ANALYSIS OF STUDENT ABILITY
OF USING SIMPLE PAST AND PAST PERFECT TENSE IN WRITING RECOUNT TEXT FOR 4TH SEMETER STUDENTS OF TBI STAI RAKHA AMUNTAI

Ida Yanti[1], Istiqamah Ardila[2], Jumiati[3]
STAI Rasyidiyah Khalidiyah Amuntai,Kalimantan Selatan
Iday9503@gmail.com, ardilaistiqamah@gmail.com, jumiatim53@gmail.com

Abstract

This researcher focuses on analysis of student ability of using simple past and past perfect tense in writing recount text for 4th semester students of TBI STAI RAKHA Amuntai. The purpose of this study are 1) To find out the use of simple past and past perfect tense in writing recount text for 4th semester students of TBI STAI RAKHA Amuntai. 2) To find out the use of regular verb and irregular verb in writing recount text for 4th semester students of TBI STAI RAKHA Amuntai.

The method used in this research is qualitative semester employed 4th TBI STAI RAKHA Amuntai students which was selected as the subject of this research consisting of 24 students. Then, the object of this research was the ability of students to use simple past and past perfect in writing recount text for 4th semester students at TBI STAI RAKHA Amuntai. Data collection technique used by researcher in this study were test, interview, and documentary. The test was distributed to semester 4th students and then to strengthen the answer from the test, the researcher conducted interviews to students and lecturers who teach structure and writing courses. The collected data was analyzed by reducing data, presenting data, drawing conclusion and verifying data.

The result of the research shows that the students' ability to use simple past and past perfect in writing recount text is 71 which is good category and the ability of students to use regular verb and irregular verb in simple past and past perfect the average score of students is 82,8 very good category.
Moreover, based on the result of students' interview, every student has difficulties in writing text. There are four difficulties that the researcher encounters when they wrote recount text, namely their lack of knowledge about making recount text, learning method of teacher in their previous schools were less interesting, lack of vocabulary, and lack of interest in learning English.

It is important for students and lecturer concerned to know this. The hope is that students are able to improve their abilities because good skill will encourage motivation in learning English, especially writing skill. Lecturer are expected to pay attention to student habits in the learning process, especially in writing skill.

Keywords: Analysis, Student's Ability,Simple Past, Past Perfect,Writing Skill.

INTRODUCTION

Along with the development and growth of educational institutions, English becomes the center of government attention besides Arabic. Given the importance of english in the world of education, the government has regulated English to be taught from the first level to tertiary institutions. One of the aims of teaching English is developing the ability involves the four skills; listening, speaking, reading, and writing. The researcher is mainly focused on writing skill, because writing is considered the most difficult and complicated language skill to be learned.

Gebhardt and Dawn Rodrigues argue that, writing is one of the most important things you do in college. Brown states that writing thinking process, because writing is aprocess of putting ideas down on paper transform thought into words and give them. Sharplet state actually, writing is an opportunity, it allows students to express something about themselves, explore and explain idea. Students can convey their idea in mind by organizing them into good text. Mastering vocabulary and tenses is the main key to getting good writing. We have to choose the right vocabulary and arrange word into sentence and develop them into paragraph. From this theories it can be concluded that writing is an activity that is often carried out at school. Students should be able to learn to write.

Writing is one of the language skills. Where students start writing word then arrange them into sentence and finally make paragraph. Writing is not easy thing, because to use the correct diction, chronology, and spelling of word. Express felling, thought, share opinion or idea and express willing ness to write. Writing text is the ability of student to arrange idea from one paragraph to another and make effort and coherently so that they are meaningful. There are many text that must be studied in english, but the researcher only focuses on recount text. Recount text is one of the text that students learn. This text is written with the aim of informing reader or people about something that happened in the past. It can be an experience or an event.

The purpose of recount text is to describe past experience by retelling event in the order in which they happened. Regarding this matter, the writer choose

recount text as researcher material and teaching material in teaching English because most of it tells about past event. And in recount text there are tenses in the past form.

Tenses is a grammatical form of a verb that describe whether an activity or event is happening present, has happened past, and will happen future. Students must master the structure or arrangement of procedure in writing sentence and they must learn sixteen tenses. The researcher focuses on recount text in which there are simple past and past perfect tense. The simple past is used to talk about an activity or state of how it started and ended in the past. And the past perfect is used to talk about activities or state of activity that ended in the past.

