

The Correlation Between Students' Ability of Simple Past Tense and Their Ability in Writing Recount Text by the Eight Grade Students of SMP Negeri 27 Samarinda in 2017/2018 Academic Year

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Abstract

The ability to write recount text is one of communicative competences that should be mastered by the eighth grade students of Junior High School. In writing recount text, simple past tense plays as an important role. The simple past tense should be mastered in order to be able to write recount text well. The purpose of this study was to find out the correlation between two variables, simple past tense ability and writing recount text ability, the researcher conducted the correlation research. The population of this study is the eighth grade students of SMP Negeri 27 Samarinda. There are 200 students and 30 students taken as the samples, a random sampling is applied. The researcher used two kinds of tests, simple past tense test and writing recount text test. In simple past tense test, she used objective test in a form of filling the blanks, while in writing test, she asked students to write a recount text based on their unforgettable experience or their special day. Before the instrument was used, she had to try out the simple past tense test. The main purpose was to find out the difficulty index, validity and reliability of the items of simple past tense test. This study reveals that there is significant correlation between students' ability of simple past tense and their ability in writing recount text by the eight grade students of SMP Negeri 27 Samarinda in 2017/2018 Academic Year. It is proved by the mean score in simple past tense is 45.86 and mean score in writing recount text is 44.93, the qualification both scores are fair. The data statistically calculate using Pearson Product Moment Formula. The obtained rvalue was 0.861 and the critical value for N= 30 was 0.361. It means that the result obtained from the calculation is greater than critical value. Based on the hypothesis testing, it is found that the value of the calculate t is 9.121, while the critical value of t table with 5% significance with df =29 is 2.045. The value t is higher than t table or $9.121 > 2.045$, it means that the alternative hypothesis is accepted, while the null hypothesis is rejected. This fact was based on the result of the test. Most of the students who had good scores in simple past tense test also got good scores in writing recount text ability test. Based on the result of this study, the researcher suggests the students to master the simple past tense if they want to write recount text better.

Keywords: correlation, simple past tense ability, writing recount text.

1. Introduction

Language plays as an important role in human's life especially for communication. Corder (1985), an eminent British linguist says - "The first way we can approach language is as a phenomenon of the individual person. It is concerned with describing and explaining language as a matter of human behavior. People speak and write; they also evidently read and understand what they hear. They are not born doing so; they have to acquire these skills, not everybody seems to develop them to the same degree. People may suffer accidents or disorder which impair their performance. Language is thus seen

as a part of human psychology, a particular sort of behavior, the behavior which has as its principle functions that of communication."

Communication is an activity of conveying information among people. In this era, English set as an international language, therefore, people will try to master it so, they will know the world's information and they can compete globally. In Indonesia, English becomes a compulsory subject to learn at school. According to Liu and Costanzo (2013) four things English language skills were used in real life : they are listening, speaking, reading and writing. All skills are needed in learning English. In order to be successful in learning English, students should master many rules in English grammar and should use them correctly.

English is a foreign language, especially for students of junior high school, they will have some difficulties to apply or use English especially in writing. Students are always hesitant to write because they are inhibited and they afraid making mistakes. Ansell (2000) said that it is impossible for the students to write in English without some knowledge of English grammatical competence.

2. Literature Review

Grammar is a language component that should be mastered by language learners because it consists of rules and principles. Someone who wants to have ability in writing skill has to master grammar first. Harmer (2001) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. In grammar there is about tenses. Tense is a category that express time. Manser (1991) states that the tense is the verb form that shows the time of the action (present – past – future).

The word "past" indicates that the language features that are used in the form of past tense. Simple past tense is the one of materials that was learned by the students. Wren and Martin (2009) stated that simple past tense is used to indicate an action completed in the past, it often occurs with adverb of past time.

For Junior High School level, students must have the ability to understand and express many kinds of functional and monologue texts. One of them is recount text. Recount is one of text types that tells about the past activities. According to Derewianka (1990) the social function of recount text is to retell past event or something which happened in the past.

In fact, many students especially students in Junior High School level often used wrong grammar especially in using tenses when they wrote recount text. They also did not know what they were going to write and how to make a good sentence based on grammatical. Based on the explanation above, in this study researcher used quantitative design to see the correlation between students' ability of simple past tense and their ability in writing recount text by the eighth grade students of SMP Negeri 27 Samarinda..

