student with good score in the test of mastery in past tense also have good score in expressing past activities in writing? From the analysis above, it could be seen that among the sample of 20 students, there were 1 student got excellent, 9 students got very good, 7 students got good, 3 students got fair, 12 students poor, and 8 students got very poor in the test of mastering past tense. Among the sample of 40 students, there were 2 students got excellent, 9 students got very good, 11 students got good, 9 students got fair, 6 students poor, and 3 students got very poor in the score of the students' ability in expressing past activities in writing. The students who had high score in the score of mastering past tense affect the students' ability in expressing past tense in writing. This is proved by the fact that the students who passed the test of mastering past tense well, also can express past activities in writing well. It is important to take the preparatory of measurement as follows: see table the table of comparison of the students who had very good and excellent level score in appendixpage

In contrast, the students who could not pass the test of mastering past tense

well, also had poor level to express past activities in writing. It is important to take the preparatory of measurement as follows: see table the table of comparison of the students who could not pass the test of mastering past tense well, also had poor level to express past activities in writing in appendixpage.....

By looking at the table in appendix, we can see it clearly that almost all the students who failed to pass the test of students' mastery in past tense well also got poor or poor to average result in expressing past tense in writing. According to the criterion of Nusa Lontar University taken from the English Curriculum 2006, the students are considered to be success if they get at least 68 of the highest possible score 100 and they are considered to be failed if the score they get are under 68. In this case, 6 (30%) students got successful result in past tense test and 10 (50%) students got successful result in writing test. While 14 (70%) students failed in past tense test and 10 (50%) students failed in writing test.

B. Result

The research findings indicate that there is a significant correlation between the students mastery of past tense and their ability in expressing past activities in writing. From the statistic analysis, it was found out that there was a positive

correlation between the students mastery of past tense and their ability in expressing past activities in writing. It was proved by the value of r_{xy} of the correlation was greater than r table. The value of r_{xy} was 0.883. When we consulted it to the r table with $N = 20$, we found that r table had a value 0.443. It could be seen obviously that the value of r_{xy} is greater than the r table. These facts imply that the students' mastery of past tense give a useful contribution in their ability in expressing past activities in writing.

V. CONCLUSION AND SUGGESTION

This chapter, the writer would like to explained about the conclusion and suggestion

A. Conclusion

Based on the result of the study, it can be concluded as follows:

- a. The average score of the students mastery in past tense is 61.90% One student (5%) gets excellent level, 6 students (30%) get very good, 4 students (20 %) get good, 2 students (10 %) get fair, 7 students (35%) get poor and one students (5 %) get very poor.
- b. The average score of the students' ability in expressing

past activities in writing is 69.55%. One students (5 %) get excellent level, 4 students (20%) get very good, 4 students (20 %) get good, 7 students (35 %) get fair, 2 students (10 %) get poor and 2 students (10 %) get very poor.

- c. There is a significant correlation between the students' mastery of past tense and their ability in expressing past activities in writing. This result is obtained from the computation of the correlation between the students' mastery of past tense and their ability in expressing past activities in writing applied to the sample is 0.883. The critical value of the Pearson r with the 5 % significant level is 0.884. It means that the result obtained from the computation is greater than its critical value. Therefore, I conclude that the correlation between the two variables above is highly significant.

B. Suggestion

Based on the result of the research, I would like to offer some suggestions to improve the students' ability in expressing past activities in writing. The suggestions are:

- a. The students should improve their mastery of past tense because the mastery of past tense can improve their ability in expressing past activities in writing.
- b. The students should read as much as possible in order to enrich and support their knowledge and improve their ability in expressing past activities.
- c. It is essential to the teacher to know that one of the factors affect the students ability in expressing past activities especially in writing is the students' mastery of past tense.
- d. The teacher should provide an opportunity for students to have an extensive writing practice in the class and give students more writing assignments.

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