



**THE CORRELATION BETWEEN STUDENTS' MASTERY
OF THE SIMPLE PAST TENSE AND THEIR ABILITY
IN USING IT IN WRITING DIARY
(A CASE OF THE TENTH YEAR STUDENTS OF SMK N 2 TEGAL
MAJORING IN BUSINESS AND MANAGEMENT IN THE ACADEMIC
YEAR OF 2008/2009)**

**a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan*
in English**

**by
Nita Evlina
2201405047**

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY
2009**

PERNYATAAN

Dengan ini saya

Nama : Nita Evlina

NIM : 2201405047

Prodi / Jurusan : Pendidikan Bahasa Inggris / Bahasa dan Sastra Inggris Fakultas
Bahasa dan Seni, Universitas Negeri Semarang

Menyatakan dengan sesungguhnya bahwa skripsi / tugas akhir / final project yang berjudul *The Correlation between Students' Mastery of The Simple Past Tense and Their Ability in Using It in Writing Diary (A Case of the Tenth Year Students of SMK N 2 Tegal Majoring in Business and Management in the Academic Year of 2008/2009)* yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri, yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi dan pemaparan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang saya peroleh dari perpustakaan, wahana elektronik, wawancara langsung, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara yang lazim dalam penelitian karya ilmiah. Dengan demikian, penulisan skripsi / tugas akhir / final project ini tetap menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidak beresan, saya bersedia menerima akibatnya.

Demikian, surat pernyataan ini dapat digunakan seperlunya.

Semarang, July 2009

Yang membuat pernyataan

Nita Evlina

2201405047

APPROVAL

This final project has been approved by the board of examiners of the English Department of the Faculty of Languages and Arts Semarang State University on August, 10th 2009.

Board of Examiners

1. Chairperson

Prof. Dr. Rustono, M. Hum.
NIP 131281222

2. Secretary

Drs. Ahmad Sofwan, Ph.D.
NIP 131813664

3. First Examiner

Drs. Jan. Mujiyanto, M. Hum.
NIP 131281221

4. Second Examiner/ Second Advisor

Dra. Indrawati, M. Hum.
NIP 131568903

5. Third Examiner/ First Advisor

Drs. Suprpto, M. Hum.
NIP 131125925

Approved by

The Dean of the Faculty of Languages and Arts

Prof. Dr. Rustono, M. Hum.
NIP 131281222

Nothing is impossible to reach our ambition although it is only one percent. So stop surrendering and gain that one percent chance.

(Suzue Miuchi)

To

My lovely parents

My lovely brothers

My lovely sister

My lovely friends

ACKNOWLEDGEMENT

First of all, I would like to express my highest gratitude to Alloh SWT, the Merciful who gives me strength and patience so that I was able to finish this final project.

In this occasion, I would like to express my gratitude to Drs. Suprpto M.Hum. ; who is my first advisor whose great patience, guidance and encouragement led me to finish my final project. And I also would like to express my gratitude to Dra. Indrawati M.Hum. ; who is my second advisor, carefully gave me valuable suggestion as well as corrections to complete this final project.

I would like extend my great honor to all lectures of English Department for giving me precious knowledge during my study in Semarang State University. The deepest thank is forwarded to principal of SMK N 2 Tegal, Kartika S. Pd. : the English teacher in the tenth grade, Bambang Suhartoyo S. Pd. ; as my guide during the research and gave my special gratitude is also forwarded to my beloved parents, sister, brothers and friends who gave me support and spirit to finish my study. And last, for a person who no keeps bringing me to look everything positively and wisely.

Finally, I expect that this final project would be useful for further study.

Semarang,

Nita Evlina

ABSTRACT

Evlina, Nita. 2009. The Correlation between Students' Mastery of The Simple Past Tense and Their Ability in Using It in Writing Diary (A Case of the Tenth Year Students of SMK N 2 Tegal Majoring in Business and Management in the Academic Year of 2008/2009).

Key words: correlation, action research, simple past tense, writing diary

This final project discussed the correlation between students' mastery of the simple past tense and their ability in using simple past tense in writing diary. This study was intended to describe how students' mastery of simple past tense correlates to the students' ability in simple past tense in writing diary.

The population and the sample of this study were the tenth year students of SMK N 2 Tegal, in the academic year of 2008/2009. The sample was taken by means of cluster random sampling. I gave the treatment writing diary as a method to correlate students' mastery of simple past tense and their ability in using simple past tense in writing diary for two cycles.

The result of the treatment both pre test and post test were compared into correlation statistics. To collect the primary data, I used students' writing diary and students' test of simple past tense, and also questionnaire. The result of the simple past tense and writing test was interpreted quantitatively using t-test and the result of the questionnaire was interpreted using descriptive percentage.

The result of the study showed that the correlation between students' mastery of simple past tense and their ability in using simple past tense in writing diary was significant with the r value 0,836 with index determinant was 83, 6% and $\alpha = 5\%$ It meant that writing diary is useful to correlate students' mastery of simple past tense and the ability in using simple past tense in writing diary. While the questionnaire was interpreted by considering five variables as referred by Heaton's category; students' interest, the advantage, students' achievement, the relevance, and sustainability. The result showed that the writing diary was high, helpful, high, very relevant, and necessary to the mastery of simple past tense.

TABLE OF CONTENTS

	Page
Acknowledgement	v
Abstract	vi
Table of Contents	vii
List of Tables	xi
List of Appendixes	xii
Chapter	
I. INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Reasons for Choosing the Topic	2
1.3 Statements of the Study.....	3
1.4 Objectives of the Study	4
1.5 Significances of the Study.....	4
1.6 Limitation of the Study	5
1.7 Outline of the Report.....	5
2. REVIEW OF THE RELATED LITERATURE	6
2.1 Review of the Previous Study	6
2.2 Review of the Theoretical Background.....	8
2.2.1 Definition of Correlation and Action Research	8
2.2.2 Definition of Past Tense.....	11
2.2.2.1 <i>The Pattern of Simple Past Tense</i>	11
2.2.2.2 <i>Irregular Verbs</i>	13

2.2.3 Diary as a Part of Recount Text	14
2.2.3.1 <i>Generic Structure of Recount Text</i>	14
2.2.3.2 <i>Grammatical Pattern of Recount Text</i>	15
2.2.4 Definition of Diary	16
2.2.4.1 <i>Types of Diary</i>	17
2.2.5 Students of SMK	18
2.2.5.1 <i>Definition of SMK</i>	18
2.2.5.2 <i>General Teaching Learning Process in SMK</i>	18
2.2.5.3 <i>Teaching Writing in SMK related to the Curriculum</i>	19
2.3 Theoretical Framework	19
3. METHODS OF INVESTIGATION	21
3.1 Research Design	21
3.2 Object of the Study	22
3.2.1 Population of the Study	22
3.2.2 Sample of the Study	23
3.3 Research Variables	23
3.4 Hypotheses	24
3.5 Instrument for Collecting Data	24
3.5.1 Writing Test	24
3.5.1.1 Scoring Technique	25
3.5.2 Try Out	25
3.5.3 Questionnaire	27
3.6 Method of Collecting Data	28

3.7 Types of Data	28
3.8 Method of Analyzing Data.....	29
4. RESULT AND DISCUSSION	31
4.1 Analyses of the Cycle I	31
4.1.1 Analyzing of the Try Out Test	32
4.1.1.1 <i>Validity</i>	32
4.1.1.2 <i>Reliability</i>	33
4.1.1.3 <i>Discriminating Power</i>	34
4.1.2 Analyzing of the Pre Test.....	34
4.1.2.1 <i>Analyzing of Pre Test Simple Past Tense</i>	35
4.1.2.2 <i>Analyzing of Pre Test Writing</i>	35
4.2 Analyses of the Cycle II.....	36
4.2.1 Analyzing of the Post Test	37
4.2.1.1 <i>Analyzing of Post Test Simple Past Tense</i>	37
4.2.1.2 <i>Analyzing of Post Test Writing</i>	38
4.2.2 Analyzing of Questionnaire	38
4.3 Discussion of the Research Findings	40
4.3.1 Analyses of the Students' Ability in General.....	40
4.3.1.1 <i>Analyses of Students' Mastery of Simple Past Tense before</i> <i>Treatment</i>	40
4.3.1.2 <i>Analyses of Students' Mastery of Simple Past Tense after</i> <i>Treatment</i>	41
4.3.2 Test Significance	41