3. Methods

The primary aim of the study was to reveal the correlation between students' ability of simple past tense and their ability in writing recount text. Thus, the main objective of this study was to discover the relationship between the two intended variables. That is students' mastery of simple past tense and their ability in writing recount text. the size of sample was 15% from the total of population: $15\% \times 200 = 30$ students. The researcher took 30 students as sample of the research subject. In doing simple past tense test, the researcher used "filling

the blank” test as the instrument. There are two form of simple past tense: verbal and non-verbal sentences. They divided into 7 topics. The researcher also checked with the material in textbook they used. In writing recount text test, the researcher used essay test. The topics that used were “Special Day and an Unforgettable Experience”. Special day divided into birthday and graduation. Unforgettable experience divided into good experience and bad experience. The students may choose one of the options topics. This test adapted from: English in focus for Grade VIII Junior High School (SMP/MTs). The researcher encouraged students to write eight to ten sentences. See on the appendices. Inter-rater reliability is the level of agreement between raters or judges. In order to obtain more objectives scores, the researcher invited English teacher in SMP N 21 Samarinda as collaborators to evaluate students’ sheet of writing recount.

Scoring table of writing recount

To analyze the data collected, the researcher analyzed the students’ answer of simple past tense and writing recount text test. She did some procedures:

1. She scored students answer of simple past tense by using the formula as follows:

$$S = \frac{R}{N} \times 100$$

In which:

S = Score

R = Total Number of Right Answer

N = Total Number of Test Items

100 = Standard Score

(Arikunto, 2002)

2. In order scoring writing recount test, the researcher used analytic score assessing. There are five components of the texts: they are content, organization, vocabularies, grammar, and mechanics. The more detailed the analytic score by Cohen (1994)

3. In order to obtain more objectives scores, the researcher invited English teacher in SMP Negeri 21 Samarinda as collaborators to evaluate students’ sheet of writing recount.

a) First scorer was the English teacher in SMP Negeri 21 Samarinda.

b) Second scorer was the researcher.

4. After the students’ answer of simple past tense and writing recount text was scored, next step was find out what is a relationship between students’ mastery of simple past tense and their ability in writing recount text. The researcher using measuring scales Pearson Product Moment Correlation by Hadi (1989), the formula as follows:

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

In which :

r_{xy} = Correlation coefficient

N = The number of subject (students)

$\sum X$ = The sum of total score in simple past tense test

$\sum Y$ = The sum of total score in writing recount test

$\sum X^2$ = The sum of square total score in simple past tense test

$\sum Y^2$ = The sum of square total score in writing recount test

$\sum XY$ = The sum of multiple score from simple past tense test and writing recount test in each number.

(Hadi,1989)

After finding the coefficient correlation between students' ability of simple past tense and their ability in writing recount text, the researcher find out the criterion of the hypothesis acceptance.

The formula that is used:

$$t = \frac{\sqrt{r^2(N-1)}}{1-r^2}$$

In which:

- t : Computed t
- r : Correlation coefficient
- N : Number of students

(Arikunto,1992)

To determine whether hypothesis will accepted or rejected, the criteria are:

HO = If $r \text{ value} < r \text{ table}$

It means there is no correlation and H_a is rejected, H_o is accepted

Ha = If $r \text{ value} > r \text{ table}$

It means there is correlation and H_a is accepted, H_o is rejected

Ho : There is no significant correlation between students' ability of simple past tense and their ability in writing recount text.

Ha : There is significant correlation between students' ability of simple past tense and their ability in writing recount text

4. Result

This study has the main goal to answer the problem if there is significant correlation between students' ability of simple past tense and their ability in writing recount text by the eighth grade students of SMP Negeri 27 Samarinda in 2017/2018 Academic Year. The whole scores on the data that already seen above were analyzed, calculated and tabulated in the following table. The scores of simple past tense test was labeled as X and the scores of writing recount text test was labeled as Y with the number of sample is 30 students.

