

## CHAPTER IV

### RESULT OF THE STUDY AND DISCUSSION

This chapter described the obtained data of the students' mastery of simple past tense and writing score. The presented data consisted of score description, normality, linearity, homogeneity testing and analysis of hypothesis.

#### A. Description of the Data

##### 1. The Students' Score of Simple Past Tense Mastery Test

The score of students' mastery are distributed in the following table:

**The Description Data of the Students' Mastery of Simple Past Tense Score**

NO.	Sample	X	X <sup>2</sup>
1	AS	86	172
2	AR	82	164
3	AA	78	156
4	MIN	76	152
5	DSS	74	148
6	MRD	74	148
7	NAQ	72	144
8	AM	72	144
9	BR	70	140
10	R	70	140
11	DM	70	140
12	MAYP	68	136
13	DA	68	136
14	BIS	68	136
15	DMN	66	132
16	AFR	66	132
17	SNA	64	128
18	SF	64	128
19	WK	64	128
20	AW	62	124
21	AAN	62	124

NO.	Sample	X	X <sup>2</sup>
22	DAS	62	124
23	ILA	62	124
24	SF	62	124
25	AW	62	124
26	AU	60	120
27	SF	60	120
28	MIM	60	120
29	NAJ	60	120
30	RK	60	120
31	RA	58	116
32	MDH	58	116
33	SA	56	112
34	M	56	112
35	RPP	56	112
36	A	56	112
37	SB	54	108
38	MFK	54	108
39	M	54	108
40	M	54	108
41	APP	52	104
42	SAPA	50	100
43	CAW	50	100
44	AFK	50	100
45	IR	50	100
46	MB	48	96
47	PA	48	96
48	HP	48	96
49	AAH	46	92
50	BMRP	46	92
51	MS	46	92
52	NAS	44	88
53	MIFF	44	88
54	SAK	42	84
55	MR	40	80
56	SK	40	80
57	NAA	40	80
58	OAS	36	72
59	RNH	36	72

NO.	Sample	X	X <sup>2</sup>
60	IPA	36	72
61	SB	34	68
62	R	30	60
TOTAL		3536	7072
MEAN		57.03	
MAXIMUM		86	
MINIMUM		30	

Based on the data above, students' mastery of simple past tense as the variable X, it was known  $\sum X$  was 3536 and  $\sum X^2$  was 7072 mean of the simple past tense mastery score was 57.03, maximum of the score was 86 and minimum of the score was 30. To know the classification of the students' score can be seen on the table below:

**Distribution of Students' Achievement Criteria of Simple Past Tense  
Mastery of MTsN 2 Palangka Raya**

No.	Category Score	Frequency
1.	80-100	2
2.	70-80	6
3.	60-70	17
4.	50-60	16
5.	0-50	21
	<b>Total</b>	<b>62</b>

Based on the data above, there were two students who got score 80-100. There were six students who got score 70-80. There were seventeen students who got score 60-70. There were sixteen students who got score 50-60, and there were 21 students who got score 0-50. Next, to know the

classification of the students' achievement criteria of heavy value and predicate can be seen on the table below:

**Distribution of Students' Achievement Criteria of Mastery of Simple Past Tense Score**

Mark Value	Letter Value	Heavy Value	Predicate
80-100	A	2	Excellent
70-80	B	6	Good
60-70	C	17	Fair
50-60	D	16	Poor
0-50	E	21	Very Poor

To determine the frequency of score, percent of score, and cumulative percent calculated using manual calculation as follows:

**The Frequency of Score, Percent of Score, Valid Percent and Cumulative Percent calculated using Manual Calculation**

Category Score	Frequency	Percent	Valid Percent	Cumulative Percent
80-100	2	3.23	3.23	3.23
70-80	6	9.68	9.68	9.68
60-70	17	27.42	27.42	27.42
50-60	16	25.81	25.81	25.81
0-50	21	33.87	33.87	33.87
<b>Total</b>	<b>62</b>	<b>100</b>	<b>100</b>	<b>100</b>

Based on the data of percent of score, it can be concluded that there was 3.23% students who got score 80-100. There were 9.68% students who got score 70-80. There were 27.42% students who got score 60-70.

