THE CORRELATION BETWEEN THE MASTERY OF SIMPLE PAST TENSE AND WRITING RECOUNT TEXT OF THE TENTH GRADERS OF SMAN 3 KABUPATEN TEBO JAMBI

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Abstract

The objective of this research was to find out whether there was a correlation between the mastery of simple past tense and writing recount text of tenth grade of SMAN 3 Kabupaten Tebo Jambi. The method used in this research was a correlational method which applied a purposive sampling technique, with the total number of sample of 36 students. The data were taken through a grammar test and a writing test. The data were analyzed by SPSS using Pearson Product Moment Formula. The average score of students’ mastery of past tense was 67.30 and students’ ability in writing recount 68.80. The final result from the formula was 0.326. It means that the result obtained from the SPSS calculation was that there was a correlation between the mastery of simple past tense and writing recount text. However, the result was considered as low or weak correlation. It meant that mastery of past tense might not give big influence the mastery of writing. Based on the result, the researcher suggested more research to see factors that may influence mastery of writing recount.

Key words: Correlation, writing recount text, simple past tense.

Introduction

In English language learning, students learn some skills such as listening, speaking, reading, and writing skill. In writing skill, students need well knowledge and hard thinking when producing words, sentences, paragraph at the same time. Writing also involves some language components such as spelling, vocabulary, punctuation, and grammar. One of the essential components is grammar, because grammar is the system of language. People sometimes describe grammar as the “rules” of language and it is absolutely necessary in language use both in spoken and written. Especially, tenses also have an essential role because it tells the readers when action takes time.

For English subject, students at the tenth grade in SMAN 3 Kabupaten Tebo learn two types of text. There are long-functional text and short-functional text. One of the functional texts that are learned is recount text. Recount text is a text that describes someone experience that
happened in the past. It tells past event and uses tenses that have the function to tell story in past tense. To make a good recount text, the students have to choose the correct tenses and they also should know many vocabularies because the text is telling someone’s experience in a sequence order.

In writing recount text, the common tense that is used is the past tense. The past tense is a tense that indicates an event happened in the past. Because recount text tells about event in the past time, the past tense is used in the process of the writing text. As the part of the learning, the students also learn the use of simple past tense. It is taught in order to make a good recount text which has to be in sequence and written in the past tense.

Based on the researcher’s experienced when studying at SMA N 3 Kabupaten Tebo, the researcher found when learning to write recount text, students commonly have some difficulties in choosing tenses that is suitable with the situation they write in the text. Another problem that is faced by the students is about changing the verb. When using past tense as a tense in writing recount text, the students have to change the verb from infinitive to past form. In this case, there are two forms of verb such as regular and irregular verbs. The problem is the students sometimes forget that not all of verbs are ending in –d or –ed as regular verb, but there are also some irregular verbs that used in the past tense.

Based on the background, the researcher consider that the mastery of past tense as one of the important points to make a good recount text. It is because the need of the students’ full-understanding of how to make use of past tense, so they can make a good sentence in the past tense. The researcher sees the relationship between the mastery of past tense and students’ writing recount text, therefore the researcher is interested in conducting a research entitled “The Correlation Between The Mastery of Simple Past Tense and Writing Recount Text at the Tenth Grade Of SMAN 3 Kabupaten Tebo Jambi”.

Writing Skill

Writing is one of the four major language skills. It is commonly considered as the active or productive language skill. Through writing, people can express their ideas, thoughts or convey
in a written form that will be received accurately to the readers. Writing is an important element in our life and also writing has different meaning. Especially in teaching and learning process, the students and the teacher spend most of time in teaching and learning for writing. Writing is a skill which requires students to describe and develop their own idea in a written form. Writing needs a process of thinking, drafting, and revising that requires specialized skills, skills that not every speaker develop naturally (Brown, 2000). It means that students need a lot of practices in mastering writing skill in order to produce a good text. According to Wafda (2014), writing skill is needed when someone wants to write a note to friend, letters of inquiry, and application to businesses and schools. Writing needs some language components such as grammar, spelling, vocabulary, and punctuation.

**Recount Text**

Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. According to Hossain (2015), recount text is one type of text that retells about experiences or events in the past. Another definition according to A.S Hornby (2000), recount text is one kinds of story genre, recount tells somebody about something, especially something that you have experienced.

**Simple Past Tense**

Past tense indicates an event happened in the past. According to Uchiyama (2006), past tense usually means that this action ended in the past. Simple past can use for most past actions that can use it for; actions that happened quickly, overtime or habits in the past. While Foley and Hall (2005) said that use the simple past to talk about actions and situations in the past. The actions and situations are finished.