Simple past is used to talk about an event that happened in past at a certain time. Sentence in simple past are marked with a verb 2 which shows past tense. Verb 2 is only used in positive sentence. If the sentence form is negative and a question, it will return to the first root verb by add did before verb. Verb in tense consist of form V1, V2, and V3. In simple past, the verb used is the second form of verb 2. For regular verb always ends in –ed, -d, or –ied from the base form. And irregular so that their shape change from the basic form.

Past perfect is used to talk about activities or circumstance that ended in the past. Past perfect use the word HAD and verb 3 or it is also called the past participle. The use of HAD has become an auxiliary verb and has become part of the formula and rules of past perfect itself. Past participle is formed by add –ed, -en, -d, -t,-n, or –ne to base form of regular verb. And irregular verb form of the past participle is also irregular.

RESEARCH METHOD

The focus of this research is to find out the use of simple past and past perfect in writing recount text and to find out the use of regular verb and irregular verb simple past and past perfect in writing recount text. The researcher use qualitative research. Creswell stated that qualitative research addresses the meaning people or groups give to social or human problem begins with assumptions and the application of interpretative or theoretical frameworks that guide the study of research problems.[1] In this research, the researcher used qualitative method to see

descriptive phenomena. Related recount text, the researcher collects data by giving students a written test and conducting interviews. The test result that have been collected are calculated and divided into several categories. Then, the researcher conducted interviews with students who had scores below the average to find out their difficulties. After that, the findings of this study are explained in the form of words in a narrative. Researcher used qualitative method according to the research objectives to analysis of student ability of using simple past and past perfect tense in writing recount text for 4th semester students.

Data analysis is the last step to find out the result of the research that has been done. In data analysis, Miles and Huberman explained that in analyzing data there are three main stage, reduction, display, and verification. TBI STAI RAKHA AMUNTAI. Below is the criteria for scoring simple past and past perfect as the first part of the writing test.

TABLE
CRITERIA SCORE SIMPLE PAST AND PAST PERFECT

No	Score	Criteria
1	81-100	Excellent
2	61-80	Good
3	41-60	Fair
4	21-40	Poor
5	0-20	Low

TABLE
CRITERIA SCORING WRITING

No	Score	Criteria
1	91-100	Excellent
2	81-90	Very good
3	71-80	Good
4	61-70	Fair
5	51-60	Poor
6	<50	Very poor

The researcher find out the students mean score by using the following formula: $X = \frac{X}{N}$

X : The main score

X : Total score

N : Total sample

Reid as cited in Purwati stated, that the evaluation which using analytic method elaborate writing product into five components. They are content, organization, vocabulary, language use, and mechanic.

FINDINGS AND DISCUSSION

1. Students' ability in using simple past and past perfect in regular verb and irregular verb.

TABLE

LIST OF STUDENTS WRITING ABILITY SCORE USING SIMPLE PAST AND PAST PERFECT IN REGULAR VERB AND IRREGULAR VERB.

No.	Name	Score
1	X1	100
2	X2	100
3	X3	100
4	X4	67
5	X5	75
6	X6	100
7	X7	75
8	X8	75
9	X9	84
10	X10	100
11	X11	92
12	X12	92
13	X13	84
14	X14	58
15	X15	75
16	X16	67
17	X17	84
18	X18	84
19	X19	100
20	X20	67
21	X21	67
22	X22	84
23	X23	84
24	X24	75
JLH	24	1.989
	Average	82,8

From the result of students writing ability using simple past and past perfect in regular verb and irregular verb, it can be seen that the highest score is 100 and lowest score is 58 out of a total 24 students and an average score is obtained 82,8.

STUDENTS ABILITY USING SIMPLE PAST AND PAST PERFECT

No	Score	Frequency	Criteria
1	81-100	14	Excellent
2	61-80	9	Good
3	41-60	1	Fair
4	21-40	0	Poor
5	0-20	0	Low
	Total	24	

From the table above it is known that students writing skills in using simple past dan past perfect are 14 students who get a score of 81-100 means excellent, there are 9 students who get a score of 61-80 means good, there are 1 students who get a score of 41-60 means fair, and no student get a score 0 or low.

The result of test are used to measure students ability to writing using simple past and past perfect. The value of student answer can be collected and researcher found:

TABEL
STUDENTS ABILITY TO USE REGULAR AND IRREGULAR WORDS

No	Score	Frequency	Criteria
1	81-100	7	Excellent
2	61-80	12	Good
3	41-60	5	Fair
4	21-40	0	Poor
5	0-20	0	Low
	Total	24	

From the table above it is known that the ability of students to use regular and irregular words is that there are 7 students who get a score of 81-100 means excellent, there are 12 students who get a score of 61-80

means good, there are 5 students who get a score of 41-60 means fair, and no student get a score of 0 or low.