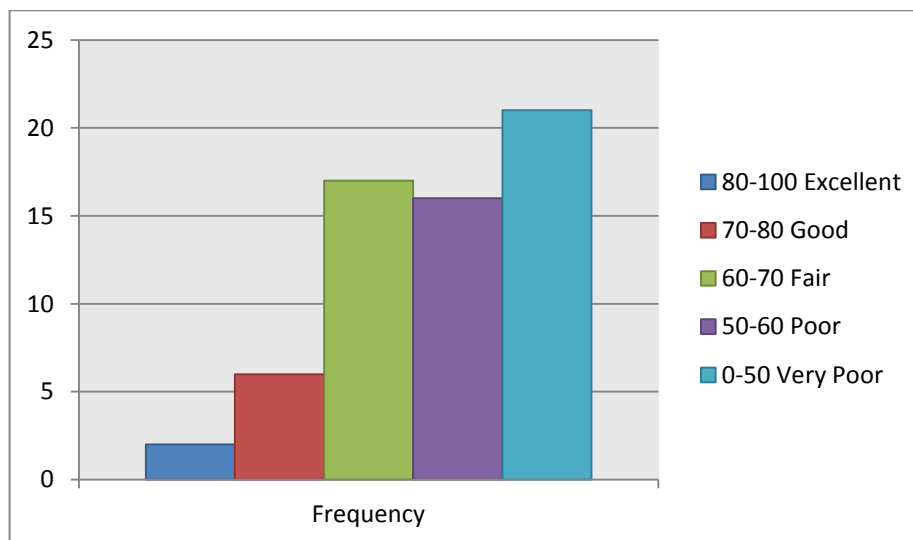
There were 25.81% students who got score 50-60. And there were 33.87% students who got score 0-50.

The next step, the result calculated the scores of mean using manual calculation as follows:

$$M_x = \frac{\sum fxi}{n} = \frac{3536}{62} = 57,03$$

Based on the result above using manual calculation, it was found that the mean score of simple past tense mastery score was 57.03. The distribution of students' mastery of simple past tense score can also be seen in the following figure.

**Histogram of Students' Simple Past Tense Mastery Score**



It can be seen from the figure above the students' mastery of simple past tense score. There were twenty one students who got 0-50 with predicate very poor. There were sixteen students who got score 50-60 with predicate poor. There were seventeen students who got score 60-70 with predicate fair. There were six students who got score 70-80 with predicate

good. And there were two students who got 80-100 with predicate excellent.

The next step, the result calculated the score of mean using SPSS 17 program as follows:

#### **The Calculation of Statistics using SPSS 17**

N	Valid	62
	Missing	0
Mean		57.03
Std. Error of Mean		15.98
Std. Deviation		12.51
Minimum		30
Maximum		86

Based on the table above, the result calculated using SPSS 17, it was found that the mean of score were 57.03, the standard deviation was 12.51 and the standard error of mean was 15.98. Then, based on valuation scale used in MTsN 2 Palangka Raya, the average of the students' mastery of simple past tense was in fair criteria.

#### **2. The Students' Score of Writing Test**

##### **The Description Data of the Students' Writing Score**

NO.	SAMPLE	Y	Y <sup>2</sup>
1	AS	88	176
2	AR	87.5	175
3	AA	87	174
4	MIN	86.5	173
5	DSS	82	164
6	MRD	81.5	163
7	NAQ	80	160
8	AM	79	158
9	BR	79	158

