

A CORRELATIONAL STUDY BETWEEN THE MASTERY OF PAST TENSE AND THE ABILITY OF WRITING RECOUNT TEXT

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ABSTRACT

This research was intended to know if there was any positive correlation between the mastery of past tense and the ability of writing recount text of the twelfth grade students of SMAN 1 Gianyar in academic year 2020-2021. There were in all 75 students taken as the samples of the research using random sampling with lottery system. In the research instruments the samples were asked to write sentences in recount text and text construction test. The data obtained were statistically analysed using pre-requisite analysis (normality and homogeneity test) and Person Product moment correlational and t-test. It is revealed that the alternative hypothesis is vividly accepted. It means that there was significant correlation between the mastery of past tense and the ability of writing recount text of the twelfth grade students of SMAN 1 Gianyar in 2020-2021 academic year.

Keywords: *correlation, past tense, mastery of recount text*

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah ada hubungan positif antara penguasaan past tense dengan kemampuan menulis teks recount siswa kelas dua belas SMAN 1 Gianyar tahun ajaran 2020-2021. Sampel penelitian ini berjumlah 75 siswa diambil secara random sampling dengan sistem undian. Dalam instrumen penelitian sampel diminta untuk menulis kalimat dalam teks recount dan tes konstruksi teks. Data yang diperoleh dianalisis secara statistik menggunakan analisis prasyarat (uji normalitas dan homogenitas) dan korelasi Person Product moment serta uji-t. Terbukti bahwa hipotesis alternatif diterima dengan jelas. Artinya ada hubungan yang signifikan antara penguasaan past tense dengan kemampuan menulis teks recount siswa kelas XII SMAN 1 Gianyar tahun ajaran 2020-2021.

Kata kunci: korelasi, past tense, penguasaan teks recount

INTRODUCTION

It is a must for the students at schools in learning English to master writing skill since it is an exceedingly important skill not to ignore. This writing skill is used in many areas such as to express ideas, experiences, feelings, messages, and to give information. It is also as the tools to

communicate in printed forms. This skill does not merely focus on words, phrases, sentence patterns, and grammar but also on each paragraph's idea. Writing is a way to produce language appropriately. Writing is much more than the simple mechanics of getting the words. It also involves one's to be creative, spelling, grammar, punctuation, choice of proper diction,

sentence connectors, and text construction.

According to Hyland (2003) that writing is as a product that is constructed from the writer's command of grammatical and lexical knowledge. Writing development is considered to be the result of imitating and manipulating models provided by the teacher. For many who adopt this view, writing is regarded as a means of grammar extension – reinforcing language patterns through habit formation learners' ability to produce sentences adequately well-formed.

Williams (2005:2) defines grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions. It is area in linguistics, which includes not only the choice of words but also several other features of the language grammar which are often referred to as syntax, such as meaning (semantics), sound (phonology), dialects, pragmatics, and language acquisition. Further stated that grammar is the formal study of the language structure and describes how words fit together in meaningful construction. Grammar influences every skill in the teaching and learning process and plays an important role to form words into sentences correctly. Thus, grammar is as the basis to make our writing become well formed. It is known that recount text tells the reader about one story, action, or activity, and it contains a generic structure. The first is orientation as the opening of the text that introduces who, when, and where it happened. The second is telling about events in chronological order then the last is reorientation as a closing. The writer could write recount text in the form of a diary and tell about their past

activities. As stated by Bruce (2008:86), that a recount text is a text retelling past events, what had happened. Further as also added by Huddleston and Pullum (2005:6) that past tense refers to the grammatical category that is associated with verbs, like a present tense form and past tense form.

As the explanation above, the previous theories about past tense and recount text writing ability had convinced the researcher that past tense could exist when students learn writing a recount text and it could impact the learning process. Thus, to write a good recount text, students should be able to master past tense as grammatical rule to start their writing and will make the readers understand well. Then, based on the background above, the researcher was eager to know whether or not there is any correlation between the mastery of past tense and the ability of writing recount text. Therefore, the researcher was curious to do this research entitled “Correlational Study between the Mastery of Past Tense and the Ability of Writing Recount Text of the Twelfth-grade Students of SMAN 1 Gianyar in 2020/2021 academic year.”

RESEARCH METHOD

In the present study, *ex post facto* research design as stated by Cohen et al (2007:264) was a method that can also be used and chosen though it is possible also to use an experiment study to test hypotheses about cause and effect in situations where it is unethical to control or manipulate the dependent variable.

The data were collected by asking students or samples to write sentences to assess students' mastery of past tense and their ability in constructing recount text

through asking students to write it about *their memorable experience* and *last holiday* to measure their writing ability. Moreover, the test was given for 75 samples from 322 populations that had been randomly chosen by using the sampling. Here the writer manipulated a method using lottery system. Then, the total scores indicate the mastery of past tense to produce some sentences adequately well – constructed as needed. Williams (2005:2) defines grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions. It is the area in linguistics, which includes the choice of words but also other several features of the language grammar which are often referred to as syntax, such as meaning (semantics), sound (phonology), dialects, pragmatics, and language acquisition. Further stated that grammar is the formal study of the language structure and describes how words fit together in meaningful construction. Grammar influences every skill in the teaching and learning process and plays an important role to form words into sentences correctly arranged. Thus, grammar is as the basis to make the writing become well formed.