4.3.3 The Advantages and Weakness of Writing Diary.....	42
5. CONCLUSIONS AND SUGGESTIONS.....	43
5.1 Conclusions.....	43
5.2 Suggestions	45
BIBLIOGRAPHY	47
APPENDIXES	50

LIST OF TABLES

Table	Page
2.1 The Pattern of Simple Past Tense I.....	11
2.2 The Pattern of Simple Past Tense II.....	12
3.1 The Score Ranges of Questionnaire's Options	27
4.1 The Interval and Criterion of Discriminating Power	34
4.2 Classification of Graded Scores of Questionnaire	39
4.3 Mean of Questionnaire Analyses	39

LIST OF APPENDIXES

Appendix	Page
1. Lesson Plan	50
2. Pattern of Regular and Irregular Verbs in the Past Tense Form	56
3. Instrument of the Try Out, Pre Test, and Post Test Simple Past Tense and Writing Test	63
4. The Answer Key of Try Out, Pre Test, and Post Test Simple Past Tense	70
5. The Scoring Guidance in Writing Recount Text.....	73
6. The Computation of the Validity, Reliability, Difficulty Level, and Discriminating Power of the Try Out Test.....	75
7. The Result of the PreTest.....	82
8. The Result of the PreTest Past Tense.....	83
9. The Result of the Post	84
10. The Result of the Post Test Past Tense	85
11. The Computation of Significant Correlation.....	86
12. Angket Penelitian Tindakan Kelas.....	88
13. List of Students' Names in the Try Out Test	89
14. List of Students' Names in the Research Sample	90
15. Figures of Classroom Activities.....	91

CHAPTER I

INTRODUCTION

This chapter would explain background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, limitation of the study, and outline of the report.

1.1 Background of the Study

Language as a means of communication can be delivered through two channels; spoken and written. Both of those channels are different in the way they are produced (Ramelan, 1992: 2). Written language is not spoken language which is written, and so do spoken language is not written language which is spoken. As Gerot and Wignell say (1994: 158), that written language does not refer to language which is written down. Likewise the term spoken language does not only refer to language which is said aloud. Moreover they say that spoken language tends to be complex grammatically intricate and written language tends to be complex lexically dense. From this statement I could say that written language covers more complex lexically dense than spoken one. It effects that people should be aware and careful of creating a text. Although most written languages get involve with lexically dense, they still keep aware of another aspect in order to make the text meaningful. This can be done through the arrangement of the text structurally and systematically which relates to grammar mastery.

Writing as a part of productive skill (Linse, 2006: 24) is considered as the most difficult skill which involves some components (Harris, 1969: 68-69). They are content, grammar, form, style,

and mechanics. What is meant by content is the substance of writing or the idea expressed. Grammar relates to the employment of grammatical form and significant pattern, while form is about the organization of content. Moreover, style relates to the choice of structures and lexical items to give a particular one to writing, and the last component is mechanics which correlates to the use of the graphic convention of language.

1.2 Reasons for Choosing the Topic

In this final project I tried to discuss one the components of writing that was about grammar in using simple past tense. Grammar as one of writing components has the most important thing to deliver the writer's or speaker's intention. According to Gerot and Wignell (1994: 3), we need a theory of grammar or language which helps us understand how texts work. Cook and Sutter (1980: 517) in Suryanto (2007) assume that grammar is a set of rules by which people speak and write. All of those statements ensure that grammar mastery is essential in writing. There are many scopes of grammar mastery; present, past, and future (Pardiyono, 2001: 80-81).

What makes English is different from Indonesian is that English has each tenses to state time makers of occurrences. The problem rises up when a learner faces difficulties in using verbs, be and auxiliary towards different tenses. Meanwhile, there are various verbs in English which is not only needed further understanding, but also to facilitate it in memorizing as happens in simple past tense mastery.

One common characteristics of simple past tense is that the verbs usually always added by –ed or –d. Another one that makes learners are confused is that simple past tense has irregular verbs in which the pattern is not just by adding –ed or –d as happen in regular one. Students as the sample in this study had difficulties in mastering grammar of simple past tense, such as how

to change the positive form into negative and an interrogative sentence. In addition, they were still confused in using regular and irregular verbs. For example, “He was played in the field” or in “She spented her holiday in grandmother’s house”. Those were examples of students’ mistake during teaching and learning process in this study. For that reason, I intended to tackle students’ problem in mastering simple past tense by means of writing diary applied in two cycles of action research. The students would give treatment writing diary about their own experience. In order to reach the goal of this study, the students were also given exercises and smart solution to facilitate them in mastering simple past tense. Every cycle would be held a test to check their understanding. Therefore, the students’ result would be compared and analyzed by using coefficient correlation of both pre test and post test.

English is one of the subjects belongs to national final exam; of course it is a serious problem if the students can not master grammar well in all skills; listening, speaking, reading, and writing. Therefore, students’ mastery of grammar is important so as to avoid misunderstanding. Many problems in the process of teaching and learning English demand teachers or education practitioners a correction or reflection, in order to overcome teaching problems faced by the teachers, and also as an initiative to make students more enthusiastic in learning English.

1.3 Statements of the Problem

The problem in this study could be stated as follows:

- (1) How significant is the correlation between students’ mastery of the simple past tense and their ability in using it in writing diary?
- (2) What factors are influence on students’ mastery of the simple past tense and their ability in using it in writing diary?

1.4 Objectives of the Study

The objectives of the study were mentioned in the following sentences:

- (1) To describe how significant is the correlation between students' mastery of the simple past tense and their ability in using it in writing diary.
- (2) To describe what factors are influence on students' mastery of the simple past tense and their ability in using it in writing diary.

1.5 Significances of the Study

There were three significances of these study; theoretical, practical, and pedagogical ones. In the theoretical significance, this study is expected to be useful and helpful especially for the students. It because they found another way to mastery simple past tense easier which also increased their interest in improving writing skill through writing diary. In addition, for English teachers not only teach based on conventional method, but also various methods appropriately. For the practical significance, this study is expected to serve as an alternative method in teaching simple past tense in English which provides opportunity efforts for students to write more freely and enthusiastically. This study is expected to increase students' mastery in writing recount text especially diary.

1.6 Limitation of the Study

In this final project, I tried to limit the discussion of students' mastery past tense and their ability in using it in writing diary. Moreover, I tried to discuss students' problems in mastering simple past tense, as the use of regular and irregular verbs and how to change positive sentences into negative and interrogative.

1.7 Outline of the Report

In this final project there were five chapters. Chapter I is introduction which consists of background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significances of the study, limitation and outline of the report. Chapter II is review of the related literature which presents the previous study, theoretical background and theoretical framework. Chapter III is methods of investigation which presents research design, object of the study, research of the study, population and sample of the study, variables of the study, hypothesis, instruments of the study, method of collecting data, and method of analyzing data. Chapter IV is result of the study which presents general description and data interpretation, and chapter V is conclusions and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I tried to explain review of the previous study, review of the theoretical background, and theoretical framework.

2.1 Review of the Previous Study

There were several people who did the research of the same topic that is simple past tense, for instance Muh. Nur Amri Supriyanto (2006) conducted research on A Correlation Study Between Students Mastery of Past Tense and Their Ability in Expressing Past Activities in Writing (A Case of Eleventh Grade of SMA 1 Kudus in the Academic Year 2006/2007); Tias Evi Hidayah (2006) on A Correlation Between Students' Mastery of Past Tense and Their Achievement in Writing Recount (The Case Of The Eleventh Year Students of SMA 1 Weleri In the Academic Year 2006/2007); Arinda Sari (2008) on Improving Students' Skill in Writing Recount Text by Diary Writing (A Classroom Action Research of The Tenth Year Students of The State High school At Ambarawa in the Academic Year of 2008/2009); Yuli Sastri (2007) on An Analyses of Simple Past Tense Errors in Recount Writing towards Senior High School Students (A Case at The First Semester of The Eleventh Grade of SMA Kesatrian I Semarang on The Academic Year 2007/2008), and Anny Martya Hapsari (2007) on Diary Writing As A Medium to Improve Writing Recount Text Ability (An Experimental Study of The Tenth Year Class of SMA 1 Sragen In The Academic Year 2007/2008). All

of those researches had discussed about some problems in expressing past experience in writing recount.