2. Students' writing ability in recount text by using simple past and past perfect in recount text

STUDENTS' WRITING ABILITY USING SIMPLE PAST AND PAST PERFECT IN RECOUNT TEXT.

No	Name	Content	Organization	Vocabulary	Grammar	Mechanics	Value
1	X1	25	15	20	25	4	89
2	X2	30	20	20	25	5	100
3	X3	28	20	20	24	5	97
4	X4	15	17	15	16	3	66
5	X5	15	15	17	15	3	65
6	X6	15	13	15	20	4	67
7	X7	13	15	15	15	4	62
8	X8	15	13	17	20	3	68
9	X9	15	13	17	20	3	68
10	X10	12	10	10	5	2	39
11	X11	16	19	10	5	3	53
12	X12	15	13	15	20	2	65
13	X13	30	20	20	25	5	100
14	X14	13	9	10	5	3	40
15	X15	15	13	20	20	3	71
16	X16	15	13	20	20	3	71
17	X17	15	15	18	20	3	71
18	X18	17	13	20	15	3	68
19	X19	20	18	20	20	4	82
20	X20	20	15	15	20	4	74
21	X21	20	12	15	18	5	70

22	X22	20	15	17	20	4	76
23	X23	16	13	15	18	4	66
24	X24	18	15	17	25	4	79
Total Score		433	354	398	436	85	1.707
Average Score		18	15	17	18	4	71

CRITERIA SCORING WRITING

No	Score	Criteria
1	91-100	Excellent
2	81-90	Very Good
3	71-80	Good
4	61-70	Fair
5	51-60	Poor
6	<50	Very poor

So the average student score is 71,125 belongs to good criteria, it can be said that students ability to use simple past and past perfect in writing recount text is good.

CONCLUSION

Based on the result of the analysis and description describe earlier, the following conclusions can be drawn:

1. Students ability to use simple past and past perfect in writing recount text still has some problem, especially in making recount text. The result of the study indicates that the ability to use simple past and past perfect in writing recount text for 4th semester students TBI STAI RAKHA Amuntai is 71,125. As a whole can be said to be good, but if it is sorted into students ability to use simple past and past perfect in the text, included in the good category but still lacking in writing skills.

2. The ability of student to use regular and irregular from simple past and past perfect tense in writing recount text in semester 4th students TBI STAI RAKHA Amuntai 2022/2023. Students as a whole can be to very good. Students ability to distinguish regular and irregular words and make simple past and past perfect sentences is included the excellent category or with a score of 82,8.

REFERENCES

Department of education and culture, *Big Indonesian Dictionary*, Jakarta: PT, Balai Pustaka, 2016

Fitri N, et.al, *English for worldwide*, (East Java: LLPM),2021)

Miles, M. B., & Huberman, A. M, *Qualitative Data Analysis.* Sage publication, 1994

Carrel, Joyce Amstrong, *Writing and Grammar Communication and Action.* America: Prentice Hall,(2011)

Insenalia Sampe Roly Hutagulung, *Error Analysis on students' writing of recount Text at Grade ten in SMK Negeri 1 Bandar Masilam*. (Jurnal of English teaching as a Foreign Language) ISSN: 2459-9506,(2017)

Ikatan sarjana pendidikan Indonesia, *Jurnal Pendidikan*, (Jakarta: PT.Ianto putra perkasa,1993)

George Wilkinson & Dony Hariyanto, *Complete English Grammar*, (Jakarta: Pustaka Indonesia,2004)

Sugeng Aryanto*, Introducing Tense,* (Bandung: Raya Expert,2008)

Purwanti, R, *The Use of Brain Writing Strategy to Improve the Students' Writing Skill in Descriptive Text (A Classroom Action Research of the School Grade Students' at MTSN 1 Susukan in Academic Year of 2016/2017),* (Dectoral Dissertation, Fakultas Tarbiyah dan Ilmu Keguruan),2016

Sujarwo, *journal of empiricism education*, Wonogiri,2 (2),2020

Polce Aryanto Bessies, et.al, *Dalil 16 Tense*,(Yogyakarta: CV Budi Utama,2015)

Barnet, et.al, *Practical Guide to Writing: with Additional Readings (6th ed).* New York: Addision Wesley Long