NO.	SAMPLE	Y	Y <sup>2</sup>
10	R	78.5	157
11	DM	78.5	157
12	MAYP	78	156
13	DA	76.5	153
14	BIS	76	152
15	DMN	76	152
16	AFR	75.5	151
17	SNA	75.5	151
18	SF	75.5	151
19	WK	75.5	151
20	AW	75	150
21	AAN	74.5	149
22	DAS	74.5	149
23	ILA	74	148
24	SF	73.5	147
25	AW	72.5	145
26	AU	71	142
27	SF	71	142
28	MIM	71	142
29	NAJ	71	142
30	RK	69	138
31	RA	69	138
32	MDH	69	138
33	SA	69	138
34	M	68.5	137
35	RPP	68	136
36	A	68	136
37	SB	68	136
38	MFK	67.5	135
39	M	67.5	135
40	M	67	134
41	APP	67	134
42	SAPA	66.5	133
43	CAW	65	130
44	AFK	65	130
45	IR	65	130
46	MB	62.5	125
47	PA	59	118
48	HP	59	118
49	AAH	58.5	117

NO.	SAMPLE	Y	Y <sup>2</sup>
50	BMRP	58.5	117
51	MS	58	116
52	NAS	56.5	113
53	MIFF	56.5	113
54	SAK	51.5	103
55	MR	51.5	103
56	SK	51.5	103
57	NAA	51.5	103
58	OAS	49	98
59	RNH	49	98
60	IPA	49	98
61	SB	49	98
62	R	46	92
TOTAL		4239.5	8479
MEAN		68.38	
MAXIMUM		88	
MINIMUM		46	

Based on the data above, writing as the varibale Y, it was known  $\sum Y$  was 4239.5 and  $\sum Y^2$  was 8479, mean of the writing score was 68.38, maximum of the score was 88 and minimum of the score was 46. To know the classificaton of the students' score can be seen on the table below:

**Distribution of Students' Achievement Criteria of Writing Anecdote Ability of MTsN 2 Palangka Raya**

No.	Category Score	Frequency
1.	80-100	6
2.	70-80	23
3.	60-70	17
4.	50-60	11
5.	0-50	5
	<b>Total</b>	<b>62</b>



Based on the data above, there were six students who got score 80-100. There were twentythree students who got score 70-80. There were seventeen students who got score 60-70. There were eleven students who got score 50-60. And there were five students who got score 0-50.

The next, to know the classificaton of the students' achievement criteria of heavy value and predicate can be seen on the table below:

**Table Distribution of Students' Achievement Criteria of the Writing Score**

<b>Mark Value</b>	<b>Letter Value</b>	<b>Heavy Value</b>	<b>Predicate</b>
80-100	A	6	Excellent
70-80	B	23	Good
60-70	C	17	Fair
50-60	D	11	Poor
0-50	E	5	Very Poor

To determine the frequency of score, percent of score, and cumulative percent calculated using manual calculation as follows:

**The Frequency of Score, Percent of Score, Valid Percent and Cumulative Percent calculated using Manual Calculation**

<b>Category Score</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
80-100	6	9.68	9.68	9.68
70-80	23	37.10	37.10	37.10
60-70	17	27.42	27.42	27.42
50-60	11	17.74	17.74	17.74
0-50	5	8.06	8.06	8.06
<b>Total</b>	<b>62</b>	<b>100</b>	<b>100</b>	<b>100</b>

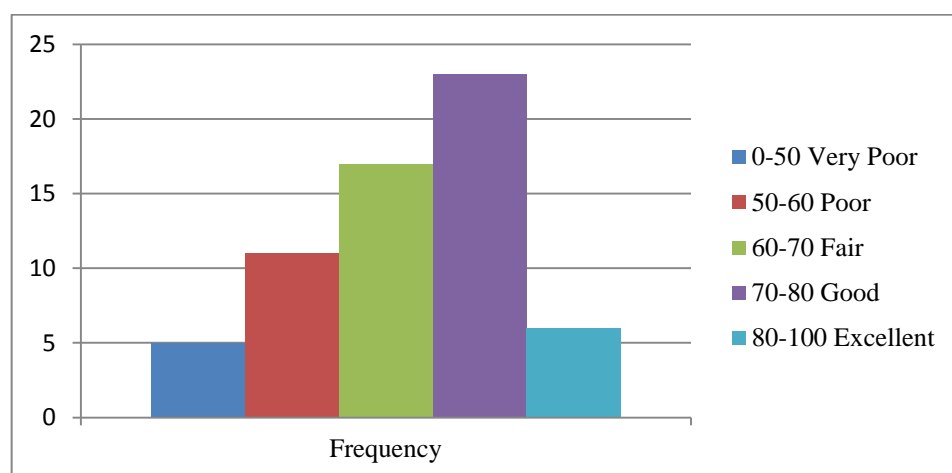
Based on the data of percent of score, it can be concluded that there was 9.68% students who got score 80-100. There were 37.10% students who got score 70-80. There were 27.42% students who got score 60-70. There were 17.74% students who got score 50-60. There were 8.06% students who got score 0-50.