In this final project, I also conducted the same topic because there is still a problem that has not discussed yet by all the researches above, that is about the correlation between students' mastery of simple past tense and their ability in using simple past tense in writing diary. Despite similarity of topic, this final project discussed about students' mastery in simple past tense, the problems of how to change a positive sentence into negative and interrogative sentence, also the difficulties in using irregular and regular verbs. Besides that, most of researches I mentioned were held in general high school, and very few in vocational schools. So I intend to conduct this study in a vocational school.

From the previous researches, there were significant correlation between students' mastery of past tense and their ability in expressing it in recount text. Tias' research (2006) shows that there was a significant correlation between students' mastery of past tense and their achievement in writing recount with the r value 0, 724. Another research conducted by Anny (2008) examined diary writing as a medium to improve writing recount text ability. This study gave significant result with the t test or r value 1, 386. This study wants to describe the correlation between students' mastery of the simple past tense and their ability in using simple past tense in writing diary which would be held in a vocational school.

2.2 Review of the Theoretical Background

In the review of the theoretical background will present definition of correlation and action research, definition of past tense, the pattern of simple past tense, irregular verbs, diary as part of recount text, generic structure of recount text, grammatical pattern of recount text, definition of diary, types of diary, students of SMK, definition of SMK, general teaching learning process in SMK, and teaching writing in SMK related to the curriculum.

2.2.1 Definition of Correlation and Action Research

In this study, I applied a correlation approach and an action research as a method of gathering data. Gall and Borg (2003: 320) as cited in Tias (2006) stated that correlation research refers to studies in which the purpose is to discover relationship between variables through the use of correlational statistics. In addition, they explain that the basic design of correlational research is very simple, involving nothing more than collecting data on two or more variables for each individual in a sample and computing a correlational coefficient. The correlation approach used in this study was a model in action research that the model choosing depends on the goal.

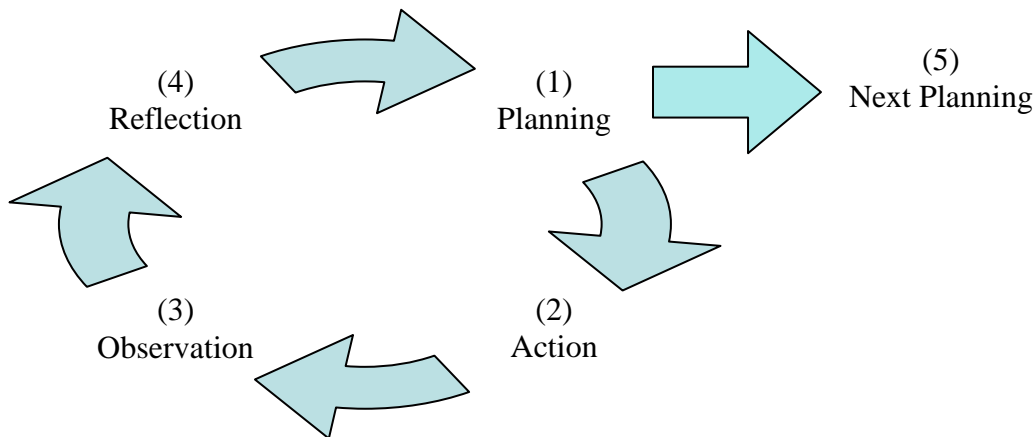
In other case, some experts say that action research is different from other researches. As cited in Paul (2008: 9), Tomal says that action research is different from qualitative and quantitative research, but it has both characteristics. The main point is that action research emphasizes on problem solving and making progression from the problems faced. Zuber and Skeritt in Paul (2008: 12) assume that action research as a critical collaboration done by those reflective practitioners through cycles. Means that

those practitioners especially educators take critical reflection of what they have done by examining deeply. In different meaning, Wallace (1998: 4), states that action research is an approach of reflection which is done by systematically collecting data on teacher's everyday practice and analyzing it in order to come to some decisions about what his/ her future practice should be. Wallace (1991) in Gaudart (1993: 139) refers that action research encourages the teacher to do his or her own research in a problem area which would be of practical importance. Moreover he adds that what is meant by reflection is very much a part of that "experimental knowledge" as teachers are encouraged to reflect on the success as well as shortcomings of their practices, making constant changes in those practices, and thus contributing to their own personal growth (Gaudart, 1993: 137).

From those explanations above, it can be seen that action research comes up because the practitioner or educator finds difficulties during teaching and learning process. As happened in this final project, the teacher in this object of study found problem in teaching simple past tense. Therefore, I collaborated with the teacher as a researcher of this study. The reason is that the teacher knows about the students' problems such as, condition, achievement, strength and weakness in the subject discussed, etc.

In doing action research, the teacher takes research through at least two cycles. Each cycle has the same activities as a model of Lewin in Paul (2008: 10-11) which generally action research cycle consists of planning, acting, observation, reflecting, and next planning. Paul (2008: 30) says that one of the characteristics of action research is planning made by the teacher's findings. Therefore, during research process the teacher will make plans based on students' condition. All of the elements in action research cycle

are correlated to each other. For that reason, the teacher should make a note or reflection in order to decide the next planning. Below is the diagram of action research's cycle according to Kurt Lewin.



Although I collaborated with the English teacher in this study, most of teaching and learning process was done by me. Therefore, I took two cycles in which each of them was followed pre-test and post-test to compare students' progress before and after being given treatment. The test is needed because it has very important position in the teaching and learning process. Wallace (1991) in Gaudart (1993: 139-140) assumes that examination should be given in order to achieve certain objectives, and not as a matter of tradition or routine. In other words, one should be clear why certain aspects of performance are being tested by one kind of test and others by another. From those statements, I could infer that test or exam is needed not as tradition or routine schedule, but rather, because it has very precious objection depends on the kind of test given.

2.2.2 Definition of Past Tense

Frank (1972: 73) states that past tense indicates definite time terminating in the past, whether a time word is given or not. Murphy (1985: 22) says that the use of simple past is to talk about action or situations in the past. While Swan (1983: xvi) states that simple past is a verb form made without an auxiliary verb. Other definitions are given by Cook and Sutter (1980: 5) in Suryanto (2007) that past tense is an action or states that usually occurs or completed in the past. Now I could infer that past tense is an activity or situation that begins, happens, and ends in the past, whether the time signals are mentioned or not and the result is not relationship with action in the present.

2.2.2.1 The Pattern of Simple Past Tense

Murphy (1985: 22) says that very often the past simple ends in –ed, but many important verbs are irregular. This means that the past simple does not end in –ed.

Table 2.1 The Pattern of Simple Past Tense I

Sentence	Pattern
Affirmative	Subject + Verb 2 + Object
Negative	Subject + Did Not + Infinitive + Object
Interrogative	Did + Subject + Infinitive + Object

For example:

Affirmative

She studied hard for the exam several months ago.

He lived in Pekalongan for a long time.

Negative

She did not study hard for the exam several months ago.

He did not live in Pekalongan for a long time.

Interrogative

Did she study hard for the exam several months ago?

Did he live in Pekalongan for a long time?

The simple past tense of the verb be (am/ is/ are) is was/ were.

Table 2.2 The Pattern of Simple Past Tense II

Sentence	Pattern
Affirmative	Subject + Was/ Were + Complement
Negative	Subject + Was/ Were + Not + Complement
Interrogative	Was/ Were + Subject + Complement

For example:

Affirmative

The train was ten minutes late.

They were very hungry an hour ago.

Negative

The train was not ten minutes late.

They were not very hungry an hour ago.

Interrogative

Was the train ten minutes late?

Were they hungry an hour ago?

From those several examples, it could be inferred that basically a sentence consists of three forms namely affirmative, negative, and interrogative. In the simple past tense, there is something special to be aware of using verb form included the form of be. Simple past tense has different form of verb and so the use of be which depends on the type of person. When using affirmative sentence, it is a must to have special attention to differentiate regular or irregular verbs form. It also happens when using negative sentence. As it known, a negative sentence is usually followed with not and the use of verb one. So do in the interrogative sentence which is preceded by an auxiliary and the use of verb one.

2.2.2.2 Irregular Verbs

A small numbers of verbs, among them some of the most commonly used verbs in the language have forms that differ from the regular tense forms. In order to use the tense forms of these irregular verbs, the speakers of native English must know their principal parts. The first principal part of a verb is the simple form of the verb (or the stem), the second principal part is the past tense, and the third principal part is the past participle. The fourth principal part, if it is given, is the present participle (Frank, 1972: 61). Irregular verbs are considered to be the most different problem in studying English.

