

THE CORRELATION BETWEEN STUDENTS' MASTERY OF SIMPLE PAST TENSE AND THEIR ABILITY IN WRITING RECOUNT TEXT AT THE ELEVENTH GRADERS OF SMAN 01 KOTABUMI ACADEMIC YEAR 2020/2021

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Abstract: The aim of this study was to investigate the correlation between mastery of simple past tense in writing recount text at the eleventh graders of SMAN 01 Kotabumi in academic year 2020/2021. The kind this research is correlational research and applied proportional random sampling technique to determine the samples. The samples in this research were 40 students. The instruments used in this study were a test which divided into two types of test. The first test was written test in which the student were asked to write a recount text and the second test was simple past tense mastery test in which the students were asked to finish a multiple choice test with the total of the question consist of 25 items. Then, to prove the hypothesis, the formula of pearson product moment correlation was used by the researcher and it was obtained $r_{observed} 0,489 \geq r_{table} 0,312$. Then, obtained $t_{observed} 3,9614 \geq t_{table} 2,027$. Therefore, it can be concluded that the alternative hypothesis is accepted and null hypothesis is rejected, which can be said that there is significant correlation between students' mastery of simple past tense and their ability in writing recount text at the eleventh graders of SMAN 01 Kotabumi academic year 2020/2021.

Keywords: Correlation, Mastery of Simple Past Tense, Writing Recount Text.

Abstrak: Tujuan dari penelitian ini adalah untuk menyelidiki hubungan antara penguasaan simple past tense dalam menulis teks recount pada siswa kelas sebelas di SMAN 01 Kotabumi tahun akademik 2020/2021. Jenis penelitian ini adalah penelitian korelasi dan menerapkan teknik proporsional random sampling untuk menentukan sample. Jumlah sample dalam penelitian ini adalah 40 siswa. Instrumen yang digunakan adalah tes yang dibagi menjadi dua tes. Tes pertama yaitu tes menulis dimana siswa diminta untuk menulis teks recount dan tes kedua merupakan tes penguasaan simple past tense dimana siswa diminta untuk menyelesaikan tes dengan bentuk tes pilihan ganda yang terdiri dari 25 pertanyaan. Lalu, untuk membuktikan hipotesis penelitian, rumus pearson product moment correlation telah digunakan oleh peneliti dan memperoleh nilai $r_{hitung} 0,489 \geq r_{tabel} 0,312$. Lalu, memperoleh nilai $t_{hitung} 3,9614 \geq t_{tabel} 2,027$. Oleh karena itu, dapat disimpulkan bahwa hipotesis alternatif diterima dan hipotesis nol ditolak, dapat dikatakan bahwa ada korelasi yang signifikan antara penguasaan simple past tense siswa dan kemampuan mereka dalam menulis teks recount pada siswa kelas sebelas di SMAN 01 Kotabumi tahun akademik 2020/2021.

Kata Kunci: Korelasi, Penguasaan Tenses Simple Past, Menulis Teks Recount.

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I. INTRODUCTION

Ideally, the students are supposed to have good understanding while writing because the students are hoped to be able to write well in good structures. Therefore, it is essential for the students to understand the basic aspects of a language such as knowledge about the use of the tenses appropriately. In the learning and teaching writing of recount text in the classroom the teacher hope the students can be able to write out the text in good grammar, it includes the accuracy of using the correct tenses. However, in the real process of learning writing the students still have difficulties to finish the writing task given by the teacher. The use of some aspects in writing recount text process causes writing become a challenging activity for students.

Many experts have argued about the problems that make the students have some difficulties in writing process. According to Davies and Kharma (as cited in Novariana & Tarjana, 2018, p. 217) the students usually have difficulty in writing because they have

problems in grammatical used. From the statement above, those problems also stated by the English teacher of the eleventh grade in SMAN 01 Kotabumi who was interviewed with the researcher on Monday, July 6th2020. The teacher stated that most of the students in the eleventh grade still have low ability in writing recount text which caused by some problems. The problems that occurred during writing process at the eleventh graders of SMAN 01 Kotabumi were caused by they lack of grammar mastery, confused in implementing the correct tenses, difficult to develop the ideas, and lack of practice. All these problems made the teaching and learning process is not satisfied yet.

