The Correlation between Students' Simple Past Tense Mastery and Their Recount Text Writing Skill

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ABSTRACT

This study is to research the correlation between students' simple past tense mastery and their writing skills in recount text at eleventh grade in *SMK Setia Bhakti Tangerang* Municipality in school year 2020/2021. The data was analyzed by using purposive sampling technique from 28 students. The collected data were analyzed by using Pearson Product Moment Correlation. The instruments were used students' writing test in recount text and test of students' simple past tense mastery. The research finding indicated that there was moderate correlation between students' simple past tense mastery and their writing skills in recount text. It was considered that alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) which stated that there is correlation between students' simple past tense mastery and their writing skills is accepted. The result of hypothesis test between students' simple past tense mastery and writing skills in recount text of the eleventh grade at SMK *Setia Bhakti* Tangerang Municipality showed a direct correlation. There was moderate correlation between students' simple past tense mastery and their writing skills in recount text at SMK *Setia Bhakti* Tangerang Municipality with *r-coef*=0,451. However, students should improve the way of study, used perfectly time, practice, and had good literature to read tense mastery and English book. In writing, students are very suggested to read a book. So as the scholars conversantwith conversational English support.

Keywords: Correlation study, Recount text, Simple past tense mastery, writing skills

INTRODUCTION

In Indonesia, English is that the first foreign language taught to students. Although, the status of English is a foreign language, it is one of the important subjects that we must study from the time we are in kindergarten to school level. In learning English, there are four language skills that need to be taught to students. There are listening, speaking, reading and writing. Without this component of language, that skill would not be perfect. As an example in writing, if a student wants to put in writing, but he doesn't understand grammar, he won't produce good text.

As Forsia (2018) that students must be able to use the appropriate words and structure.

According to Oshima & Hogue (2007) states, writing is an crucial skill within the teaching and learning process of English. Writing isn't easy. Study and practice are needed to develop these skills. For native speakers and new English learners, it's vital to notice that writing may be a process, not a product (Oshima & Hogue, 2007).

In practicing writing skill, there are some process like thinking, writing, and reading, correcting and revising. Those aren't the straightforward steps in writing because people have to realize that what they write is what they want to express (Oshima & Hogue, 2007).

According to Lamtara (2016), writing skill is vital for study especially in English teaching because writing is an efficient action for college kids to enhance their knowledge (Lamtara, 2016). By writing, they also convey a bit of data effectively. A student must often practice in writing to enhance their writing skill and students are often ready to deliver information, idea, and message to other people. From recount text, the students can learn and know to relate how to explain and write a story from their experiment ideas into sentences, paragraphs, of recount text.

According to Erliana et al (2014) for few people, writing could be hard even in their mother tongue. It might be harder for them to write down during a foreign language (Erliana, 2014).

Common problem students often experience when writing is that the storage of English vocabulary that produces writing may be a pretty difficult subject. Additionally, improper punctuation placement is additionally an problem often faced by students additionally to lack of vocabulary mastery. Placement of punctuation that does not match the text, makes the text content isn't coherent with one another. The ultimate important component in writing but many students still make mistakes is that the lack of proper grammar. Grammar has a crucial role in writing to create meaningful speech. During this case, tension has a crucial role because it tells the reader when the action requires fast time. The employment of careful and accurate tense is vital to erase writing.

Various ways are shown to rearrange sentences in writing. One of them is within the style of recount text. Recount text describes someone's experience that occurred within the past. According to Arifian Rosyadi (2014) state, the recount text is a piece of text that retells past events, usually within the order of events happened. The aim of a recount text is to offer the audience a description of what happened and when it happened (Arifian Rosyadi, 2014).Within the recount text, it is told of past events and uses tenses which have a function to inform stories in the past. To create a decent recount text, the author must choose the proper sort of words and their also have to know lots of vocabulary because the text is an arrangement of words, sentences, and paragraphs.

Furthermore, as explained before that past tense employed as the tense in writing recount text. According to

Frank, the past tense indicated a definite time terminating in the past, whether a time word is given or not.