Most students are still confused how to use certain verb in the past tense either the use of be. In the study of second language there is a term called” overgeneralization”. In some cases, students often create some irregular verbs such as the word “ ated” to replace “ate” as the past form, or another one is the use of be in past tense as in the sentence, “You was late”. Several grammarians often classify using certain characteristic of word/

words to facilitate memorization. The classification can be based on some principals which have each pattern as shown in the appendix 2.

2.2.3 Diary as a Part of Recount Text

Diary is a kind of recount text. Recount is a kind of genre. Nunan (2005: 14) asserted that the purposes of recount are to tell what happened, to document a sequence of events and evaluate their significance in some way. Derewianka (1990: 14) states that in recount we construct past experience. A recount is the unfolding of a sequence of events over time. We are using language to keep the past alive and help us to interpret experience. The purpose of this text is to tell what happened.

I could infer that recount text is intended to retell past experience whether it was enjoyable or not. Derewianka (1990: 15) says that there are three types of recount. They are personal recount, factual recount, and imaginative recount. She states that personal recount is a kind of recount text retelling of an activity that the writer/ speaker has been personally involved in (e.g. oral anecdote, diary entry). Factual recount is a kind of recount recording the particulars of an incident, for instance report of a science experiment, police report, news report, historical account. The last type is imaginative recount that takes on an imaginary role and giving details of events such as a day in the life of a Roman slave.

2.2.3.1 Generic Structure of Recount Text

According to Derewianka (1990: 15) the focus of recount is on a sequence of events, all of which relate to a particular occasion on the past. She explains that the

recount generally begins with an orientation that is giving the reader or listener the background information needed to understand the text. Then, the recount unfolds with a series of events that were ordered in a chronological sequence. Then at various stages there may be some personal comments on the incident.

From the above statement, I conclude that the generic structures of a recount text are orientation, events, and re-orientation. Orientation explains the participants or characters' experience and gives more detail background of the incident. The events contain some incidents which took place orderly. The last part is re-orientation which is giving comment about the incident. This part is not a must. It is optional.

2.2.3.2 Grammatical Pattern of Recount Text

Knowing that recount text is a text that retells past experience, the tense is past tense. Hyland (2004: 135) as referred from Anny (2008) states that grammatical patterns of recount are: use of nouns and pronouns to identify people, animals or things involved; use action verbs to refers to events; use of past tense to locate events in relation to the writer's time; use of conjunctions and time connectives to sequence the events; use of adverbial phrase to indicate place and time; and use of adjectives to describe nouns.

Based on the above statement, I conclude that language features of a recount text consists of specific participants; use of nouns and pronouns to identify the participants; use of action verbs; use of simple past tense; use of conjunctions and time connectives; use of adverbs and adverbial phrases; and the use of adjectives.

2.2.4 Definition Diary

This research would discuss one types of recount; personal recount of diary. The term diary is very common. In Indonesia, diary is often called *buku harian*. It is usually made in order to make a reflection of personal purposes and sometimes can be more formal and public study (Anny, 2008: 9). The word diary itself derives from the Latin word *dies* meaning 'a day'. A diary gives a daily account of what happens in a personal life (Sadler and Hayllar, 2000: 45). Usually most girls like writing a diary. A diary is a record (originally in written book format) with discrete entries arranged by date reporting on what has happened over the course of a day or other periods. Moreover, in Wikipedia states that

A diary is a book for writing discrete entries arranged by date. It can be used for recording in advance of appointments and other planned activities, and or for reporting on what has happened over the course of a day or other periods. Such logs play a role in many aspects of human civilization, including governmental, business, and military records.

Generally the term is today employed for personal diaries, in which the writer may detail more personal information and normally intended to remain private or to have a limited circulation among friends or relatives. The word "journal" may be sometimes used for "diary," but generally one writes daily in a diary, whereas journal-writing can be less frequent. Bailey in Ken Hyland (1990: 215) defines diary and log studies as a first-person account of language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for recurring pattern or salient event.

2.2.4.1 Types of Diary

Students are generally encouraged to enter all relevant activities on a regular basis. Basically there are two types of diaries may be kept: personal and content area. In a personal diary, students write about anything in their lives that is of importance or interest. In a content area diary, the focus is on a specific academic topic; for example, students may keep track of progress in a science experiment or may write their personal views of events studied in a history class. For that reason, the type of diary which was used as method in this research was a personal diary.

Despite the fact that diary is considered as a private document or a record of live, sometime it is difficult to be used as method of analyzing data. Moreover there are several disadvantages using diary as a method of analyzing data as asserted by Joaquim Sá in his research of *Diary Writing: A Research Method of Teaching and Learning*. He states that the disadvantages of using diary as a method of analyzing data as follows

These consist of the fact that they are sometimes hard to get hold of, the required information may not be available, there may be a bias of the original collector and it may be out of date before publication. There are also official records, and these should be reliable, but only if we can trust the writer. There are records that are beyond reproach; for example court records, the only way these could be incorrect is if the shorthand writer were to make a mistake. Of course the disadvantages of these are that no matter how accurate the record may be, it is only one side of the story, plus we are not always aware of what the circumstances were when the report was written, for instance a signed confession obtained by the police and given as evidence in a court of law, may well have been a true account of what happened, but what it does not say is what pressure the accused was under to give a confession. Newspaper reports are another form of secondary source; these of course are written by reporters whose job it is to sell papers.

Based on the above statement, however, writing diary still has advantages since it is done regularly, cheap, and the main point is that the writer is freely to write which later will gain natural writing.

2.2.5 Students of SMK

2.2.5.1 Definition of SMK

SMK or popular with vocational education is training designed to advance individuals' general proficiency, especially in relation to their present or future occupations. The term does not normally include training for the professions. Other resource states that vocational education (or *Vocational Education and Training* (VET), also called *Career and Technical Education* (CTE)) prepares learners for careers that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or *vocation*, hence the term, in which the learner participates. It is sometimes referred to as *technical education*, as the learner directly develops expertise in a particular group of techniques or technology (http://en.wikipedia.org/wiki/Vocational_education).

2.2.5.2 General Teaching-Learning Process in SMK

Generally, vocation and career are used interchangeably. Vocational education might be contrasted with education in a usually broader scientific field, which might concentrate on theory and abstract conceptual knowledge, characteristic of tertiary education. Vocational education can be at the secondary or post-secondary level and can interact with the apprenticeship system. Up until the end of the twentieth century, vocational education focused on specific trades such as for example, an automobile mechanic or welder, and was therefore associated with the activities of lower social classes. As a consequence, it attracted a level of stigma. Vocational education is related to the age-old apprenticeship system of learning.

2.2.5.3 Teaching Writing in SMK related to the Curriculum

Referred to the 2006 English Curriculum (Depdiknas: 24), the standard of competence of English for Senior High School includes vocational education is spoken and written by using kinds of language which suitable fluently and accuracy using common utterances in the daily life. Whereas in writing, the standard of competence is: to express various meanings fluently and accuracy (interpersonal, ideational, and textual) in various written text, to read interaction and monologue particularly in forms of description, narrative, spoof, recount, reports, news item, anecdote, analytical exposition, explanation, discussion, commentary and reviews. The minimum of criterion assessment (KKM) for English lesson in SMK N 2 Tegal as the object of this research is 60.

A level of stigma that called vocational education is related to the age-old apprenticeship system; however, the material given is the same as other general high schools included learning diary as a part of recount text.

2.3 Theoretical Framework

This is a conclusion of some theoretical related to the study. Action research as one of reflection approach emphasises on the teacher's reflection and feedback by means of deciding plan based on his or her findings. Usually, action research takes five activities in a whole of every cycles. They are planning, observation, action, reflection, and next planning. Therefore, someone who takes an action research should prepare some plans as held in this research. In the relation with correlational study, diary as a part of recount text is also taught in SMK. It correlates to the mastery of simple past tense as one components of witing process.

Using diary to correlate students' mastery of simple past tense is useful because they can do it daily or at least regularly. Besides, using diary as a method to correlate students' mastery of simple past tense is helpful to accustom students write their experience as a way of self reflection learning. Writing diary is supposed to be done in order to make a correction of past experience which will be reflected as better view in the next futures. The analyzing process could not be presented because of the fact that diary is private. However, it is important to keep in mind that the end of the research is not the result but rather emphasized on the process. Therefore, I was respect to the students' diary and maintained that their mastery of simple past tense could be analyzed without presenting their work but through the analysis of correlational study between two variables in the use of correlational statistics.