The next step, the result calculated the scores of mean using manual calculation as follows:

$$M_x = \frac{\sum fxi}{n} = \frac{4239.5}{62} = 68.38$$

Based on the result above using manual calculation, it was found that the mean score of writing score was 68.38. The distribution of students' writing score can also be seen in the following figure.

**Histogram of Students' Writing Score**



It can be seen from the figure above the students' writing score. There were five students who got score 0-50 with predicate very poor. There were eleven students who got score 50-60 with predicate poor. There were

seventeen students who got score 60-70 with predicate fair. There were twenty three students who got score 70-80 with predicate good. And there were six students who got score 80-100 with predicate excellent.

The next step, the result calculated the score of mean using SPSS 17 program as follows:

#### **Calculation of Statistics using SPSS 17**

N	Valid	44
	Missing	0
Mean		68,38
Std. Error of Mean		13,67
Std. Deviation		10,74
Minimum		46
Maximum		88

Based on the table above, the result calculated using SPSS 17, it was found that the mean of score were 68,38, the standard deviation was 10,74 and the standard error of mean was 13,67. Then, based on valuation scale used in MTsN 2 Palangka Raya, the average of the students' writing score was in fair criteria.

#### **B. Testing of Normality, Homogeneity and Linearity**

##### **1. Testing of the Normality**

It used to know the normality of the data that was going to be analyzed whether both groups have normal distribution or not. Because of that, the normality test used SPSS 17 to measure the normality of the data.

**Table Normality Test using SPSS 17  
One-Sample Kolmogorov-Smirnov Test**

		X	Y
N		62	62
Normal Parameters <sup>a,b</sup>	Mean	57.03	68,38
	Std. Deviation	12,51	10,74
Most Extreme Differences	Absolute	,113	,117
	Positive	,100	,097
	Negative	-,112	-,116
Kolmogorov-Smirnov Z		,745	,770
Asymp. Sig. (2-tailed)		,636	,593

The criteria of the normality test was if the value of (probability value/critical value) was higher than or equal to the level of significance alpha defined ( $r > \alpha$ ), it meant that the distribution was normal. Based on the calculation using SPSS 17 above, the value of (probably value/critical value) from vocabulary and writing score in Kolmogorov-Smirnov Z table was higher than level of significance alpha used or  $r = 0,745 > 0,05$  for vocabulary score and  $r = 0,770 > 0,05$  for writing score. So, the distribution was normal. It meant the students' score of simple past tense mastery and writing had normal distribution.

## 2. Testing of the Homogeneity

**Table Homogeneity Test using SPSS 17**

Levene Statistic	df1	df2	Sig.
1,287	12	29	,278

The criteria of the homogeneity test was if the value of (probability value/critical value) was higher than or equal to the level significance alpha defined ( $r > a$ ), it meant the distribution was homogeneity. Based on the calculation using SPSS 17 program above, the value of (probably value/critical value) from simple past tense master and writing score of variance in sig column was known that p-value was 0,278. The data in this study fulfilled homogeneity since the p-value was  $0,278 > 0,05$ .

## 3. Testing of the Linearity

It used to know the correlation linearity of the data that was going to be analyzed between independent and dependent variable. Because of that, the test used SPSS 17 to measure the correlation linearity of the data.