As the English teacher of the eleventh grade in SMAN 01 Kotabumi stated in the interview above, which explained about the students' problems in writing a recount text, most of the students made some errors in using the tenses. It is shown with students' confusion in implementing the correct tenses. The teacher explained that some

students still use present tense not past tense in writing a recount text when describing an event happened in the past, which is definitely not match with the language features of recount text itself. The fact above shows that the students still do not understand about the appropriate use of tenses. Therefore, mastery of simple past tense and others English tenses should be done by all of the students which aim to make their writing skill better. As described above, without mastery the tenses well, the students will have difficulty to do writing activity in the classroom or outside.

Based on the explanation above, the researcher assumes that in the process of writing a recount text will not be effective if the students cannot apply the tenses appropriately. Thus, the researcher is interested in doing a correlational research which aim to investigate whether or not there is correlation between both variables with the title of the research is "The Correlation between Students' Mastery of Simple Past Tense and Their Ability in

Writing Recount Text at the Eleventh Graders of SMAN 01 Kotabumi Academic Year 2020/2021."

II. LITERATURE REVIEW

Concept of Writing Ability

Writing is a way how someone can convey their thought through written form by arranging the words become a sentence that has a meaning until become coherence paragraph. Harmer (as cited in Ningsih, 2018, p. 40) stated that writing is a good ways to produce language and convey the writer's idea, feeling, and point of view about something. It is understood that in writing the students can poured out all their ideas or concept that exist on their mind by arranging the words into a meaningful sentence, then create them into a piece of writing which can be read and keep for a long time.

Additionally, in order to describe the concept of writing ability clearly, it is important to describe about ability also. According to Manser (2002, p. 1) ability means a skill or strength. From the definition

above, it can be assumed that the term of ability can be defined as a skill or power to do something well that people's have. Thus, it can concluded that writing ability is a skill that people have to write a certain type of text in order to express their idea, opinion and also their point of view about some objects which requires the writer to use language pattern correctly and arranging the words into a meaningful paragraph that can be understand by the readers.

Writing Assessment

The most important things that need to be done in order to measure how far the students mastered the writing skill, the teacher can do a written test to assess the ability of the students in writing. Therefore, it is needed to assess the students' writing skill in an appropriate assessment. According to Jacob et.al (as cited in Weigle, 2009, p. 116) there are five aspect criteria to assess the writing ability of the students. The aspects are content, organization, vocabulary, language use and mechanics.

Every aspect has different criteria and scoring. Therefore, the teacher is suggested to consider those categories carefully in giving the score for the students' writing test result.

Concept of Recount Text

Recount text is a text which telling the readers about something which occurred in the past. According to Grace (as cited in Sukma, 2015, p. 66) recount text is a text which telling the readers or the listener about what occurred in the past based on chronological events. As conclusion, recount text can be defined as a piece of text that reconstruct the event or life experience which happened in the past aimed to give the readers the description chronologically of what occurred.

In writing recount text the students must be aware in using the grammatical pattern of the text. Boardman (as cited in Saragih et al., 2014, p. 57) explained that there are four common grammatical patterns that used in recount text. The first is

focusing on specific participant or object. It can be telling the readers about the writer's experiences or other people. The second is using material action process or action verb, it means that in writing the recount text the students as the writer should express a notion that shows the object do some physical activity which describe they do something. The third is describing the circumstance of time and place. The Fourth is using simple past tense. As discussed above recount text is a text that telling the readers about the events that occurred in the past time. Thus, it is need to use the tenses that indicate a past time and using simple past tense is an appropriate way to describe a past time. It shows that the use of simple past tense in writing a recount text is a key to make the text appropriate with the context.

As explained above, it can be concluded that recount text is a text which describe about an event from specific object which happened in the past. Therefore, it is needed to use the correct tenses called as the

simple past tense in writing recount text to be able to tell the readers that the time of the event occurred in the past.

Concept of Simple Past Tense Mastery

Tenses usually refers to describe about time. In English, people use tenses as away to indicate the time. There are many kinds of tenses in English that should be learned by students in the school, one of the kind of tenses are simple past tense. As stated by Hartono (as cited in Panggabean et al., 2019, p. 17) simple past tense refers to the events, an activity, an action that occurred in the past time. It means that, all activities that have been done in the past are known as a form of simple past tense. Meanwhile, the term of mastery has own definition. According to Mosher (as cited in Guskey & Anderman, 2013, p. 19) mastery is understanding about a content or a skill in a particular context. It means that, mastery is an ability how people can understand about something in a particular context and easy to using it without having difficulty.

