

**“THE CORRELATION BETWEEN STUDENTS’ SIMPLE  
PAST TENSE MASTERY AND STUDENTS’ ABILITY  
IN WRITING SPOOF TEXT”**



**A Thesis**

Submitted as Partial Fulfillment of the Requirements for S1-Degree

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## ABSTRACT

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Writing is an activity to product or construct ideas into written form with good structure of word and understandabl e. Simple past tense is a tense that use for describe events in the past. People use the simple past tense to talk about action and situation which they see as complete in the past. This research aimed to find out the correlation between students' simple past tense mastery and students' ability in writing spoof text at the eleventh grade of SMAN 1 Tegineneng Lampung. The design of this research was Correlational Research. The population of the research was the first Semester students at eleventh grade which consisted of 114 students in 4 classes. The sample of this research was in 1 class only which consisted of 31 students from XI MIPA 1. The technique was Random Sampling and the data were collected by the test of past tense and writing ability. The researcher used SPSS 25.0 to analyze the data. The result of this study shows that the mean of simple past tense test was 64.65 and the mean of writing test shows that 66.48. The correlation coefficient was 0.911 at the significant level of 0.05. The correlation coefficient (0.911) was within the interval 0.800 – 1.000, the meaning was the interpretation of correlation could be categorized high correlation. Based on the result, it could be concluded that the correlation coefficient  $H_a$  was accepted. Therefore, there was a correlation between students' simple past tense mastery and students' ability in writing spoof text.

**Keywords:** Correlation Research, Past Tense, Writing Spoof Text.



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The following thesis entitled : **THE CORRELATION BETWEEN STUDENTS' SIMPLE PAST TENSE MASTERY AND STUDENTS' ABILITY IN WRITING SPOOF TEXT** by Tri Utami NPM: 1611040362, Department: English Education, has been successfully defended as Thesis Defense of the Faculty of Tarbiyah and Teacher Training, Raden Intan State Islamic University, Lampung, the thesis defense was held on: Monday, December 26<sup>th</sup> 2022.

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## DECLARATION

I hereby declare that this thesis entitled, “The Correlation between Students’ Simple Past Tense Mastery And Students’ Ability In Writing Spooof Text” is completely my own work. I’m fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in this thesis.

Bandar Lampung, October 2022

Declared by,



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## MOTTO

الْمُتَوَكِّلِينَ يُحِبُّ اللَّهُ إِنَّ َ اللَّهُ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ

Then when you taken a decision, put your trust in Allah, Allah loves those who put their trust in him.

(Ali Imran: 159) <sup>1</sup>



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<sup>1</sup> Departemen Agama RI. Al- Quran Tajwid Dan Terjemahnya. PT Syamil Cipta Media. 2006 P.71

## DEDICATION

1. Allah SWT who always loves me and keeps me everywhere and everytime.
2. My beloved Parents, Mr. Suratin and Mrs. Sukinem, who always pray to me, give the support and motivation to me.
3. My beloved brother, Husni Mukharis and Heri Ashari who also gives support to me.
4. My beloved Partner and friends who always support me to finish this thesis.
5. My beloved almamater, State Islamic University of Raden Intan Lampung.



## CURRICULUM VITAE

The researcher's name is Tri Utami. Her nickname is Tami. She was born in Negara Saka, April 21<sup>th</sup>, 1998. She is the third child of Mr. Suratin and Mrs. Sukinem. She began her study at SDN 03 Negara Saka, Pesawaran and graduated in 2010. After that, she continued her study at SMP PGRI Pejambon, Pesawaran and graduated in 2013. After she finished from junior high school, continued her study at SMA Negeri 1 Natar, Lampung Selatan and graduated in 2016. Then, she continued her study at State Islamic University of Raden Intan Lampung as a student of English Education Study Program of Tarbiyah and teacher Training Faculty.





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Finally, it has to be admitted that nobody is perfect and the researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, Oktober 2022

The Researcher,



Tri Utami

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

In learning English, there are four language skills that students should master. They are listening, speaking, reading and writing. From those skills, writing to be the most difficult skills for students to acquire and it is considered as the most difficult subject, this is caused by lack of attention from the teachers in teaching writing in class. Writing is one of the language skills in which one can express one's ideas in written form. All language skills are related to the students must be tried adequately in all the four basic skills to make the students easily use and practice the language.