**Recount and Past Tense**

Recount text and past tense are interrelated and inseparable. To show how they are inseparable each other is probably by showing or presenting a true example of recount. Below is an example of recount that hopefully will give rise to deeper understanding of what recount is, how it is structured and what language feature from which a recount is usually constructed.
Research Design

The design of the study is quantitative correlational research. Correlational research is a form of study that researcher correlates one variable with another to find out the relationship between them. The researcher focuses on the research about the mastery of simple past tense and writing recount text. So, the study seeks to identify the possible relationship between two variables. In other words, this study is a correlational research. Correlational method is the most appropriate for this research, because it uses two variables to find out the correlation between the mastery of simple past tense and writing recount text.

Population

A population is a group of individuals that share the same features. For example, all teachers would make up the population of teachers (Creswell, 2012). In this study the population in this research is the tenth grade students of SMAN 3 Kabupaten Tebo in Jambi which consist of 215 students in academic year 2016/2017.

Sample

A sample is a subgroup of the target population that is planned to be studied to generalize about the target population (Creswell, 2012). The sample of this study consists of six classes of grade X at SMAN 3 Kabupaten Tebo, each class consists of 36 students. Totally there are 215 students. The students are divided into two science classes and five social classes. The researcher used purposive sampling to choose the sample.

Grammar test

To know the students’ understanding of past tense, the researcher collected the data by giving a test in simple past tense. The researcher uses multiple choice tests. The reasons for using multiple choice tests is the technique of scoring is easy and it is more practical for students
to answer. In the grammar test, the researcher asks the students to answer 30 multiple choice questions with 4 alternative answers about past tense

**Writing test**

To know the students’ writing ability in writing recount text, the researcher asked the students to make personal recount and construct at least 100 words about their activities previously. The tense that is requested to be used is past tense which makes up some sequence of events about to retell or inform the readers what has happened. The researcher asked the students to make paragraph in 50 minutes. The students’ writing recount text is scored by two raters.

**Validity of the Grammar Test**

According to Arikunto (2014), validity test is a measure that indicates the levels of validity or validity of an instrument. A valid instrument has a high level of validity. Otherwise, the instrument which is less valid means having a low validity. The researcher used content validity based on instrument of the test. Content validity is the accuracy of a measuring instrument in terms of the content of the instruments. The researcher constructed the appropriated test based on the material that has been learned. In this case, the researcher gave simple past tense test because the students have learned about that. To test validity of the questions, the researcher firstly asked other students from another class to do some test in understanding past tense.

**Reliability of the Grammar Test**

Reliability is a characteristic that a measuring device must possess in the sense that its reliability will influence the reliability of the research result. Creswell (2012) stated that reliability means that scores from an instrument are stable and consistent. While according to Arikunto (2014), reliability is an instrument trustworthy enough to be used as a tool of collecting data for the instrument is good. This research used SPSS to reveal the item’s reliability.
**Correlation between the Mastery of Simple Past Tense and Writing Recount Text**

Correlational research is a form of studies that researcher correlates one variable with another to find out the relationship between them. So, the objective of this research is to find out whether there is correlation between the mastery of simple past tense and writing recount text at tenth grade of SMAN 3 Kabupaten Tebo Jambi. In this research, the data processing activities carried out by SPSS 16.0 (statistical package for the social sciences).

<table>
<thead>
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<th>Correlations</th>
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<th>Writingrecount</th>
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<tbody>
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<tr>
<td></td>
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<tr>
<td>Writing recount</td>
<td>Pearson Correlation</td>
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<td>.050</td>
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<td>36</td>
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*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

From the calculation Pearson’s Product Moment correlation above, the researcher got the result from $r = 0.326$ (it is between 0.20-0.40). According to simple interpretation above, it was noticed that the correlation between X variable and Y variable is low. Thus, it can be interpreted that there is a correlation between the mastery of simple past tense (as X variable) and writing recount text (as Y variable). However, the result was considered as low or weak correlation. It meant that mastery of past tense might not give big influence the mastery of writing. Based on the result, the researcher suggested more research to see factors that may influence mastery of writing recount.

**Discussion**

From the analysis above, the average score of students’ mastery of past tense is 67.30 and 68.80 for the average scores of students’ ability in writing recount text. It could be seen that
among the sample of 36 students, there were 5 students got very good, 7 students got good, 12 students got fair, and 12 students got poor in the test of mastering past tense. among the sample of 36 students, there were 9 students got very good, 8 students got good, 8 students got fair, and 7 students got poor on the score of the students’ ability in expressing past activities in writing. It can see clearly that almost all the students who make good to pass the test students’ mastery in past tense well also got poor or good to average result in expressing past tense in writing.

Besides, the students who had high score of mastering past tense affect the students’ ability in expressing past tense in writing. This is proved by the fact that the students who passed the test of mastering past tense well, also can express past activities in writing well. Andrews (2006) stated about grammar and writing, that the effect of grammar teaching on writing development: Grammar teaching to young learners of English is a good thing; that it will improve their written English. From this statement, the researcher concludes that grammar is one of the language components that support writing, like simple past tense in writing recount text.
REFERENCES


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