CHAPTER III

METHODS OF INVESTIGATION

This chapter, would explain research design, object of the study, population and sample of the study, variables of the study, hypotheses, instruments of the study, method of collecting data, and method of analyzing data.

3.1 Research Design

Before doing the research, I prepared research design. The first was about deciding object of the study and sample of the study. Next I identified research variables. Brown (1988: 7) states that in the simplest terms, a variable is something that may vary, or differ. Generally, there are two variables; dependent and independent variables.

After identifying research variables, I proposed hypothesis. The hypothesis in this study said that there was a significant correlation between students' mastery of simple past tense and their ability in using simple past tense in writing diary. Then I prepared instruments used in this research. The research instruments were simple past tense test both pre test and post test, written test of diary, questionnaire, and also lesson plan. I tried to prepare the instruments for two cycles just in case the first cycle was not satisfactory yet. Those instruments were used during research planning. However, the sequence of research is not always based on the planning. Therefore, during research the planning was often changed as the problem occurred. The next preparation was to choose method of collecting data and analyzing data. In collecting data, I used correlation action research to

gather the data which would be analyzed by using correlation coefficient analysis. I also tried to analyze students' progress by comparing through their achievement both in simple past tense and written test.

3.2 Object of the Study

In this study I chose students of business and management majoring in SMK N 2 Tegal as the object of this study. SMK N 2 Tegal is an institution that focuses on business and management which is divided into four branches; accounting, official administration, selling, and network computerized technical. There are 9 classes for one grade level, 7 classes for second grade level and third grade level. The object in this study were the tenth year students of SMK N 2 Tegal especially students in the official administration (AP1).

I chose this institution as the object of the study because I wanted to know the correlation between students' mastery of simple past tense and their ability in using it in writing diary by means of applying writing diary in the mastery of simple past tense. Besides, an official administration or AP1 students were unique. All of the students were female and this situation made me confident to apply diary as a method to discover the goal of this research because as far as I know most girls like writing in the form of diary.

3.2.1 Population of the Study

According to Gay (1981: 85) population is the group of interest of the researcher, the group to which she or he would like the result of the study to be generalized. He also says that the defined population has at least one characteristic that differentiates it from

other groups. Furthermore, he adds that the two important points about populations are; first, population may be virtually any size and may cover almost any geographical area. The last is that the group the researcher would really like to generalize to is rarely available. For that reason, the term population is generally a realistic choice, not an idealistic one. The population of this study was students in SMK N 2 Tegal.

3.2.2 Sample of the Study

After knowing population of the study, the next step was determining sample of the study. The sample here was students of official administration especially the tenth grade level. There were two classes of official administration tenth grade level. I took the AP1 students as the sample in this study. The sample was taken with cluster random sampling, means that the process of selecting a sample in such a way that the drawing of samples on the cluster basis which all individuals in the defined population have an equal and independent chance of being selected for the sample.

3.3 Research Variables

According to Christensen (2001: 40), a variable is any characteristic of an organism, environment or experimental situation that can vary from one organism to another, from one environment to another or from one experimental situation to another. Furthermore he elaborates that there are two variables, independent and dependent. The independent variable is one of the conditions which is manipulated by the experimenter, and the dependent variable is the one that measures the influence of the independent

variable. The independent variable in this study was the student's mastery of simple past tense; the dependent variable was the ability in using simple past tense in writing diary.

3.4 Hypothesis

According to Riduan (2005: 42) there are two kinds of hypotheses. They are an alternative hypothesis (H_a) or often said working hypotheses (H_w) and Null hypotheses (H_o). Before taking this study, I proposed a hypothesis that students' mastery of simple past tense has significant correlation with their ability in using simple past tense in writing diary (H_w). In other words, it can be formulated that Hypothesis working was stronger than Hypothesis Null or $H_w > H_o$.

3.5 Instruments for Collecting Data

The instruments for collecting data were written tests pre-test and post-test about simple past tense. Besides, I also took try out, questionnaire related to five variables based on Heaton's category and some photos about students' activity in the classroom. Not to mention lesson plan used during teaching and learning process.

3.5.1 Writing Test

The first instrument used in this research was writing test. In the first cycle, students were asked to write their own diary based on some topics given. The topics were about friendship, love, family, beach, and unforgettable experience. Students were free to choose one topic they were interested in. They were asked to write their own experience in the form of diary in 60 minutes. During the process, I also observed classroom condition.

3.5.1.1 Scoring Technique

After taking writing test, I evaluated students' work. While giving scoring, I used writing recount scoring guidance. As cited in Harris (1969: 68-69) writing process considers some elements like content, grammar, form, style, and mechanics. Therefore, in evaluating students' writing I consider those elements which has each rating scale. The scoring technique was based on Heaton (1975: 109-111) which had been modified by Anny (2008) that in giving scoring should consider generic structure, language features, spelling and punctuation, and fluency. So students' writing would be evaluated using those guidance which can be seen in the table of writing recount scoring guidance.

3.5.2 Try out

Try out was also used in this research in order to measure a test validity, reliability and discriminating power. The items test in the try out consisted of 30 items which were tested in different classes. In this case, I chose network computerized technical students for the measurement of the instrument. The English teacher suggested that students of that classroom were good enough in English. In the analyzing the try out test, there were three steps. The first, I tried to analyzed validity of the try out test by using Pearson's Product Moment formula.

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

In which

r_{xy} : The correlation of the scores on the two halves of the test.

N : The number of students

X : The score of each number items

Y : The sum of all number items

(Riduan, 2005: 98)

Secondly, I analyzed reliability by means of Kuder Richardson-20 (KR-20) as I have shown below.

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where

k: The number of items

p: Proportion the subject answering incorrectly

q: Proportion the subject answering correctly

S: Total variants

The last step I analyzed the discriminating power which is computing using the following formula.

$$t = \frac{MH - ML}{\sqrt{\frac{\sum X_1^2 + X_2^2}{n_1(n_1 - 1)}}}$$

Arikunto (2002: 278)

In which

MH : The mean of the upper group

ML : The mean of the lower group

$\sum X_1^2$: The sum of deviation of each students in upper group

$\sum X_2^2$: The sum of deviation of each students in lower group

n_1 : The testes in upper group or lower group

After the t value was obtained, each number of the items was then checked with critical value of t table. Thus, if the obtained t value was higher than t table, the item was said discriminate significantly.

Because of the items were proven of their validity and reliability, the number of items would be reduced for the fixed test. There were 25 items which were tested in students' research both in pre test and post test of simple past tense. The test of simple past tense would be done in the pre test before being given treatment and in the post test after being given treatment by means of writing diary.

3.5.3 Questionnaire

A questionnaire also was used in this research to support primary data. According to Oppenheim (1966:223), the purpose of questionnaire as a whole is measurement. It consisted of five variables based on Heaton's category. They were students' interest, the advantage, students' achievement, the relevance, and sustainability. The questionnaire consisted of 10 questions considering the five variables based on Heaton's category. In constructing the questionnaire, I used closed question in the form of multiple choice items. As cited in Oppenheim (1966:40), a closed question is one of which the respondent is offered a choice of alternative replies. In this research, there were three options namely a, b, and c. Each option was scored based on the quality of each variable. The score ranges from 1 to 3 would be shown below.

Table 3.1 The Score Ranges of Questionnaire's Options

Option	Score
A	3

B	2
C	1

The score shows that A has high score, B has medium score, and C has low score.

In the questionnaire interpretation, I also used classification of graded scores based on Heaton as I inserted in the appendixes.

3.6 Method of Collecting Data

In this study I used quantitative method especially correlation action research. Kemmis (1985: 32) as cited in Arum (2008) says that action research is a form of self inquiry under-taken by participants in social situations in order to improve the rationality and justice of their social or educational situations in which the practice is carried out. In doing so, an action research takes at least two cycles containing some steps such as planning, observation, action, reflection, and next planning. The cycle action is done until the target reaches the goal of the research. If the target is not achieved yet, the researcher will conduct the next cycle after revising the plan. I also used a correlation approach in collecting data. It means that during data gathering, I also got the data by searching correlation between students' mastery of simple past tense and their ability in using simple past tense in writing diary. Of course, this had been done by means of giving tests about simple past tense and written test.