Furthermore, writing is one of language skills which is needed to be learned besides other language skill such as listening, speaking, and reading. Writing skill is complex and sometimes difficult to be taught. It is requiring mastery, not only grammatical and rhetorical device, but conceptual and judgmental elements.<sup>1</sup> It means that writing is one of the difficult English skills. It is because we should consider many components of writing for instance, arranged the words to be sentences and paragraph.

Related to writing, there are various kinds of functional texts, there are thirteen genres of text. They are spoof, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, news item and spoof. In this research the researcher uses spoof text to study in class. Spoof text is a text that has social function to reader with humorous story or funny event to entertain, which ends by twist. Spoof text uses simple past tense.

Simple past tense is a tense that is used to describe events in the past. According to Caroline and Pearson we use the simple past tense to talk about action and situation which we see as complete in the past. It means that simple past tense refers to

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<sup>1</sup> Heaton, J.B. 1989. *Writing English Language Test*. London and New York: Longman Group

complete action that occurred in the past.<sup>2</sup> simple past tense is used to talk about many kinds of past events, short, quickly, finished actions and happening, longer situation, and repeated events.

As a matter of fact, most students also have problem in mastering grammar especially in simple past tense. Consider in Widodo states that grammar is taught to furnish the basic for asset of language skills: listening, speaking, reading and writing.<sup>3</sup> Widodo states that grammatical rules enable them to know and apply how such sentence patterns should be put together. It means that to write text correctly, the students should master grammar. It is because grammar also plays a significant role in enhancing students' writing skills. It can be concluded that if students have

The important thing of mastering spoof text for SMA students are firstly the students can understand about the generic structure of spoof text, they are orientation sets the scene, events tells the happening and the last is twist, it is provide the punch line. Secondly the students can understand about simple past tense, focus on individual participant and use of temporal sequence. So by mastering the generic structure of spoof text, the students are expected to be able to write spoof text well.

One factor of spoof text mastery is tenses mastery. Spoof text use tense form, the tense is simple past tense, because one of the lexicogrammatical features of spoof text is the using of simple past tense and also simple past tense dominates the tense in writing spoof text. According to Gerot and Wignell the significant lexicogrammatical features which are correlated with something which focused on individual participant are the players in the text, the use of material process, the verbs that do by physical activities in the text and temporal sequence in when and where the story

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<sup>2</sup> Caroline, B & Pearson B, 2010. *English Grammar Secrets*. Macmillan Education. Ppl-66. Adopted from <http://grammar-teacher.com/english-grammarsecrets.pdf>

<sup>3</sup> Handoyo Puji Widodo, "Approches and Procedures for Teaching Grammar" English Teaching: Journal of practice and Critique, Vol 5 No. 1 (May 2006), p. 122



takes place and the use of simple past tense is tense that dominates in text.<sup>4</sup>

Simple past tense is a kind of tense that tells the event or the activities that began and ended in the past time. Simple past tense use past tense verb, and the adverb of time that suitable to the simple past tense such as yesterday, last year, last month, ago, and so forth.

Simple past tense is a necessary especially in writing spoof text because simple past tense has important role how to write spoof text well. So if the students want to write spoof text, the students must understand and mastering about simple past tense. When students have mastered in simple past tense, they will easier and able to write spoof text. Because of this simple past tense and spoof text have a correlation.

According to Graham and Perin, some students who have poor writing skill often write sentences incorrectly, their sentences in writing tend to often follow a simple and stereotyped format. This happened because they have minimum understanding of grammar, so they could not express their idea well while they are writing. Grammar knowledge becomes the foundation in someone's ability in creating good writing. Because of this, the correlation between grammar and writing is very close.<sup>5</sup>

Based on preliminary research at SMAN 1 Tegineneng, the researcher interviewed the English teacher namely Ms. Triana Aprilia, S.Pd. as the result of the interview, she said that the students did not good enough in writing especially in writing spoof text. They did not interest in learning English and less focus and difficult to understand about tenses and writing. Writing spoof text was one of the problems in the eleventh grade students at SMAN 1 Tegineneng. Some students commonly had some difficulties in choosing suitable tenses with the situation they wrote. If the students knew in choosing the tenses, it could make