**Table Linearity Test using SPSS 17**

			Sum of Squares	df	Mean Square	F	Sig.
Writing * Vocabulary	Between Groups	(Combined)	3109,992	14	222,142	2,556	,016
		Linearity	993,766	1	993,766	11,436	,002
		Deviation from Linearity	2116,227	13	162,787	1,873	,078
	Within Groups		2520,115	29	86,901		
	Total		5630,108	43			

The criteria of the linearity test was if the value of F and Sig. in the line *Deviation from Linearity* was higher than or equal to the level of significance or  $F \text{ (Sig.)} > 0,05$ , it meant that the distribution was linear. Based on the calculation using SPSS 17 above, the value of F from vocabulary mastery and writing ability was 1,873 and value of Sig. was 0,078, and analysis above showed that value F was 1,873 with Sig. 0,078 higher than level of significance alpha or  $0,078 > 0,05$  for vocabulary mastery and writing ability. So, it concluded that correlation between students' mastery of simple past tense and writing ability was linearity.

### C. The Result of Data Analysis

#### 1. Testing Hypothesis using Manual Calculation

**Table Distribution Scores Simple Past Tense Mastery and Writing Ability**

NO.	SAMPLE	X	Y	X2	Y2	XY
1	AS	86	88	7396	7744	7568
2	AR	82	87,5	6724	7656,25	7175
3	AA	78	87	6084	7569	6786
4	MIN	76	86,5	5776	7482,25	6574
5	DSS	74	82	5476	6724	6068
6	MRD	74	81,5	5476	6642,25	6031
7	NAQ	72	80	5184	6400	5760
8	AM	72	79	5184	6241	5688
9	BR	70	79	4900	6241	5530
10	R	70	78,5	4900	6162,25	5495
11	DM	70	78,5	4900	6162,25	5495
12	MAYP	68	78	4624	6084	5304
13	DA	68	76,5	4624	5852,25	5202
14	BIS	68	76	4624	5776	5168
15	DMN	66	76	4356	5776	5016
16	AFR	66	75,5	4356	5700,25	4983
17	SNA	64	75,5	4096	5700,25	4832
18	SF	64	75,5	4096	5700,25	4832
19	WK	64	75,5	4096	5700,25	4832
20	AW	62	75	3844	5625	4650
21	AAN	62	74,5	3844	5550,25	4619
22	DAS	62	74,5	3844	5550,25	4619
23	ILA	62	74	3844	5476	4588
24	SF	62	73,5	3844	5402,25	4557
25	AW	62	72,5	3844	5256,25	4495
26	AU	60	71	3600	5041	4260
27	SF	60	71	3600	5041	4260
28	MIM	60	71	3600	5041	4260
29	NAJ	60	71	3600	5041	4260
30	RK	60	69	3600	4761	4140

31	RA	58	69	3364	4761	4002
32	MDH	58	69	3364	4761	4002
33	SA	56	69	3136	4761	3864
34	M	56	68,5	3136	4692,25	3836
35	RPP	56	68	3136	4624	3808
36	A	56	68	3136	4624	3808
37	SB	54	68	2916	4624	3672
38	MFK	54	67,5	2916	4556,25	3645
39	M	54	67,5	2916	4556,25	3645
40	M	54	67	2916	4489	3618
41	APP	52	67	2704	4489	3484
42	SAPA	50	66,5	2500	4422,25	3325
43	CAW	50	65	2500	4225	3250
44	AFK	50	65	2500	4225	3250
45	IR	50	65	2500	4225	3250
46	MB	48	62,5	2304	3906,25	3000
47	PA	48	59	2304	3481	2832
48	HP	48	59	2304	3481	2832
49	AAH	46	58,5	2116	3422,25	2691
50	BMRP	46	58,5	2116	3422,25	2691
51	MS	46	58	2116	3364	2668
52	NAS	44	56,5	1936	3192,25	2486
53	MIFF	44	56,5	1936	3192,25	2486
54	SAK	42	51,5	1764	2652,25	2163
55	MR	40	51,5	1600	2652,25	2060
56	SK	40	51,5	1600	2652,25	2060
57	NAA	40	51,5	1600	2652,25	2060
58	OAS	36	49	1296	2401	1764
59	RNH	36	49	1296	2401	1764
60	IPA	36	49	1296	2401	1764
61	SB	34	49	1156	2401	1666
62	R	30	46	900	2116	1380
<b>TOTAL</b>		<b>3536</b>	<b>4239,5</b>	<b>211216</b>	<b>296923,75</b>	<b>249873</b>