3.7 Types of Data

In this study, the type of data was a descriptive statistics which measures central tendency, variability, relationship, and relative position. The measures of central

tendency are used to determine the typical or average score; measures of variability indicate how spread out a group of scores; measures of relationship indicate to what degree two sets of scores are related; and measures of relative position describe a subject's performance compared to performance of all other subjects.

3.8 Method of Analyzing Data

In analysing data, I used correlational statistics which involves nothing more than collecting data on two or more variables for each individual in a sample and computing a correlational coefficient as said by Gall and Brog (2003: 320) in Tias (2006). The data would be analyzed using Pearson's Product Moment formula.

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

In which

r_{xy} : The correlation of the scores on the two halves of the test.

N : The number of students

X : The score of each number items

Y : The sum of all number items

(Riduan, 2005: 98)

According to Gay (1985: 185), when two variables are correlated the result is a correlation coefficient. It is a decimal number between .00 and +1.00 or .00-1.00 which indicates the degree of two variables related. If the coefficient near +1.00, the variables are positively correlates. A person with a high score on one variable is likely to have a high score on the other variable, and a person with a low score on one variable is likely to have a low score on the other variable. An increase on one variable is associated with an

increase on the other variable. If the coefficient is near .00, the variables are not related. This means that a person's score on one variable is not identified of what the person's score on the other variable. If the coefficient is near -1.00, the variables are inversely related. This means that a person's score on one variable tends to he has a low score on the other variable and vice versa.

CHAPTER IV

RESULT AND DISCUSSION

In this chapter, I tried to discuss each data found during the research took place. The data finding included try out test which tended to analyze validity and reliability of items test, data analyses of the pre-test and post-test both were simple past tense and writing test. Moreover, I also inserted data analyses of questionnaire related to the students' interest in learning English. Each of those data was taken from the activities in every action research cycles among others were planning, observation, action, and reflection. In this final project, I only did two cycles; cycle I and cycle II.

4. 1 Analyses of the Cycle I

This cycle contained four activities; planning, observation, action, and reflection. During took cycle I, I started the analyses from planning. In this case I had prepared everything needed during the research. The preparation consisted of lesson plan; source of material given during teaching learning process included a note as self reflection of teaching and learning process. After planning, then I continued the next step of observation. In doing this, I did not analyze data in statistical method, but I just give a description from what I had observed. In observing sample of the study, I collaborated with the English teacher of this classroom. I tried to talk to the teacher in order to ask some questions about students. The questions were about students' achievement, students' interest and some problems around the students in studying English. Besides that searching data from the teacher, I also asked some questions to students themselves.

The questions were about their interest and achievement in English subject and their problem during studying. I also asked their comments about the teacher's teaching method.

4.1.1 Analyses of the Try Out Test

Before doing the research, I took the try out test to examine validity and reliability of the instrument. In the try out test, I took 30 item tests about simple past tense for students in 60 minutes. Those items test were divided into four parts. The first part consisted of seven items about affirmative or positive sentences, the second also consisted of seven items test about making negative sentences. The third part consisted of six items test about making interrogative sentences, and the last one was about completion test using correct verbs and to be of the simple past tense. The try out was held on April, 25th 2009 in the TKJ or network computerized technical class followed by 28 students. After conducting the try out, I analyzed result of the try out in order to check validity, reliability, and discriminating power.

4.1.1.1 Validity

Arikunto (1995) in Riduan (2005: 97) says that validity is a measurement that proved valid of any kinds of instrument. In other words, validity is a proven that the instrument valid to be measured. The validity of the try out was analysed by using Pearson's Product Moment formula.

Riduan (2005: 98) assumes that the instrument is valid if $r_{xy} > r_{table}$. In addition he adds that validity can be seen through the index correlation criterion (r) as about 0, 800 to 1, 000 is classified into very high, 0, 600 to 0, 799 is high; 0, 400 to 0, 599 is medium; 0, 200 to 0, 399 is low; 0,000 to 0, 199 is very low (invalid). Based on the analyses, got $r_{xy} = 0,6716$ and r_{table}

or r value = 0,349. Because r_{xy} is higher than r tabel, the instrument of try out test was valid. However the test shows that five items belonged to invalid. So I had to throw them away. The five items test which were invalid existed in part A number 4, 6, 7, part B number 12, and part D number 25.

4.1.1.2 Reliability

The second analyses was measurement of reliability. According to Arikunto (2002: 70), a perfect reliable measurement is the one that is completely accurate or free from error. It means that the reliability of a test is the same whenever it was tested in different time.

In this research, I used Kuder Richardson-20 (KR-20) as a computation method to measure reliability of the try out.

The result of reliability was achieved 0,941. It was higher than r value which got 0,349, therefore the try out could be considered reliable.

The analysis gave some information that there were five items test which was not valid nor reliable. The five items test that were not reliable were in part A number 4, 6, part B number 12, 15, and part D number 25. From these analysis, I had to get rid of several numbers of the item test. They were number 4, 6, and 7 in part A, number 12 in part B, and number 25 in part D.

Therefore the total number of final instrument used in the research were only 25 items test. I decided to use this instrument for testing students' mastery of simple past tense in pre test and post test because the instrument had already been tested and I considered that the students could do the test.

4.1.1.3 Discriminating Power

Other analysis in the try out was discriminating power. As one of characteristics of a good test (Anny, 2008: 26), discriminating power is needed in order to understand how the proficient students will consistent do the test. It means that by using discriminating power, students' ability can be analysed whether the proficient students performed well on the whole test tended to do well or badly on each item test. As Heaton (1975: 173) says that the discrimination index or discrimination power of an item indicates the extent to which the item discriminates between the more able tested from the less able. The result of discriminating power is analyzed with the formula which has different interval and its own criterion. The result of discriminating power 0, 69. The computation could be seen in the appendixes.

Table 4.1 The Interval and Criterion of Discriminating Power

Interval	Criteria
DP \leq 0.00	Very Poor
0.00 \leq DP \leq 0.20	Poor
0.20 $<$ DP \leq 0.40	Satisfactory
0.40 $<$ DP \leq 0.70	Good
0.70 $<$ DP \leq 1.00	Excellent

4.1.2 Analyses of the Pre-test

After finishing the try out test, the next step was to give pre test for the sample of this research. The pre test itself belonged to the first cycle done to discover how far the students' mastery of simple past tense before being given treatment. The pre test was held on May, 1st 2009 in the official administration or AP1 class followed by 35 students. The pre test consisted of 25 items test finished in 60 minutes. The instrument consisted of four parts as in the try out test. They were part A contained four numbers that change the verbs and to be in the past tense form, part B contained six numbers in which students were supposed to make negative sentences,

part C contained six numbers asked students to make interrogative sentences, and the last part D contained nine numbers supposed students to fill the completion test about some verbs and to be based on correct simple past tense.

4.1.2.1 The Analyses of Pre-test Simple Past Tense

The students' result in pre test was analyzed by counting the total correct numbers divided by the total numbers of item test. From the analysis, there were four students who got high mark upper 90, eight students got medium mark around 80 up to 88, fifteen students got the average mark around 60 up to 76, and the rest around seven students who got mark underaverage. From this result, I could say that students' mastery of simple past tense in this class were good enough, but this fact could not give a decision that students' mastery of simple past tense would do in writing simple past tense especially in writing diary.

4.1.2.2 The Analyses of Pre-test Writing

After giving pre test simple past tense, next I continued giving writing test using simple past tense. In this case, the students were supposed to write their own experience using simple past tense. This activity done to reveal how well students arrange their own story using correct grammar. While giving pre test writing, students were free to create their own experience choosing one topic they interested in. The topic given as, friendship, love, family, beach, and unforgettable experience. The students' result in writing pre test was very surprised. Most of them made mistake more often. Not to mention students who got high mark in the pre test simple past tense. They also did a lot of mistakes in using simple past tense such as, using regular and irregular properly, change sentences from affirmative or positive into negative and interrogative

sentences. From the writing pre test, no one got eighty. Only one student got 78. Two students got 71 to 72, eight students got the average mark 61 to 68, and the rest got underaverage mark. I could infer that students' ability in writing diary using the simple past tense is still unsatisfactory yet.

4.2 The Analyses of the Cycle II

After the first cycle finished, I found that students' mastery of simple past tense and their ability in using simple past tense in writing diary were not unsatisfactory yet, then I decided to do cycle II. Of course during this cycle, I still used the same steps; planning, observing, acting, and reflecting. In determining planning I took material based on students achievement in the first cycle. The result in the first cycle showed that students still confused in using regular and irregular. Therefore in this cycle I focused on those scope teaching learning process. I taught the students about simple past tense deeply especially using diary. So, in the teaching learning process I just drill students to do some exercises about simple past tense and writing diary.