Similar to other sentence forms, there are four past tenses. The primary is that the simple past form. The straightforward past tense is the commonest in English. Simple past is made by using simple past verb forms; for normal verbs, the past is made by adding -ED to the verb. The term past tense can then be summed up as a situation or activity that begins, occurs, and ends in the past, regardless of whether the time signal is mentioned or not.

Thus, the research conducted at SMK *Setia Bhakti* Tangerang Municipality. The author had observed at that school especially in the eleventh grade. Where the researcher conducted interviews with the teacher, many students were afraid of writing skills and lack of interest in learning English, especially in writing skills. Many students obtained scores below the minimum criteria but only a few students scored above the minimum criteria.

METHOD

The research was conducted at SMK *Setia Bhakti* Tangerang Municipality, Indonesia. The population of this research is eleventh-grade students of SMK *Setia Bhakti*, the academic year of 2020/2021, and consisted of 27 students from XI MM 1 and 28 students from XI MM 2. From the population, 28 students were chosen. The sample of this study were 28 students that had been selected from XI MM 2.Furthermore, the sample of this research is chosen by using a purposive sampling technique while both classes have the same level of English competency. In this case, 27 students from XI MM 1 and 28 students from XI MM 2 are chosen and being the subjects of this study while the error sampling is 0,01. In additionlly, those students were chosen because they need already learned recount writing.

In collecting the data, it divided the test into two kind of test; the test for simple past tense and writing skill in recount text. Test for students' comprehension about past tense calculated through multiple choice tests. There are 30 item questions, formulated by calculation;

$$Score = \frac{\Sigma c}{N} \; x \; 100$$

Notes:

- Σc = Total of the test which correct
- N = Total of the test

Furthermore, in analyzing students' writing skills in recount texts beforehand, researchers asked students to construct a minimumt 3 paragraphs about their vacation or their yesterday's activities.

Similar to the speaking test grading system, there are also two writing test grading systems, namely the analytic system and the holistic system. The first is to scoring students writing ability by separating the components of writing skills into sub-skills, and the score of each assessor component, then adding up the subs-scores into the final score, component, and then sums the sub-scores into the final score. The last is to scoring/judging students writing

ability based on the general impression of the appraiser about student performance without having to separate the writing components. Thus, the rater directly reaches a single score without adding up sub-scores such that in the analytic system.

FINDINGS AND DISCUSSION

The author had observed at school especially in the eleventh grade. Also, the researcher conducted interviews with the teacher, according to the author, many students were afraid of writing skills and lack of interest in learning English, especially in writing skills. It was found many students' scores below the minimum criteria but only a few students scored above the minimum criteria. It described in the following table;

Table 1
The Score of Students Writing at Eleventh Grade of SMK *Setia Bhakti* Tangerang Municipality

No.	KKM	Class		Total	Percentage
		11 MM 1	11 MM 2		
1	≥ 70	12	11	23	41%
2	≤ 70	15	17	32	59 %
Total		27	28	55	100 %

According to the table above, many students get a low score of 70 are 59% of students with writing skills in English subjects at SMK *Setia Bhakti* Tangerang Municipality in 2020/2021. Then, there are also 32 students who passed the minimum criteria. The teacher can convey to the author, many things that interfere with writing, such as lack of confidence in

processing their abilities, difficulty in making and understanding sentences or texts, limited understanding of vocabulary, and lack of interest in learning English.

After the process of analyzing, the result of research was described. The analysis was divided into analysis of students' simple past tense mastery and students'writing skill in recount text.

Finding of Simple Past Tense Mastery

The researcher used SPSS program version 25.0 and it can specify the mean, median, modus, standard deviation, and variance. The result from processing of the data showed in the table as follows:

Table 2
Description Data of Simple Past Tense Mastery

N Valid	28
Mean	51.43
Minimum	15
Maximum	87
Sum	1440

Based on description data, the test contains 30 questions. The findings showed the total score is 1440 points. The mean score is 51.43, the highest score is 87, and the lowest score is 15.

Finding of Students' Writing Skill in Recount Text

In getting the score of writing, the researcher had given the written test. The objectives of this study are to investigate the level of students' writing skill at SMK *Setia Bhakti* Tangerang Municipality. The researcher used SPSS program version

25. 0 and it can specify the mean, median, modus, sum. The result from processing of the data showed in the table as follows:

Table 3

Description Data of Students' Writing Skill in Recount Text

N Valid	28
Mean	73.57
Minimum	48
Maximum	93
Sum	2060

Based on description data, the test contains writing. The findings showed the total score is 2060 points. The mean score is 73.57, the highest score is 93, and the lowest score is 48.