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<sup>4</sup> Gerot And Wignel, *Making Sense Of Functional Grammar*, (Sidney : Gerd Stabler, 1994)

<sup>5</sup> Graham, S., & Perin, D. A Meta-Analysis Of Writing Instruction For Adolescent Students. *Journal Of Educational Psychology*, 2007

them easier in writing good spoof text. Also, some of them sometimes forgot to change the past tense verb used in a recount. For example, the verb ends in-d or-ed as a regular verb, but there are also some irregular verbs used in the past tense. In short, they had a problem in choosing the correct past form. Besides, it can be proved by looking at students' English score in writing test and past tense mastery in the table below:

**Table I**  
**Students' Score of Grammatical (Past Tense) Mastery at Eleventh Grade of SMAN 1 Tegineneng**

NO.	Class	Students' Score		Total
		$\geq 70$	$\leq 70$	
1.	XI 1	12	19	31
2.	XI 2	11	20	31
3.	XI 3	9	21	30
4.	XI 4	7	15	22
Total		39	75	114
Percentage		34%	66%	100%

*Source: Document of SMAN 1 Tegineneng*

Based on table of students' scores of simple past tense mastery at the eleventh grade of SMAN 1 Tegineneng, it showed that there were 75 of 114 total numbers of the students with the percentage 66% got score under 70. It indicates that most of the students still lack grammatical of simple past tense mastery.

**Table II**  
**Students' Score of Writing Ability at Eleventh Grade Of SMAN 1 Tegineneng**

NO.	CLASS	Students' score		Total
		$\geq 70$	$\leq 70$	
1.	XI 1	11	20	31
2.	XI 2	10	21	31

3.	XI 3	9	21	30
4.	XI 4	9	13	22
Total		39	75	114
Percentage		34%	66%	100%

*Source: Document of SMAN 1 Tegineneng*

In addition, based on the table above, it was found that 75 of 114 students got the score below the criteria of minimum mastery, while the other 39 students got scores above the criteria. This means most of the students still got difficulties in writing ability.

There were some previous studies to support this research. One of the research is conducted by Wahyuni Yendriani entitled "The Correlation Between Students' Mastery Of Simple Past Tense And Their Ability To Write Recount Paragraphs At The Eleventh Grade Of MAN 2 Model Pekanbaru" and result of this research is (1) the students' ability to write recount paragraph was not far away from their simple past tense mastery. They resulted was 75 as their score. The score proved that the students' ability to write recount paragraphs on enough category. (2) The correlation coefficient obtained was 0.832 which means the level of correlation between students' simple past tense mastery and their ability to write recount paragraphs at eleventh grade of MAN 2 Model Pekanbaru was high. (3) the writer concluded that there was a correlation between simple past tense and their ability to write recount paragraphs at the eleventh grad of MAN 2 Model Pekanbaru.<sup>6</sup>

And the second research conducted by Nur Aziz Imam entitled "The Correlation of Students' Understanding of Simple Past Tense On Their Ability In Writing Narrative Text At The Second Grade Of Mts As-Sunnah Kota Cirebon" and result of

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<sup>6</sup> Wahyuni Yendriani, "The Correlation Between Students' Mastery Of Simple Past Tense And Their Ability To Write Recount Paragraph" State Islamic University of Sultan Syarif Karim Riau Pekanbaru, 2019

this research is a positive correlation among simple past tense and writing narrative text.<sup>7</sup>

Based on previous researches above, the researcher interest to conducted research entitled “The Correlation between Students’ Simple Past Tense Mastery and Students’ Ability in Writing Spooof Text”

## **B. Identification of the problem**

Based on the background of the problem, the researcher identified that the problem as follow:

1. The students’ ability in writing is still low
2. The students have difficulties in learning, understanding and mastering some term in simple past tense

## **C. Limitation of the problem**

In this case, the researcher focused on the correlation between students’ simple past tense mastery and students’ ability in writing spooof text

## **D. Formulation of the problem**

The formulation of this research was: Is there any correlation between students’ simple past tense mastery and students’ ability in writing spooof text?