In conclusion, mastery of simple past tense means able to use them in an appropriate context and based on the function of simple past tense itself that indicates the past time. Discussing about the use of simple past tense in writing a recount text, it plays important role and becomes one of the important aspect that should be mastered by the students as the easiest way to make their writing can be understand by the readers in order to give the reader an information about when the time of the events was occurred.

Assessing Simple Past Tense

Talking about the assessing of students' simple past tense mastery which is a part of grammatical patterns of the recount text, there will be probably much the ways to assess how good the students simple past tense mastery. One of a good ways can be done by conducting a test. As stated by Greenbaum (2002, p. 55) tenses is include in grammatical category that refers to the time and situation. Therefore, to assess the

students' ability in mastering the simple past tense, the teacher can adapt the assessment criteria from grammar assessment.

According to Heaton (1988, p. 34—50) there are some common types of test to assess the grammatical pattern of the language that can be used as an alternative ways to measure the students' ability in mastering the simple past tense. The types of the test are multiple choice form, error correction , completion item, and pairing and matching items. In this research, to measure how far and good the students master to use the simple past tense appropriately, the researcher used multiple choice test form which consist of 25 questions with the answer options A, B, C, D, and E.

III. RESEARCH METHODS

This research was quantitative research and used a correlational design as the design of the research. This design was not intended to determine the effect between one variable and others as in experiment.

However, this design is only intended to establish the level of relationship between the variables. The main purpose of this research was to investigate and describe the correlation between students' simple past tense mastery and their ability in writing recount text. Additionally, there were two variables in this research which was called as independent and dependent variable. The independent variable of this research is students' simple past tense mastery which was symbolized by (X) variable and the dependent variable of this research are students' ability in writing recount text which was symbolized by (Y) variable.

This research was conducted at the eleventh graders of SMAN 01 Kotabumi with total of all the population consisted of 327 students and the sample of the research were 40 students which was determined by using proportional random sampling technique.

Then, before conducted a research, measuring the validity and the reliability of the instrument that used in the research was

done by the researcher. The data used to measure the validity and the reliability of the instrument was gotten from the try out which was done before conducted the real research. Then, to measure the validity of simple past tense mastery instrument the researcher used the formula of point biserial and construct validity for writing instrument. Meanwhile, the reliability test of the simple past tense mastery instrument was done using the formula of KR-20 and for writing instrument used inter-rater reliability.

Having done validity and reliability test for both of the instruments, it was resulted that both of the instruments were valid and reliable. Therefore, doing a real research at the eleventh graders of SMAN 01 Kotabumi has been done by the researcher. This research was done online through Google Formulir.

The data of the research that has been collected or obtained from the test were analyzed by using quantitative method. In this case, there were four steps in analyzing

the data of the research. The steps were normality test, homogeneity test, hypothesis test and significant test. All those steps above were conducted to be able to prove the hypothesis of the research. The hypothesis that would be proven were:

(Ho) : There is no significant correlation between students' mastery of simple past tense and their ability in writing recount text at the eleventh graders of SMAN 01 Kotabumi academic year 2020/2021.

(Ha) : There is significant correlation between students' mastery of simple past tense and their ability in writing recount text at the eleventh graders of SMAN 01 Kotabumi academic year 2020/2021.

IV. RESEARCH RESULT

At the beginning of the research, the researcher conducted a try out first before took the real data of the research. It was done to find out the validity and the reliability of the instrument that used in the research.

Referring with the result of validity test of simple past tense mastery instrument, it was gotten that there were 26 items were valid and 19 items were not valid from 45 total items. However, in this research the researcher only used 25 valid items which cover all aspects in simple past tense mastery because those 25 items were ideal to measure the students' simple past tense mastery. The summary of the valid and invalid items are as follow:

Table 1
Summary of Validity
Test Result of Simple Past Tense
Mastery

Simple Past Tense Mastery	
Valid Items	1, 2, 3, 5, 8, 10, 12, 13, 14, 16, 18, 21, 25, 26, 29, 30, 31, 32, 35, 36, 37, 38, 39, 42, 43, 45.
Invalid Items	4, 6, 7, 9, 11, 15, 17, 19, 20, 22, 23, 24, 27, 28, 33, 34, 40, 41, 44.
Total Items	45

Meanwhile, in measuring the validity of writing instrument, it was done by using construct validity. To get construct validity of the instrument, the researcher used opinion from the experts judgment. After both of the experts analyzed the instrument and gave some suggestion. Then, the experts were concluded that the writing instrument were valid in term of construct validity. Thus, the writing instrument was proper to be used in the real research.