The Test of the Analysis Assumption Testing of Normality

The aim of test normality is to find of variable is normal or not. In this research was used *Shapiro Wilk* formulation.

Table 4

Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Past Tense	0,204	28	0,004	0,901	28	0,012
Writing	0,147	28	0,128	0,930	28	0,060
a. Lilliefors Significance Correction						

It used Shapiro-Wilk because the respondents in this research were under 50. It can be seen that students' simple past tense mastery and their writing skills in recount text test were normally distributed because the values of significance are 0.012 and 0.060. They are bigger than the value of 5%.

Test of Linearity

Linearity test aims to determine whether these two variables significantly have a linear relationship or not. In investigating linearity regression, the researcher used *Anova* table to test linearity.

Table 5

Linearity Test

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Writing * Past Tense	Between Groups	(Combined)	2078,557	11	188,960	1,123	0,405
		Linearity	971,150	1	971,150	5,771	0,029
		Deviation from Linearity	1107,407	10	110,741	0,658	0,746
	Within Groups		2692,300	16	168,269		
	Total		4770,857	27			

From the table above, it can be seen that students' simple past tense mastery and their writing skills in recount text test has linear regression because the value of *Fcount* was found 5.771 and it is lower than *Ftable* which is 4.21.

Testing the Research Hypothesis

The researcher used Product Moment correlation, to find out the correlation between students' simple past mastery and their writing skill in recount text. The objective is to know the result of hypothesis test from two variable researches by using SPSS program version 25.0, the researcher explained the result of analysis data as the step in previous chapter of methodology as follows:

Table 6
Correlation Analysis

Correlations		Past Tense	Writing
Past Tense	Pearson Correlation	1	,451*
	Sig. (2-tailed)		0,016
	N	28	28
Writing	Pearson Correlation	,451*	1
	Sig. (2-tailed)	0,016	
	N	28	28
*. Correlation is significant at the 0.05 level (2-tailed).			

No.	The "r" Score	Interpretation
1	0.81–1.100	Very high
2	0.61–0.899	High
3	0.41–0.699	Moderate
4	0.21–0.499	Low
5	0.00–0.299	Very low

From the 28 respondents, the index value of correlation was found to be 0.451. The result of that calculation (SPSS calculation) is good. According to the table of correlation interpretations this number is classified into the moderate class of 0.441– 0.699, which means that there is a moderate correlation between two variables.

Based on the purpose of the data analysis in this study was meant to measure the correlation between the students' simple past tense mastery and their writing skills in recount text of eleventh grade of SMK *Setia Bhakti* Tangerang Municipality in Academic Year 2020/2021. The data analysis above showed that the score of coefficient correlation *(rxy)* of 0.451 which is moderate. In investigating, the level correlation of the hypothesis, it used the table of the classification of correlation. It can be seen on the table below:

Table 7
Correlation Classification

Based on the table above, it can be interpreted that there is moderate correlation between students' simple past tense mastery and their writing skills in recount text because its numbers interval at the level 0,441 – 0,699. It is related to the result of the previous research that there is significance correlation between students' simple past tense mastery and their writing skills in recount text.

CONCLUSION
In conclusion, the research finding within the previous chapter showed that there is moderate correlation between students' simple past tense mastery (X) and their writing skills in recount text (Y) at eleventh grade of SMK *Setia Bhakti* Tangerang Municipality in school Year 2020/2021.

From the 28 respondents, the index value of correlation was found to be 0.451. The result of calculation is sweet. Consistent with the table of correlation interpretations this number is assessed into the moderate class of 0.441– 0.699, which suggest that there is a moderate correlation between two variables.

The result of hypothesis test between students' simple past tense mastery and writing skills in recount

text of the eleventh grade at SMK *Setia Bhakti* Tangerang Municipality shows a direct correlation. There is moderate correlation between students' simple past tense mastery and their writing skills in recount text at SMK *Setia Bhakti* Tangerang Municipality with *r-coef*=0,45.

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