## **E. Objective of the Research**

The objective of the research was to know the correlation between students’ simple past tense mastery and students’ ability in writing spooof text

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<sup>7</sup> Nur Aziz Imam Doni Saputra, “The Correlation Of Students’ understanding Of Simple Past Tense On Their Ability In Writing Spooof Text” Syekh Nurjati State Islamic Institute Cirebon, 2015

## **F. Significant of the Research**

- a. For the students, by understanding of simple past tense and writing spoof text, to able communication in writing and oral language directly
- b. For teacher, can give a valuable contribution to the school dealing with the process in teaching English especially in simple past tense and writing spoof text

## **G. Scope of the Research**

- a. Subject of the research

The Subject of the research was the student at the eleventh grade in SMAN 1 Tegineneng.

- b. Object of the research

The object of this research was the correlation between students' simple past tense mastery and students' ability in writing spoof text

- c. Place of the research

The place of the research was at SMAN 1 Tegineneng.

- d. Time of the research

The research was conducted at the first semester in the year of 2022/2023.



## CHAPTER II

### LITERATURE REVIEW

#### A. Writing

##### 1. Definition of writing

Writing is a kind of productive skills. Watkins said that There are four skills in English language that can be divided into receptive and productive skills a follow, productive skills are speaking and writing, while receptive skills are listening and reading.<sup>8</sup> Rohman explains that writing is usually described as a process, something which shows continuous change in time like growth in organic nature. It is supported by Sutanto who states that writing is a process of expressing ideas or thoughts in words to others in written form. Besides that, Heaton as cited in Leguminosa, has said that writing skills are a complex cognitive activity and something difficult to teach, requiring mastery not only of grammatical and rhetorical devises but also of conceptual and judgmental elements. In the process of writing, Oshima and Hogue explain that there are roughly four steps. The first is create ideas, the second is organize the ideas, the third is write a rough draft and in the fourth and final step is edit and make revisions.

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements. The following analysis attempts to group the many and varied skills necessary for writing good prose into five general components or main areas.

- a. language use: the ability to write correct and appropriate sentences;

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<sup>8</sup> Watkins, peter (2005). *Learning to teach English*. Surrey: Delta publishing

- b. mechanical skills: the ability to use correctly those conventions peculiar to the written language - e.g. punctuation, spelling;
- c. treatment of content: the ability to think creatively and develop thoughts, excluding all irrelevant information;
- d. stylistic skills: the ability to manipulate sentences and paragraphs, and use language effectively;
- e. Judgement skills: the ability to write in an appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, organize and order relevant information.<sup>9</sup>

## 2. The components of writing

Hughey, et.al. propose five components of writing that must be notice by writer in a composition :

### 1. Content

It is related to the content of the writing itself. It means the ability of the writer to think creatively and develop their good ideas.

### 2. Organization

It pertains the ideas which must be stated clearly, well organized, logically sequence and cohesive.

### 3. Vocabulary

Vocabulary used should be sophisticated range and effective words idiom in order to make a good writing

### 4. Language use/grammatical feature

It is related to the highlight effective complex construction, few errors of agreement, and the other of articles is used. In composing paragraphs or texts, the mastery of grammatical order is very important for

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<sup>9</sup> J. B Heaton, “ *Longman Handbooks for Language Teachers*”, London and New York



writers. It will influence what messages that will be caught by the readers.

### 5. Mechanics / spelling and punctuation

It is related to the ability of the writer to mastery convention, spelling, punctual, capitalization, etc.<sup>10</sup>

## 3. Process of Writing

Bailey explains that process of writing, it is important to learn the basic of writing process, at the same time it is useful to be aware of the elements that contribute to good writing.<sup>11</sup> this can be interpreted as before we are going to write something, we must know the process of writing so that we can write properly and correctly.

The writing process is a step or stage taken by the writer to create something in writing with a good and correct format. In writing process have four steps, they are planning, drafting, editing, and final version.<sup>12</sup> According to Linse, they are some process of writing, they are prewriting, writing, revising, editing, and publishing.<sup>13</sup> This research concludes that the stages of the writing process are rewriting (planning), drafting, editing and publishing (final version). Base on according by expert, the researcher deduces this research by four steps in writing process, they are rewriting (planning), drafting, editing and publishing (final version).