To find out the correlation between simple past tense mastery and writing ability of the eight graders MTsN 2 Palangka Raya, this study used Product Moment Formula by Pearson, as follow:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

From the calculation of variable X and variable Y, it was known that:

$$N = 62$$

$$\sum X = 3536$$

$$\sum Y = 4239.5$$

$$\sum X^2 = 211216$$

$$\sum Y^2 = 296923.75$$

$$\sum XY = 249873$$

$$\begin{aligned} r_{xy} &= \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\}\{N\sum y^2 - (\sum y)^2\}}} \\ &= \frac{62 \times 249873 - (3536)(4239.5)}{\sqrt{\{62 \times 211216 - (3536)^2\}\{62 \times 296923.75 - (4239.5)^2\}}} \\ &= \frac{15492126 - 14990872}{\sqrt{(13095392 - 12503296)(18409273 - 17973360)}} \\ &= \frac{501254}{\sqrt{592096 \times 435912.3}} \\ &= \frac{501254}{\sqrt{2.58102}} \\ &= \frac{501254}{508037.3} = 0,987 \end{aligned}$$

The calculation above had shown index correlation of variable X and Y was 0,987. Based on the interpretation orientation score of “r” product, the value of  $r_{xy}$  is on 0.8-1.000. So, the result between variable X and

variable Y there is very high correlation. It meant simple past tense mastery had association with writing ability.

The result of the calculation that was counted by product moment above showed that the index of correlation was 0,987. Then, the degree of calculation degree of freedom with formula, as follow:

$$df = N - nr$$

It was known:

$$N = 62, nr = 2$$

$$Df = 62 - 2 = 60$$

The significant choose at 5%, it meant the significant level or refusall at 5%. It was illustrated as follow:

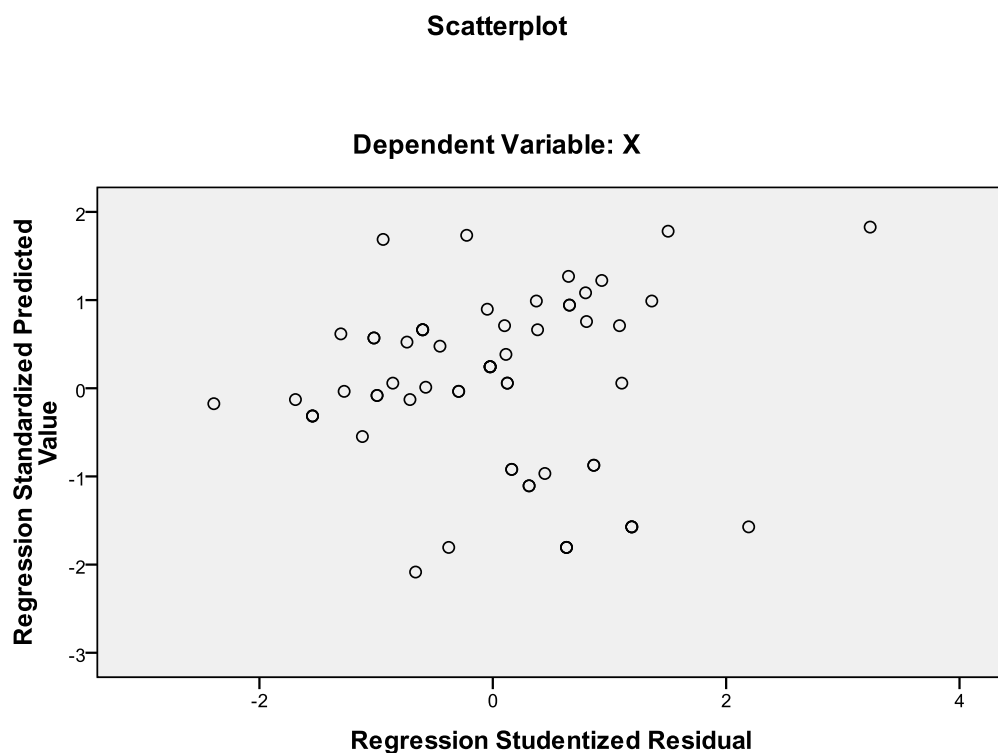
**Table Critical Value of the Product Moment Correlation Coefficient**