After the data were calculated, the researcher analyzed the data based on the table using the Pearson Product Moment Correlation to interpret the research findings. The researcher used Formula to calculate the data as follows:

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

N= 30
 $\sum xy = 63544$ $\sum x = 1376$ $\sum y = 1348$
 $\sum x^2 = 65088$ $\sum y^2 = 62576$

$$r_{xy} = \frac{30(63544) - (1376)(1348)}{\sqrt{\{30 \sum(65088) - (\sum 1376)^2\} \{30 \sum(62576) - (\sum 1348)^2\}}}$$

$$r_{xy} = \frac{1906320 - 1854848}{\sqrt{(1952640 - 1893376)(1877280 - 1817104)}}$$

$$r_{xy} = \frac{51472}{\sqrt{(59264) (60176)}}$$

$$r_{xy} = \frac{51472}{\sqrt{3566270464}}$$

$$r_{xy} = \frac{51472}{59718}$$

$$r_{xy} = 0,861$$

From the calculation above, it was obtained that r_{xy} is 0,861. The value of r table with $N=30$ and the 5% significant level is 0,361. Therefore, it can be concluded that r_{xy} is greater than r table, in the other words, 0.861 is greater than 0.361.

The researcher takes a conclusion that there is a significant correlation between the students' ability of simple past tense and their ability in writing recount. This fact implies that the students' ability of simple past tense gives a useful contribution in their ability in writing recount, because it has coefficient of .00 to +1.00 therefore it is called positive correlation, while coefficient .00 to -1.00 therefore it is called negative correlation. Based on the interpretation table in Hadi (1989), the coefficient of correlation between simple past tense ability and writing recount ability can classified as high.

The researcher calculated the hypothesis by using t test formula to determine which hypothesis is accepted (H_0 or H_a).

Formula that is used :

$$t = \frac{\sqrt{r^2(N-1)}}{1-r^2}$$

$$t = \frac{\sqrt{0.861^2(30-1)}}{1-0.861^2}$$

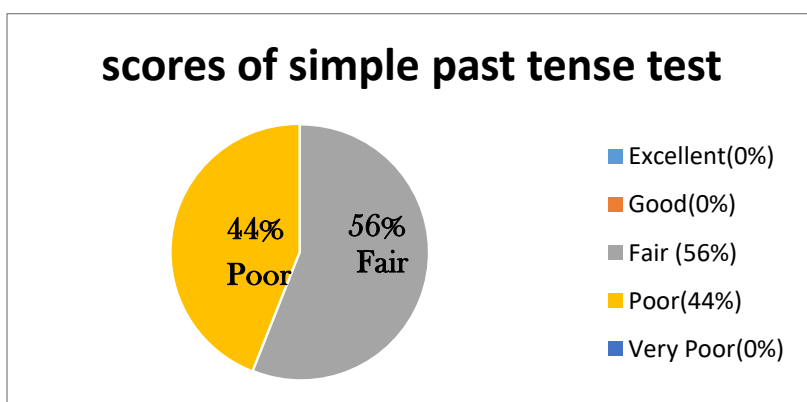
$$t = \frac{\sqrt{(0.74132)(29)}}{1-.74132}$$

$$t = \frac{\sqrt{21498}}{0.2586}$$

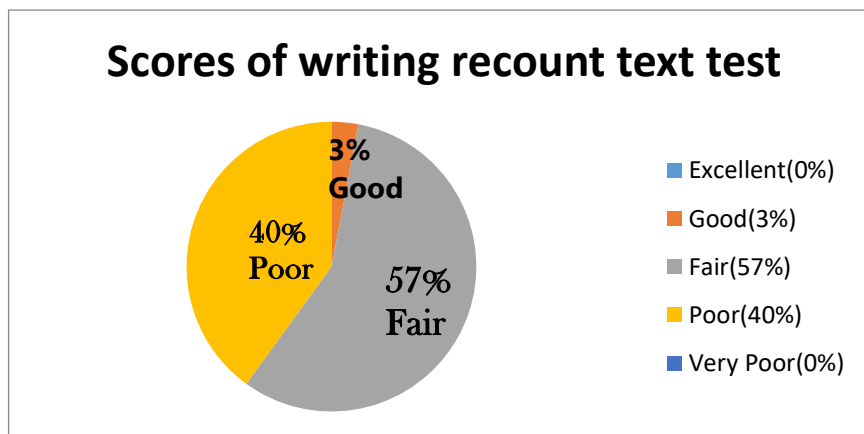
$$t = \sqrt{83.132}$$

$$t = 9.121$$

Based on the calculation above, the value of t is 9.121, while the critical value of t table with 5% significant with $df = 29$ is 2.045. The calculated value is higher than t table or $9.121 > 2.045$, it means that the alternative hypothesis is accepted, while the null hypothesis is rejected. The acceptance of alternative hypothesis means that the students' ability of simple past tense has positive and significant correlation with the students' ability in writing recount text. This fact was based on the result of the test. Most of the students who had good scores in simple past tense test also got good scores in writing recount text test.