### 1. Pre Writing (Planning)

Harmer stated that in planning, before starting to write you must determine the topic or object to write and what content you want to write about.<sup>14</sup> Moreover, pre writing or

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<sup>10</sup> Hughey, Jane B, et al. 1983. *Teaching ESL Comoisition: Principle and Teaching Techniques*. Rowley, Massachusetts: Newbury House Oublished.

<sup>11</sup> Stephan Bailey, *Academic Writing a Handbook For International Students*, (London & New York : Routledge, 2006), p.1

<sup>12</sup> Jeremy Harmer, *How to Teach Writing*, ( Essex: Longman, 2004), p.4

<sup>13</sup> Caroline T. Linse, *Pratical English Teaching Young Learners*. (New York: Mc. Grauhill Companies, 2005). P.102

<sup>14</sup> Jeremy Harmer, Loc. Cit.,

planning is the initial stage in the writing process, which must determine or decide a topics or objects that will be used as material or content in writing.

## 2. Drafting

Drafting is the next stage that starts after getting ideas and topic in the writing process. Harmer said, drafting mention the first step in the writing process. After selecting a topic, the writer then searches for and writes down some information related to the topic they choose.<sup>15</sup> It can conclude that drafting is a concept that is create from your ideas in a draft that fits the topic and produces good and appropriate ideas.

## 3. Editing

Harmer states that the writer makes a product. To find out where the mistakes are in writing, the writer gets criticism, suggestions and opinions from someone as a reader. This is to make it easier and can help writer to edit the text.<sup>16</sup> It can conclude that in editing or revising you can change, modify and delete the ideas contained in your writing.

## 4. Publishing (Final Version)

After revising the draft, students make changes and rearrange them as necessary and make the final version. And finally, the written text is ready to be sent to the intended readers.<sup>17</sup>

Based on the explanation above, it can be concluded that in the writing process there are four stages the writer goes through, namely: the first stage, namely planning or prewriting, this stage the student determines the topic to be written into the writing. The second stage is the draft, constructing the concept of ideas in the draft. The third stage is editing or revising, editing, which is the process by which the author changes, modifies or compiles the ideas

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<sup>15</sup> Jeremy Harmer, Op.Cit., P.5

<sup>16</sup> Jeremy Harmer, Loc. Cit.

<sup>17</sup> Ibid

that are obtained. After that the last stage is the last version (publishing).

## **B. Text**

### **1. Kind of Text**

English has many types of text types. Each has its own characteristics and functions. Senior students must know about the written text. Siahaan said that text is a meaningful linguistic unit in a context.<sup>18</sup> That is, text is a linguistic unit in both linguistic and non-linguistic contexts. Siahaan stated that in English there are various kinds of text in writing, there are:

1. Narrative text is text to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.
2. Descriptive text is to describe a particular person, place or thing in detail.
3. Recount text is to retell something that happened in the past and to tell a series of past event.
4. Explanation text is to explain the processes involved in the formation or working of natural or socio-cultural phenomena
5. Anecdote text is a text to share with others an account of an unusual amusing incident.
6. Procedure text is a text to make or to do something. It gives an instruction about the step to do something.
7. Discussion text is a text that to present points of view about an issue.
8. Review text is a text critique an art work or event for public audience.

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<sup>18</sup> Sanggam Siahaan, Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p.1

9. News item is text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.
10. Spoof text is a text to retell on event with humorous twists.
11. Report text is a text to retell event for purpose of informing or entertaining.
12. Analytical exposition is a text to persuade the reader or listener that something in the case.
13. Hortatory exposition is to persuade the readers or listeners that something should or should not be the case.

## **C. Spoof text**

### **1. Definition of spoof text**

Spoof text is text which tell factual story with funny story. The social function of spoof text is to tell an event with humorous twist and entertain the reader. The purpose of spoof text is to tell an event with a humorous twist and entertain the reader in spoof text. So, if there is no twist in the end of the text. It will not be a spoof text.