After conducting the validity test of the writing and simple past tense mastery instrument. It was continued by conducting the reliability test for simple past tense mastery and writing instrument. From the calculation which has been done. It was gotten that the coefficient reliability of simple past tense mastery instrument was 0,78734 and writing instrument was 0,962. Thus, the instrument of simple past tense mastery and writing can be said reliable.

Based on the result of validity and reliability for both of the instruments above,

it could be said that those two instruments were proper to be used to collect the data of the research because the instrument of the research was reliable and had valid items.

Having done conducted the validity and the reliability test of the instruments. Then, the researcher continued to conduct a research at the eleventh graders of SMAN 01 Kotabumi. This research was conducted on Wednesday, June 9th 2021 which was followed by 40 students. In this research, there are two test that the students need to do and each test they have 90 minutes to finished the test. The first test, the students took a written test, in which they were asked to make a recount text based on their own experiences. Then, in the second test the students took the simple past tense mastery test. In this test, the students were asked to choose the correct answer from the answer provided. The test consisted of 25 items which cover all aspect of simple past tense. After the students finished their test, the result of their test have been analyzed by the

researcher, except for the students' writing result which were analyzed by the raters.

After the researcher have been collected the data from the test. The researcher continued analyzing the data into four steps. The first step was testing the normality of the data both writing and simple past tense mastery. It was used to know whether the data were normally distributed or not. The second step was testing the homogeneity of the data to know whether the population of the research were homogeneous or not. The third step was testing the hypothesis to determine the correlation between variables and proved the research hypothesis. Then, the last step was measuring the significant test to be able to know how far the significance of the correlation among the variables. All those steps were done to know whether or not there is significant correlation between students' mastery of simple past tense and their ability in writing recount text at the eleventh graders of SMAN 01 Kotabumi academic year 2020/2021.

In this research, testing the normality of the data for both of the variables be the first step that has been done by the researcher. The data of simple past tense mastery and writing were analyzed by using the formula of Liliefor's. The data can be said had normal distribution if $L_{observed} < L_{table}$. The summary of normality test for simple past tense mastery data and writing data could be seen as follows:

Table 2
Result of Normality Test

Variable s	Lobs	Lta b	Criteri a
Writing	0,13589 8	0,1401	Normal
Simple Past Tense Mastery	0,1060 6	0,1401	Normal

Based on the table above, it can be assumed that both of the data have normal distribution. From the result of the normality testing about writing data, it was gotten that the value of $L_{observed}$ was 0,135898. Then,

the value of χ^2_{count} from simple past tense mastery data was 0,10606. Both of the value above was compare with the critical value table for Liliefor's test in the level significant 95% and N= 40. Resulted χ^2_{table} was 0,1401 which means the result of the normality data above was lower than table. Thus, it can be concluded that the data of writing and simple past tense mastery were normally distributed.

As the second step to analyzed the data of the research, conducting the homogeneity test in order to investigate whether the data were homogenous or not has been done by the researcher. In this research, the homogeneity test was done using Bartlett formula. The data can be said homogeneous if $\chi^2_{count} < \chi^2_{table}$. However, if $\chi^2_{count} > \chi^2_{table}$ the data can be said not homogeneous. The result of homogeneity test both of the variables were described as follows:

Table 3
Result of Homogeneity Test

Variables	χ^2_{count}	χ^2_{table}	Criteria
Writing	10,102	16,919	Homogener
Simple Past Tense Mastery	4,8524 3	16,919	Homogener

Writing	10,102	16,919	Homogener
Simple Past Tense Mastery	4,8524 3	16,919	Homogener

From the table above, it can be seen that the value of the homogeneity test or χ^2_{count} from writing data was 10,102 and simple past tense mastery data was 4,85243. Then, the result of value above was compared with Chi-Kuadrat table in the level of significant scale 5% and df was 9 with the total of χ^2_{table} was 16,919. Therefore, it can be concluded that χ^2_{count} was lower than χ^2_{table} which means there is no differences variant between the data and both of the data can be said homogeneous.