During teaching and learning process in cycle II, I also observing students interaction. I tried to make note for every meeting and the result was that the students looked more interested and brave in asking question. Most students were active and interested in joining the teaching learning process.

The next step was action. In this case, I tried to encourage students to be active. Therefore, in doing this step I emphasized on most activity both spoken and written exercises, for instance students were supposed to explain about simple past tense and diary to their friends orally and other students would respond to her explanation. Another one was that students were asked to make their own diary and told their friends about it.

The last step was reflection. In this case, I just gave test both writing and simple past tense as the post test. Before giving the post test, I reviewed all lessons studied, the students would remember the last lesson.

4.2.1 The Analyses of the Post-test

The post-test was held on May, 22nd 2009 followed by 34 students. It lasted for 120 minutes. There were two sessions in the post test. The first session was simple past tense test and the other one was writing test. The simple past tense test consisted of four parts. Total of the items test were the same as the pre test. Part A contained four numbers that change the verbs and to be in the past tense form, part B contained six numbers in which students were supposed to make negative sentences, part C contained six numbers which asked students to make interrogative sentences, and the last part D contained nine numbers supposed students to fill the completion test about some verbs and to be based on correct simple past tense.

4.2.1.1 The Analyses of the Post-test Simple Past Tense

In the post test simple past tense, students' result were analyzed through statistical method. It gave a description that there were seven students who got very excellent marks. They got a hundred. Two students got 96, fourteen students got mark 80 to 88, seven students got mark 72 to 76, one student ghot 68, and two students got underaverage. Although the post test was done, there were still two students who did not get satisfactory mark. However, those two students had shown progress in mastering simple past tense though not significant. Basically, during the simple past tense post test, all of students did the test seriously. Most of them tried to do their best.

4.2.1.2 The Analyses of the Post-test Writing

In the writing post test, students looked more free and enthusiastic in writing down their own diary. Their structure was good and there was progress in their ability to use simple past tense systematically. Their language seemed more natural and expressive. Every element in the recount as shown in the form of diary were done well. They made the story using good chronological order, specific participant, and correct language feature. Moreover they seemed to understand more in using regular and irregular verbs and to be. Based on their writing was got average mark. All of he students could achieved the minimum of criterion assessment (KKM) of the English lesson that was 60. It means that the students' assessment in the writing post test got mark more than 60 or equal to 60. Based on the analyses, there was a student who got eighty, fourteen students got mark 70 to 79, and nineteen students got the average mark 60 to 69. If compared with the result in the pre test, there was progress of students' writing. The students' progress were 7.071326 %.

4.2.2 The Analyses of Questionnaire

After obtaining the result of both pre test and post test, I also analyzed questionnaire to support the primary data. The questionnaire was given after the post test done on May, 22nd 2009. There were ten numbers of questions. The questions were designed by considering five variables based on Heaton's category. Those were students' interest, the advantage, students' achievement, the relevance, and sustainability.

Question about students' interest were on number 1, 3, and 5, question about the advantage showed in number 10. Next question was about the students' achievement were on number 2, 4, and 9. For the questions about the relevance and sustainability were on 4, 6, 7, 8, and 10. Each question had three options namely a, b, and c with the score range 3, 2, and 1.

During analyzing the questionnaire, I tried to find out mean of each issue of the questionnaire given to the students. From the analyzing was got mean for each issue or question like, 2, 03; 1, 77; 2, 03; 1, 9; 2, 26; 2; 2, 83; 2, 7; 1, 31; and 2.

After finished analyzing mean of each issue, then I matched those mean with the classification of graded scores of questionnaire. Because some questions had the same issue, I tried to describe the mean by representing five questions covering all the five variables. Those questions were number 1, 2, 7, 8, and 10. The mean were 2, 03; 1, 77; 2, 83; 2, 7; and 2 which would be referred as the table below.

Table 4.2 Classification of Graded Scores of Questionnaire

Range of Mean	Students' Interest	The Advantage	Students' Achievement	The Relevance	Sustainability
0.00-1.00	Low	Not Helpful	Low	Not Relevant	Not Necessary
1.01-2.00	Medium	Helpful	Medium	Relevant	Necessary
2.01-3.00	High	Very Helpful	High	Very Relevant	Very Necessary

Table 4.3 Mean of Questionnaire Analyses

Issue	Mean	Category
Students' interest	2, 03	High
The Advantage	1, 77	Helpful
Students' Achievement	2, 83	High
The Relevance	2, 7	Very Relevant
Sustainability	2	Necessary

The result of questionnaire is useful to describe another objective of this study. That is to describe what factors are influence on students' mastery of simple past tense and their ability in using simple past tense in writing diary. Based on the questionnaire's issue, there is several

factors influence on students' mastery simple past tense. They are students' curiosity, interest, and achievement. Students' curiosity is important as a starting point to the next factors. When they are curious, it will create an interest to discover what they will know. If they have had curiosity and interest, they will attempt to love it deeply. Finally, by having hard effort they can gain maximize achievement.

4.3 Discussion of the Research Findings

In this session, I would discuss the research findings include (1) the analyses of students' ability in general, (2) test significance, and (3) the advantages and the weakness of using diary.

4.3.1 Analyses of the Students' Ability in General

In the analyses of the students' ability in general will present about (1) the analyses of students' mastery of simple past tense before and (2) after being given treatment.

4.3.1.1 Analyses of Students' Mastery of Simple Past Tense before Treatment

In the first time students given pre test about simple past tense, their ability was low.. They still had difficulties in mastering simple past tense. Moreover when it was correlated to the regular and irregular verbs and to be. Some of them seemed to tackle the difficulties by guessing as added -ed in every verb of simple past tense. At first they faced difficulties when I introduced the use of diary in mastering simple past tense. Meanwhile, they were confused of simple past tense. When they tried to write their own diary, the result was very unsatisfactory. Besides many mistakes in the use of simple past tense, they wrote the story not clearly. The events were not written in good chronological order. In other words, they wrote their own story unwell.

4.3.1.2 The Analyses of Students' Mastery of Simple Past Tense after Treatment

After being given treatment of writing diary, it was found that students' mastery of simple past tense improved. They progress in mastering simple past tense than before being given treatment. They did not face difficulties in writing diary. They could organize the sentences well. All of the elements in recount appeared in their story which was good in chronologically, the use of specific participant, generic structure, and the use of language feature. Moreover, their mastery of simple past tense increased as proven by achieving excellent mark in simple past tense and reached the minimum of criterion assessment (KKM) of English lesson applied.

4.3.2 Test Significance

During the research, I used correlation action research. The basic characteristic of action research is to overcome problems found in the teaching and learning process by means educational method step by step. Therefore, measuring the method needed test. As common in action research, there are at least two cycles which always apply test namely pre test and post test. The test significance was done through pre test writing and simple past tense and post test writing and simple past tense. There was significant students' mastery of simple past tense and their ability in writing diary using simple past tense. It could be proven by comparing students' results both in pre test and post test. The students' progress was 7.071326 and the correlation was gained with determinant index 83,6% on $\alpha = 5\%$ with $N=35$. This means that the correlation between students' mastery of simple past tense and their ability in using simple past in writing diary had very high correlation.

4.3.3 The Advantages and Weakness of Writing Diary

Although the result proved that there was correlation between students' mastery of simple past tense and their ability in using simple past tense in writing diary, I found both advantages and weaknesses in using those methods. The advantages of writing diary in correlating students mastery of simple past tense was that students could be more interested and were enthusiastic in learning simple past tense by using diary than doing such kind of grammar exercises. The next advantage was that students would not get distressed if they were asked to write story using English because they had experienced it. Writing diary also made students feel more relaxed to apply the formula of simple past tense because they could use it through writing diary using past tense regularly. The last advantage was that writing diary made students to be more aware of using any kinds of verbs because they write by themselves and they could make self correction about their mistake.

The students' mastery of simple past tense could be correlated to writing diary. However, this method also had weakness in the process. One of the weaknesses of mastering simple past tense using diary was that students were difficult to assess their writing of simple past tense because they wrote it in the form of diary which is confidential as private area to be shown for public. Therefore, it was difficult to check whether their mastery of simple past tense were good or not. Another one of the weaknesses of writing diary was that students often create words by guessing the form of simple past tense. This case was possible due to the fact that they are free to write down anything. On the contrary it was not shown in the test, as it uses conventional method or certain procedures.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter will present several conclusions and suggestions based on problems of the study both for the teacher and students.