Sudarwati and Grace state that a spoof has a generic structure/text organization and language features. Dealing with text organization, Djuharie explains as follows:

- a) Orientation: orientation appears as an introductory part of the text. it will guide the readers to show what kind of a text that he will he reading and it is also the beginning of the story.
- b) Events : events are included as part of the text that recite the events that happened in the story usually in chronological order
- c) Twist: the twist is a part of text near the end of the story that tells about something that was unpredictable that make the readers smile and laugh. This is the funniest part of the story.

According to Sudarwati and Grace a spoof text has the following language features:

1. Noun : deals with people, animals or certain things in the text
2. Action verb: deals with the verbs that show events (examples: ate, ran, stayed, etc.)
3. Connectives : connectives with a sequence of events (example : first, then, after, before, finally, etc)
4. Adverbs of time and place : explain when and where the events happened (example: in the garden, two days ago, etc)

Simple past tense : simple past tense deals with activities that happened in the past, and uses verbs in the past form<sup>19</sup>.

Example :

Verbal Sentences :

She worked Yesterday

She did not work yesterday

Did she work yesterday?

Nominal Sentences :

She was busy yesterday

She was not busy yesterday

Was she busy yesterday?

## 2. Example of Spoof Text

In this research, the researcher provided examples of spoof text as follow:

The lecture on the supernatural

The professor at the university of Greece in Klamat is giving lecture on the supernatural. To get feel for his audience, he asks: “How many people here believe in ghosts ?” About 90 students raise their hands. “Well that’s a good start. Out of those you who believe in ghosts”.

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<sup>19</sup> Djuharie, O. S. (2007). Genre dilengkapi 700 soal uji pemahaman, cetakan 1. Bandung: Yrama Widya

Other example:

100

Susie came skipping up the walk. She opened the door and said, "Mommy! I got 100 today" The mother replied, "That's great, dear! What did you get in?" "Two things", Susie said. "I got 46 in science, and 54 in mathematics". 19

Other example:

The frog and the cute girl

A frog telephones the love fortune-teller hotline and is told, "you are going to meet a cute young girl who will want to know everything about you". the frog says, "this is great! Will I meet her at a party, or what?" "No", says the fortuneteller. "Next semester in her biology class".

## D. Grammar

### 1. Definition of Grammar

Grammar is an important element of a language. Mastering the grammar of a language will affect the mastery of language skills. Therefore, in studying language formally, grammar is a subject that should be studied in depth. The students need to be given adequate provision of grammar so that they have good language skills.

There are several definitions of grammar. First, according to Richards and Schmidt grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences.<sup>20</sup> The next definition, grammar is a set of rules or principles of the working of a language, its system or structure.<sup>21</sup> While Yule stated that grammar is the process of describing the structure of phrases and sentences by considering its order in a

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<sup>20</sup> Richards, J.C. and Schmidt, R. 2010. *Longman dictionary of language teaching and applied linguistics*. Four edition. Great Britain: Pearson Edition Limited.

<sup>21</sup> Brinton, J L. 2000. *The Structure of Modern English: a linguistic introduction*. The Netherland: John Benjamin Publishing Co.

language.<sup>22</sup> In addition to these definitions of grammar, Weaver divides grammar into two definitions. First, grammar is a description of the syntax of a language, and the second is a set of rules or prescription of how to use language.<sup>23</sup>

Grammar can be grouped into several types. Cook classifies grammar into 5 (five) types, namely:

1. Prescriptive grammar: is a way to explain how someone should say something, not explaining how someone says something.
2. Traditional grammar: a system of how sentence structures are used in schools, based on the classical language grammar.
3. Structural Grammar: a system for describing language sentence based on the preparation of smaller structures into a larger structure.
4. Linguistic/grammatical competence: seen from this angle, grammar is the knowledge of a person (speaker) about the structure of a language that has regularity. The owner of a language knows how to use grammar without studying it.
5. EFL grammar: a person who is not a native speaker of a language will know the grammar of a language by studying it. Therefore this type combines elements of traditional and structural grammar.<sup>24</sup>

## 2. Learning Grammar

According to Harmer in the learning of grammar, there are two common approaches contrasted: deductive and inductive approach. In the deductive approach to learning grammar, students will be given an explanation or grammar formulas. Based on this explanation students then create a

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<sup>22</sup> Yule, G.2006. *The study of a language*. New York: Cambridge University Press.

<sup>23</sup> Weaver, C. 1996. *Teaching grammar in context*. Heinemann.