Df	The number of correlation variable	
	2	
	Value "r" on significant level	
	5%	1%
60	0,254	0,330

Even so, it was known the result of " $r$ " = 0,254 < 0,987 > 0,393. It can be explained that the value of " $r$ " (0,420) was higher at significance level 5% (0,304). As the result, the value of " $r$ " showed positive correlation between simple past tense mastery and writing ability at significant level 5%.

The correlation between variable X (simple past tense mastery) and variable Y (writing ability) can be illustrated by following scatter plot as follow:

**Figure the Linear of Variable X and Variable Y**



The scatter plot above illustrated the direction of the correlation between the variables. The dots going from lower left to upper right indicate positive correlation. A scatter plot with dots going from lower left to upper right indicated a positive correlation as variable X goes up, variable Y also goes up. Scatter plot of also reveals the moderate of the correlation between variables. The scatter plot above has shown the dots from a narrow band, made a straight line and spread closely. Its mean there

is strong correlation between two variables, simple past tense mastery and writing anecdote ability.

To know the contribution of the variable X and Y, this study used the formula as follow:

$$\begin{aligned} KP &= r^2 \times 100\% \\ &= (0,987)^2 \times 100 \\ &= 0,974169 \times 100\% \\ &= 97,4169 \% \end{aligned}$$

So, it means that the variable X (simple past tense mastery) gives the contribution' ability in writing anecdote at eight graders of MTsN 2 Palangka Raya was 97,4169 %.

The reject or accepted hypothesis, this study calculated  $t_{\text{value}}$  as follow:

$$\begin{aligned} T_{\text{observed}} &= \frac{r \sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0,987 \sqrt{62-2}}{\sqrt{1-0,987^2}} \\ &= \frac{0,987 \sqrt{60}}{\sqrt{1-0,987}} \\ &= \frac{0,987 \times 7.745967}{\sqrt{0,013}} \\ &= \frac{7.645269}{0,114017543} \\ &= 67,05345 \end{aligned}$$

The criteria of the test was if  $t_{\text{observed}} > t_{\text{table}}$ ,  $H_a$  was accepted. It meant there was significant correlation. If  $t_{\text{observed}} < t_{\text{table}}$ ,  $H_0$  was rejected. It meant there was no significant correlation between variables. Based on the calculation above  $t_{\text{observed}}$  was 67,05345. Next, to know df or degree of

freedom used the formula  $nr - 2$ ,  $N = 62$ . So,  $df = n - 2 = 62 - 2 = 60$  and  $t_{table} = 2,02$  at significance level 5% and 2,71 at significance level 1%. The following table was the result of  $t_{observed}$  and  $t_{table}$  from df at 5% level, as follow:

**Table Result of the Manual Calculation  $T_{observed}$**

Variable	$T_{observed}$	$T_{table}$		Df/db
		5%	1%	
X-Y	67,05345	2,02	2,71	62

The result of the  $t_{test}$  used manual calculation, it was found the  $t_{observed}$  was greater than the  $t_{table}$  at 5% significance level or  $67,05345 > 2,02$ . It means  $H_a$  (there is significant correlation between simple past tense mastery and writing anecdote text ability at eight graders of MTsN 2 Palangka Raya) is accepted and  $H_0$  (there is no significant correlation between simple past tense mastery and writing anecdote text ability at eight graders of MTsN Palangka raya) is rejected.