5.1 Conclusions

The objective of this research was to describe how significant is the correlation between students' mastery of simple past tense and their ability in using it in writing diary and to describe what factors are influence on students' mastery of simple past tense and their ability in using simple past tense in writing diary. The research was held in SMK N 2 Tegal whose population was students of official administration class and the tenth year students in AP1 as the sample in the academic year of 2008/2009 second semester. I tried to explain how students' mastery of simple past tense would correlate with their ability in using simple past tense in writing diary. The research used correlation action research of two cycles.

During the research, I applied two cycles in which conducting test of simple past tense and writing diary. The difference was that in cycle I the test was pre test which was done before being given treatment. Meanwhile, in the cycle II the test was post test was done after being given treatment. The students' result in pre test and post test were analyzed statistically to measure the significant and students' progress. By using the formula it was obtained that the level significant was 0,344 with determinant index 83,

6% for $\alpha = 5\%$. Therefore it could be said that the correlation between students' mastery of simple past tense and their ability in using simple past tense was very high and the use of writing diary was proper, helpful, and necessary to correlate students' mastery of simple past tense.

The last was that teachers can apply writing diary as a method of attracting students' enthusiasm in the mastery of simple past tense because they can do it regularly and make them accustomed to give self reflection of their writing. What is meant by giving self reflection is that the students could make self correction towards their writing grammatically and systematically which is useful for them to be aware of creating a text. Besides, there are several factors which influence students' mastery of simple past tense and their ability in using simple past tense in writing diary. They are students' curiosity, interest, and achievement. Students' curiosity is important as a starting point to the next factors. When they are curious, it will create an interest to discover what they will know. If they have had curiosity and interest, they will attempt to love it deeply. Finally, by having hard effort they can gain maximize achievement.

Another one is that writing diary helps them to make a correction and ponder their past experience for the sake of better future. One important thing to be realized is that writing diary is considered private area which is impolite read in public. This condition often regarded as one of the disadvantages of writing diary.

The main points is not based on the result, but rather emphasized on the process they passed. It could be described as if a student who got high mark but he was not satisfactory with the process he learned. In other case, a student who got lower mark felt satisfactory with the process overall. These different students were the same as the object

of study which is applied writing diary, but they were different from enjoying the process which is useful everlasting rather than gaining the result. For this reason, I was respect of the fact that diary is private area and I tried to keep in secret students' diary of course it had been evaluated using recount scoring guidance as the students' measurement.

5.2 Suggestions

During the research, I could not deny that I found difficulties. Although I had prepared everything and collaborated with the English teacher, sometimes the sequence of research could not be done as planned. Therefore, sometimes I changed the planning depended on the students' condition.

The difficulty is related to time management of the classroom. Also strategies to make students interaction could run more actively. For that reason, there are several suggestions proposed not only for the teacher, but also for the students especially the institution where this study is conducted. For the teacher, it is needed to estimate the time effectively and efficiency related to the teaching and learning process. Another one is that the teacher is able to handle the classroom communicatively and giving assignment for every meeting in order to reach students interaction and get in touch with the material given, and the last is that it is better to design planning based on students' need and condition and make a note everything found during teaching learning process in order to make a self reflection.

All of suggestions were proposed not only for the teacher, but also for the students as the English foreign learner such as it is better ask to the teacher if they find difficulties, record every experience through writing diary as an initiative to increase

awareness of using grammar correctly and correcting our life in order to a better future.

The last is that it is better to memorize and differentiate irregular pattern in mastering simple past tense.

BIBLIOGRAPHY

- Ariani, A. 2007. Correlation between the Student's Mastery of Past Tenses and Their Ability to Write Short Recounts (Descriptive Quantitative Study at the Eleventh Grade Students of SMA Negeri 2 Pemalang in the Academic Year of 2006/2007). S1 Skripsi: Unpublished. Semarang. FBS.
- Arikunto, S. 2002. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta.
- Azar, B. S. 1989. *Understanding and Using English Grammar*. Prentice Hall: New Jersey.
- Brown, J. D. 1988. *Understanding Research in Second Language Learning*. Cambridge: Cambridge University Press.
- Christensen, L.B. 2001. *Experimental Methodology (8th ed)*. Massachusetts: Allyn and Bacon.
- Derewianka, B. 1990. *Exploring How Texts Work*. Sydney: Primary English Teaching Association.
- Evi H, T. 2006. A Correlation Between Students' Mastery of Past Tense and Their Achievement in Writing Recount (The Case Of The Eleventh Year Students of SMA 1 Weluri In the Academic Year 2006/2007). S1 Skripsi Unpublished. Semarang. FBS.
- Frank, M. 1972. *Modern English: A Practical Reference Guide*. New Jersey: Prentice Hall.
- , 1972. *Modern English: Exercises for non- native speakers*. New Jersey: Prentice-Hall.
- Gaurdart. 1993. Teaching Foreign Language Teachers: A Reflective Approach. *RELC Journal*. 24: 138-140.
- Gay, L.R. 1981. *Educational Research: Competencies for Analysis and Application*. Ohio: Merrill Publishing Company.
- Gerot, L and P, Wignell. 1994. *Making Sense of Functional Grammar*. Sydney: Antipodean Educational Enterprises.
- Hamayan, E. V. (n.d). Teaching Writing to Potentially English Proficient Students Using Whole Language Approaches. Online at <http://www.ncela.gwu.edu/about/> (accessed on 13th of June 2008, at 5.19 p.m.)
- Harris, D. P. 1969. *Testing English as a Second Language*. New York: McGraw-Hill Book Company.
- Heaton, J. B. 1979. *Writing English Language Tests*. London: Longman Group Ltd.

- Hayllar, et all. 2000. *Texts in Action 1: An English Workbook*. Australia: Macmillan.
- Hyland, Ken. 2002. *Teaching and Researching Writing*. Pearson: Longman.
- Johnson, D.M. 1987. *Approaches to Research in Second Language Learning*. London: Longman Group.
- Linse, C. 2006. *Practical English Language Teaching: Young Learners*. Singapore: McGraw-Hill.
- Hapsari, M. A. 2008. *Diary Writing as a Medium to Improve Writing Recount Text Ability (An Experimental Study of the Tenth Year Class of SMA 1 Sragen in the Academic Year 2007/2008)*. S1 Skripsi Unpublished. Semarang. FBS.
- Murphy, R. 1985. *English Grammar in Use: A Self Study Reference and Practice Book for Intermediate Students, with Answer*. New York: Cambridge University.
- Nunan, D. 2005. *Practical English Language Teaching Grammar*. New York: McGraw-Hill Company, Inc.
- Oppenheim, A.N. 1966. *Questionnaire Design, Interviewing and Attitude Measurement*. New York: Martins Press.
- Pardiyono. 2001. *Sukses EBTANAS dan UMPTN Bahasa Inggris.: Soal dan Pembahasan*. Jakarta: Erlangga.
- Peterson, P. W. 2004. *Practical American English Series Writing with Explanation and Exercises Beginning/ Intermediate Level*. Jakarta: Gramedia.
- Ramelan. 1992. *Introduction to Linguistic Analysis*. Semarang: IKIP Semarang Press.
- Riduan. 2005. *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*. Bandung: Alfabeta.
- Sa, J. 2001. *Diary Writing: A Research Method of Teaching and Learning*. *Education-line*. <http://www.leeds.ac.uk/educol/documents/00001698.htm>. (accessed on 13th of June 2008, at 3.21 p.m.)
- Suparno, P. 2008. *Action Research, Riset Tindakan untuk Pemula*. Jakarta: Grasindo.
- Supriyanto, M. 2008. *A Correlation Study between Students Mastery of Simple Past Tense and Their Ability in Expressing Past Activities in Writing*. S1 Skripsi Unpublished. Semarang. FBS.
- Wallace, J. M. 1998. *Action Research for Language Teachers*. UK: Cambridge University.

Vocational Education. Online at http://en.wikipedia.org/wiki/Vocational_education. (accessed on 13th of June 2008, at 2:11 pm)

http://en.wikipedia.org/wiki/Personal_journal (accessed on 13th of June 2008, at 2:01 pm)