<sup>24</sup> Cook, V. 2008. *Second language learning and teaching*. London: Hodder Education.

phrase or sentence in the language he had learned. Inductive approach is the opposite of the deductive approach. On learning grammar with inductive approach students do not learn the formula used but students are given examples of sentences first. From these examples students will try to find the formulas of the sentences.<sup>25</sup>

### 3. Problems in Learning Grammar

According to Ellis the difficulty in learning grammar can be grouped into three, namely: the difficulties associated with environmental factors of language, with linguistic factors, and psychological difficulties. Factors related to language environment are how often the input obtained from the environment. Linguistic factor refers to the nature of the grammar of a language and psychological factors refer to the ability to learn.<sup>26</sup>

#### E. Tense

According to Dykes, the term tenses is derived from the Latin word ‘tempus’ which means time.<sup>27</sup> In English, the teachers/learners use tense as a method to indicate time. Tense is a part of grammar and it is a system which is used to refer time; past, present, and future. Azar states that the simple past is used to talk about activities or situations that began and ended in the past (e.g., yesterday, last night, two days ago, in 1999).<sup>28</sup>

The traditional names for the tenses in English are:

(a) ‘Present tense’, e. g. I live here.

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<sup>25</sup> Harmer, J. (2007). *How to teach English*. London: Pearson Education Limited.

<sup>26</sup> Ellis, Rod. 2009. “Investigating Learning Difficulty in Terms of Implicit and Explicit Knowledge” dalam David Singleton *Implicit and Explicit Knowledge in second Language Learning, Testing and Teaching*. Great Britain: Short Run Press Ltd.

<sup>27</sup> Dykes, B. 2007. *Grammar for Everyone: Practical Tools for Learning and Teaching Grammar*. Victoria: ACER Press.

<sup>28</sup> Azar, B. S. 2003. *Fundamentals of English Grammar* (Third Edition). New York: Longman.



- (b) 'Past tense' or 'preterite', e. g. I made a mistake.
- (c) 'Future tense', e. g. I will do it.
- (d) 'Present perfect', e. g. We haven't met yet.
- (e) 'Past perfect' or 'pluperfect', e. g. I hadn't expected this.
- (f) 'Conditional tense', e. g. We would soon find out.
- (g) 'Conditional perfect', e. g. She would have left by then.<sup>29</sup>

## **F. Simple Past Tense**

### **1. Definition Simple Past Tense**

Simple past tense is used to express a definite event in the past. Simple past tense is also used if the event happened completely in the past even the time not mentioned. According to Grain stated that simple past tense is used to talk about many kinds of past events, short, quickly, finished actions and happening, longer situation, and repeated events. He added that it is used to discuss activity or situation began and ended in the past, for example: yesterday, last night, two days ago, certain time specific.

#### **1. Form simple past tense**

The main rule is that for every verb in English, there is only one form of it in the past tense. (The exception is the past tense of to be: which has two forms: was and were).

For example: the past tense of the verb want is wanted.

Wanted is used as the past tense for all subjects/pronouns

I wanted

You wanted

He wanted

It wanted

We wanted

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<sup>29</sup> Renaat Declerck, 2006. *The Grammar of the English Tense System*. Mouton de Gruyter  
Berlin, New York.

They wanted

a) Past tense regular verbs

S + V2 + O + Adverb

To change a regular verb into its past tense form, add -ED to the end of the verb

1. Play – played
2. Cook – cooked
3. Rain – rained
4. Wait – waited

b) Example of sentence using regular verb in the past tense

- 1) Last night I played my guitar loudly and the neighbors complained
- 2) It rained yesterday
- 3) Angela watched TV all night
- 4) John wanted to go to the museum

There are some spelling rules of regular verb :

- 1) Simple form of a verb and in-y after consonant, change the -y to I and add -ed. Example : dry – dried
- 2) Simple form of a one syllable verb ends in consonant + a vowel + a consonant, double the final consonant and add -ed. Example : stop – stopped
- 3) Simple form of a two syllable verb end in a consonant + a vowel + a consonant, double the final consonant only if the syllable is stressed, example : prefer – preferred
- 4) Simple form of a verb ends in -e, add only -d. example : change- changed
- 5) Add -ed to simple form of all other regular verb. Example: ask –asked

c. Negative sentences in the past tense

S + Did not + V1 + O + Adverb

Use didn't to make a negative sentence in the past tense. This is for regular and irregular verb in English.