## 2. Testing Hypothesis using SPSS Calculation

This study also applied SPSS 17 program to calculate *correlation “r” product moment* in testing hypothesis of the study. The result of calculation SPSS 17 to support the manual calculation could be seen as follows:

**Table Correlation Index used SPSS 17 Program**  
**Correlations**

		X	Y
X	Pearson Correlation	1	,420**
	Sig. (2-tailed)		,005
	Sum of Squares and Cross-products	6949,499	2627,960
	Covariance	161,616	61,115
	N	62	62
Y	Pearson Correlation	,420**	1
	Sig. (2-tailed)	,005	
	Sum of Squares and Cross-products	2627,960	5630,108
	Covariance	61,115	130,933
	N	62	62

The table showed the result of “r” product moment calculation using SPSS 17 program. Since the result of *Pearson Correlation* was 0,420. So, both of group there was correlation.

### 3. Interpretation

To examine the truth of the false of null hypothesis, the result of *Pearson Correlation* was 0,987. Correlation , so  $H_a$  was accepted and  $H_0$  was rejected. The result of *Pearson Correlation* was interpreted on the result of degree freedom to get the  $t_{table}$ . The result of the degree of freedom (df) was 62, it found from total number of the students in both group minus 2. The following table was the result of *Pearson Correlation* and “r” table from df at 5% level.

**Table the Result “r” Product Moment**

rxy	df	The number of correlation		Result
		5%	1%	
0.987	60	0.254	0.330	5% <0.987> 1% 0.254 <0.987> 0.330 $H_a$ = accepted $H_o$ = rejected

Based on the result of interpretation was found the Pearson correlation was greater than the r table at 5% significance level or  $0,987 > 0,304$ . It means that  $H_a$  is accepted and  $H_0$  is rejected. Based on the table above there was avarege correlation between correlation variable vocabulary and writing.

It could be interpreted based on the result of calculation that  $H_a$  there is correlation between students' simple past tense mastery and writing anecdote ability at eight graders of MTsN 2 Palangka Raya and  $H_0$  stating that there is no correlation between students' mastery of simple past tense

and writing anecdote ability at eight graders of MTsN 2 Palangka Raya is rejected.

#### **D. Discussions**

Based on the result of linear, the dots going from lower left to upper right indicate positive correlation. A scatter plot with dots going from lower left to upper right indicated a positive correlation as variable X goes up, variable Y also goes up. Scatter plot of also reveals the moderate of the correlation between variables. It means the data of simple past tense mastery and writing ability in the present study have good linear association. As the result, the data in the present study can be analyzed by using parametric statistic especially product moment correlation.

Based on data analysis, simple past tens mastery gives contribution 97,4169% to writing ability. The result of product moment correlation has shown that the value of  $r_{xy}$  was greater than the value of  $t_{table}$  at 5% and 1% significant levels ( $0,304 < 0,987 > 0,393$ ). It means that null hypothesis was rejected and the alternative hypothesis was accepted.

Next, the dots in scatter plot of variable X and variable Y going from lower left to upper right. It means there was positive correlation between simpel past tense mastery and writing anecdote ability. The dots in the scatter plot also formed a narrow band. When a straight line was drawn through the band the dots would be near the line. It illustrated that there was moderate correlation between the variables. So this way, alternative hypothesis is accepted and null is rejected. In summary, there was positive correlation



between students' mastery of simple past tense and their ability in writing anecdote text of the eight grade students MTsN 2 Palangka Raya.

From the research findings, it could be considered that the good writers may effectively create a composition in case they may excellent in grammar and tenses: therefore to have the adequate grammatically tenses knowledge is insisted for them. Writing is essential subject that useful for the students to develop their idea, express their emotion through writing. Besides, writing was representation of language in textual medium through the use of sign of symbols. It means, it is in line with theory stated by Hamer in chapter II.

The result also shows the students' mastery of simple past tense was important to be developed as theorie statetd in chapter II page 12. It means that related to writing skill in using grammar to make writing paragraph, they have to mastery simple past tense. By mastery gramatical tenses, the students can improve their writing because writing is one of important skills in English.