After getting the data which were have normal distribution homogeneous. Thus, the data can be used in testing the hypothesis of the research. The hypothesis test was analyzed by applying Product moment formula. From the calculation of hypothesis test using product moment formula, it was found that there is correlation between the

variables because the value of $r_{observed}$ or r_{xy} is higher than r_{table} which means H_0 was rejected and H_a was accepted. It shows that there is correlation between students' mastery of simple past tense and their ability in writing recount text at the eleventh graders of SMAN 01 Kotabumi academic year 2020/2021. To be clearer, here is the result of hypothesis test:

Table 4
The Summary of Hypothesis Test Result

r_{xy}	0,489
r_{table}	0,312

In addition, to know how much simple past tense mastery contributes toward students' writing ability. It is needed calculating the coefficient determination of r_{xy} . From the result of the calculation, it was gotten that the coefficient determination of r_{xy} was 23,9%. Thus, it can be said that simple past tense mastery contributed about 23,9% to the students' ability in writing recount text. The result shows that not all the

students which good in writing recount text, mastery the simple past tense mastery very well. However, there are some students whose not good in writing but their mastery the simple past tense very well and viceversa. Thus, it can be concluded that there are some others factors which might be influence the students' ability in writing recount text.

Moreover, it doesn't just stop there. Conducting the significance is also important. In this research, the researcher used t-test to calculate the significance between the variables. The summary of the significant test calculation can be seen as follows:

Table 5
The Summary of Significant Test

$t_{observed}$	3,9614
t_{table}	2,027

Based on the result above, it was known that the value of t_{count} is higher than t_{table} . Thus, it can be concluded that there is significant correlation between students' mastery of simple past tense and their ability in writing recount text at the

eleventh graders of SMAN 01 Kotabumi academic year 2020/2021.

Discussion

After getting the result of the research. It was found that there is significant correlation between students' mastery of simple past tense and their ability in writing recount text at the eleventh graders of SMAN 01 Kotabumi academic year 2020/2021. However, this research did not investigate the cause and effect of students in doing the writing recount text test. From the result of the research it was known that not all the students which good in writing recount text, have ability in mastering the use of simple past tense well. But, there are some students whose not good in writing but they have ability in mastering the simple past tense well and viceversa. This result showed that there are some others factors which might be influence the students' ability in writing recount text.

Additionally, the result of this research was relevant with the theory from

Miller (2003, p. 125) that said grammar and writing have a strong correlation between each other. That means the more students have a good ability in comprehending the grammar which included the tenses, the more opportunity the students will be able to check their errors while writing. The statement above, also in line with two previous related researches. The first, the research which was conducted by Zainal (2016) from Alauddin State Islamic University of Makassar, with the title "The Correlation between Students' Mastery of Simple Past Tense and Their Ability in Writing Recount Text". The second research was conducted by Ekawati (2017) from University of Sanata Dharma Yogyakarta, entitled "The Mastery of Simple Past Tense and it is Correlation with the Achievement in Writing Recount Text." Those two previous researches shown the same result which found that there was significant correlation between mastery of simple past tense and students' ability in writing recount text.

Based on the research result above, the researcher took the conclusion that there is significant correlation between mastery of simple past tense and students' ability in writing recount text at the eleventh graders of SMAN 01 Kotabumi academic year 2020/2021. It can be concluded that mastery of simple past tense is one of the important aspect that need to be considered by students in writing the recount text. If the students mastery the tenses well, they will might be easy in writing process. The higher students' mastery the simple past tense, the higher their opportunity in doing the writing recount text very well. Therefore, the

students are supposed to be mastered the tenses well, to be able write easily.

V. CONCLUSION

Based on the explanation and discussion in the previous chapter, the researcher took the conclusion that mastery of simple past tense have significant correlation with the students' ability in writing recount text at the eleventh graders of SMAN 01 Kotabumi academic year 2020/2021. So, the students whose have good simple past tense mastery will have a good chance to write the recount text easily.

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