Compare the following:

Present: they don't live in Canada

Past: they didn't live in Canada

The main verb is in its base form (of the infinitive).

The auxiliary didn't shows that the sentence is negative and in the past tense

Both don't and doesn't in the present tense become didn't in the past tense:

Present: you don't need a mechanic

Past: you didn't need a mechanic

Present: he doesn't speak Japanese

Past: he didn't speak Japanese

d. Questions in the past tense

Did/Did not + S + V1 + O + Adverb?

Use did to make a question in the past tense. This is for regular and irregular verbs in English

Present: do they live in France?

Past: did they live in France?

Present: does he live in Italy?

Past: did he live in Italy?

Can also use a question word before did to ask for more information

a. When did you study? I studied last night

b. Where did you study? I studied at the library

e. Irregular verb in the past tense

Irregular verbs are only irregular in affirmative/positive sentences

For example: the past tense of go is went

It does not end in –ED so it is considered irregular

The word went is used for all subjects –I, you, we, they, he, she, it

- 1) They went to the beach
- 2) They didn't go to the beach – didn't shows that we are talking in the past tense
- 3) Did they go to the beach? – did shows that we are talking in the past tense

The pattern of past tense of verb be:

S + was/were + substantive (adverbial of phrase) + ...

S + was/were + not + substantive (adverbial of phrase) + ...

Was/were + S + substantive (adverbial of phrase) + ...

Wasn't/weren't + S + substantive (adverbial of phrase) + ...

For example:

- 1) Ana was at hospital yesterday
- 2) Ana was not at hospital yesterday
- 3) They were absent last Wednesday
- 4) They were not absent last Wednesday
- 5) Was Ana at hospital yesterday?
- 6) Wasn't Ana at hospital yesterday?
- 7) Were they absent last Wednesday?
- 8) Weren't they absent last Wednesday?

## G. Correlation between Grammar and Writing

Learning language includes writing skill, grammar also plays important role in writing. To create good writing, students must master grammar well. According to Graham and Perin, students who have poor writing skill often write sentences incorrectly, their sentences in writing tend to often follow a

simple and stereotyped format. This is because they have minimum understanding of grammar, so they could not express their idea well while they are writing. Grammar knowledge becomes the foundation in someone's ability in creating good writing. Thus, correlation between grammar and writing is very close.

Lane said that simple past is used to indicate an action or event taking place at a specific time in the past. Because the series of events in spoof text happen in the past time, therefore, the students are required to use simple past tense to write spoof text.<sup>30</sup>

Consequently, there is a correlation between students' mastery of simple past and ability to write spoof text. The students should follow the generic structure and use the appropriate past tenses such as simple past tense. Simple past tense is tense that used to explain something that happened in the past and spoof text is a text that tells the readers about what happened in the past. The better the students in simple past, the better they will write spoof text.

## **H. Conceptual Framework**

Base on this research topic, it attempts to reveal whether or not there is a correlation between students' simple past tense mastery and students' ability in writing spoof text. The researcher seeks to determine the possibility of a correlation between the two variables though correlation statistics.

Simple past tense is used to express a definite event in the past. So, achievement in the simple past tense is seen from the student ability to understand, make and use past tense correctly and according to the right meaning.

Meanwhile spoof text is text which tell factual story with funny story and purpose of which is to tell an event with a humorous twist and entertain the reader in spoof text. Here,

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<sup>30</sup> Lane, Janet and Ellen Lange. (1993). *Writing Clearly an Editing Guide*. Boston: Heinle and Heinle Publishers.

written sequentially according to the events that occurred, it also states who was involved, where and when the event occurred, etc. Therefore, the researcher wanted to conduct a study which is aimed at finding out whether or not there is a relationship between simple past tense and writing spoof text.

### **I. The Hypothesis**

Ha : there was a significant correlation between students' simple past tense mastery and students ability in writing spoof text

Ho : there was no significant correlation between students' simple past tense mastery and students ability in writing spoof text



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