From the charts above, it shows many students got fair scores in simple past tense test (56%), 13 students (44%) got poor result and there is no students who got excellent, good or very poor results in simple past tense test.



From the charts above, it shows many students got fair scores in writing recount test (57%). In this case, 12 students (40%) got poor result in writing recount text test. There is no students who got excellent and very poor scores in recount text test. Only 1 students got good scores in writing recount text test.

5. Discussion

The findings showed that the students' ability of simple past tense and their ability in writing recount text by the eighth grade students in SMP Negeri 27 Samarinda is **fair**. It is proved by the mean score for students' ability of simple past tense is 45.8 and for ability of writing recount text is 44.9.

Recount texts present the past experienced. In simple way, recount describes series of events in detail. Siahaan and Shinoda (2008) stated that the purpose of a social function is to retell an event with a purpose to inform or entertain the readers. The prefix re- means again. The event happened in the past and recount written in the past tense include simple past tense. In line with this, the usage of the simple past tense normally used also stated by Hornby (1973) that is to indicate an action complete in the past.

The previous studies Nisrina (2009) had found that problems in learning simple past tense were indicated by the students mistakes in changing of verb, the using of be (was/were), and using of auxiliary "did". The test showed that only a few students could pass the test well. Zain (2010) also found that there is significant correlation between the mastery of simple past tense and narrative text comprehension. The similarity from both studies and this study are analyzing simple past tense. This study also supported the previous studies that students' understanding of simple past tense greatly affects their ability to understand kind of the text using the simple past tense such as narrative and recount.

This study reveals that based on the hypothesis formulation: there is significant correlation between students' ability of simple past tense and their ability in writing recount text by the eighth grade students of SMP Negeri 27 Samarinda in 2017/2018 Academic Year, because from the calculation of Pearson Product Moment Correlation, it was obtained that r_{xy} is 0,861. The value of r table with $N=30$ and the 5% significant level is 0,361. Therefore, it can be concluded that r_{xy} is greater than r table or 0.861 is greater than 0.361. In other words, the students' ability of simple past tense established the writing recount ability. It proved that a student who does not know preterit (second verb) well would have problems when writing a recount text.

6. Conclusion

In accordance with the problem statements of this study and based on the result of this study presented in chapter IV the researcher concluded that students' ability of simple past tense by the eighth grade students in SMP Negeri 27 Samarinda is in fair category. It is proved by the average score is 45.86. The ability of writing recount text by the eighth grade students in SMP Negeri 27 Samarinda is in fair category. It is proved by the average score is 44.93.

There is a significant relationship between the students' ability of simple past tense and their ability in writing recount text by the eighth grade students of SMP Negeri 27 Samarinda. It is justified by the correlation coefficient, that is 0.861 is higher than critical value determined in product moment correlation table for $N=30$ and 5% level of significance ($0.861 > 0.361$). The alternative hypothesis is accepted, while the null hypothesis is rejected. The value of t is 9.121, while the critical value of t table with 5% significant with $df = 29$ is 2.045. The value calculated is higher than t table or $9.121 > 2.045$.

The students' ability of simple past tense influenced the writing recount ability. It shows that a student who does not know preterit (second verb) well would have problems when writing a recount text and in the other way, students who had good scores in simple past tense test will get good scores in writing recount text test.

The students should improve their ability of simple past tense because the ability of simple past tense can improve their ability in writing recount. Teacher should know and be able to implement a good method in teaching grammar and writing, because they are quite complicated to learn. One of good method to teach grammar is grammar translation and writing is using pictures as the themes for writing. The teacher should give more attention in explaining the proper use of tenses used in writing. The teacher should encourage the students to have and use dictionary as a tool to help them with difficult word. The researcher realized that this study is not perfect. The data analysis is more focus of the scores of the test on students' ability of simple past tense and their ability in writing recount text. It is suggest that further studies try to carry out the study using different focuses and methodologies..

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