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FINDING AND DISCUSSION

Finding

The design of ex post facto research and the correlation between the mastery of past tense and the ability of writing recount text is the writer's main concern of focus. The data of the present study were obtained randomly from the 75 samples by asking them to write sentences to assess their mastery of past tense and asking them to write a recount text. The scoring of the students writing recount text was basically adopted from Brown (2004:228). The scores obtained were regarded to be the main data of the

present research. The samples' real achievement on mastery of past tense and the ability to write recount text could be described through the data of the study.

Finally, the students should send the result through the link of google form that was prepared earlier by the researcher. After the research had been conducted, the researcher collected the students' results. The researcher then scored the samples' entire answer using a scoring rubric as adapted from Brown (2004:228) to get the scores then they were analysed to be able to answer the research question. The first test was starting from elaborating or checking the normality test to know the normality of the data analyzed whether both groups have a normal distribution.

The second test was the homogeneity test used to determine whether the samples came from a population with the same variance. The third test was the hypothesis test. This test was done to know the correlation between past tense mastery and ability in writing recount text of the twelfth-grade students of SMAN 1 Gianyar in academic year 2020/2021. Here the researcher used Pearson product-moment correlation coefficient in SPSS 22 to determine the correlation between past tense mastery and recount text writing ability of the twelfth-grade students of SMAN 1 Gianyar in academic year 2020/2021.

The last was the T-test that was used when two groups or two data were expected to compare the same score.

In the present study, after the data were obtained from the test results done by students through the provision of the research instruments for the sample under study, the researcher conducted a normality test and a homogeneity test for

collecting data. In other words, it was known that the significance value of past tense mastery was a figure of 0.085 and it was higher than 0.05; besides, for recount text writing ability, it can be seen on the significance value that was 0.202, which was higher than 0.05. In short, it can be concluded that the data of the two research variables were normally distributed.

From the calculation, the significance was 0.968. It meant the significance value was higher than 0.05. When the resulted score is higher than 0.05, the samples come from a population with the same variant. In addition, the homogeneous distribution of the collected data was important in this research. In summary, the data have already fulfilled the pre-requisite analysis in terms of homogeneity test and the analysis can be continued to the hypothesis testing. From the calculation, the significance was 0.968. It meant the significance value was higher than 0.05. When the resulted score is higher than 0.05, the samples come from a population with the same variant. In addition, the homogeneous distribution of the collected data was important in this research. In summary, the data have already fulfilled the pre-requisite analysis in terms of homogeneity test and the analysis can be continued to the hypothesis testing.

The correlation coefficient was 0.680, and the significant value of Pearson product - moment correlation was 0.000. Moreover, the significant value was lower than 0.05, which meant that there was a correlation between past tense mastery and ability of writing recount text of the twelfth-grade students of SMAN 1 Gianyar. Using paired-samples t-test was able to show that the figure was below 0.05. Moreover, the significant value of the data was 0.042. It

vividly indicated that the directional hypothesis in the present study showed a significant correlation between mastery of past tense and the ability in writing recount text of the twelfth-grade students of SMAN 1 Gianyar in academic year 2020/2021 was finally accepted. In conclusion, the data have already proven that past tense mastery was significantly correlated with the students' ability in writing recount text.

DISCUSSION

In the present study, the researcher used *ex post facto* research design, which focuses on correlation design. The present study dealt with the correlation between the mastery of past tense and the ability of writing recount text of the twelfth-grade students of SMAN 1 Gianyar in academic year 2020/2021. The data were taken from 75 samples of 322 populations selected using the random sampling method with a lottery system. It is assumed that the samples are really representative. The research instruments used to get the data of the research were the sentence writing test and text construction test.

After the required data were collected by administering the research instruments, the research was then continued to the data analysis through pre-requisite analysis and hypothesis testing. Most of the samples who were highly in sentence writing test could write a recount text faster and easier. In other words, their mastery of past tense affected their ability to write a recount text. The results had proven this phenomenon after the researcher finished conducting the research. Furthermore, the findings of present *ex-post facto* research were supported by the previous study by Hidayah (2007) and Zurnailah (2017) that

confirmed a correlation between past tense mastery and recount text writing ability. Both previous studies clearly supported the present research findings being done. In other words, it was in line with the present study results that the mastery of past tense and the ability of writing recount text were highly correlated. As mentioned above, it can be concluded that past tense mastery and recount text writing ability had a significant correlation.

It showed that the mastery of past tense correlated with students' ability in writing recount text. It could be seen from the results of the hypothesis testing, which made use of Pearson product-moment correlation and t-test. The present study was in line with the previous study, which showed the correlation between the mastery of past tense and the ability of writing recount text. Based on the research findings, it can be concluded that the previously determined directional hypothesis was finally confirmed. In other words, there was a significant correlation between the mastery of past tense and the ability of writing recount text of the twelfth-grade students of SMAN 1 Gianyar in academic year 2020/2021. In other words, the hypothesis as stated previously above was accepted.

CONCLUSION

In the present study, the researcher used an *ex post facto* research with correlation design. The purpose of the present study is to figure out whether or not there is a significant correlation between the mastery of past tense and the ability of writing recount text. Based on the research findings, it can be concluded that the ability of writing

recount text of the twelfth-grade students of SMAN 1 Gianyar in academic year 2020/2021 was affected by the mastery of past tense. It can be clearly seen from the result of data analysis as shown above. The samples who had a higher score in the mastery of past tense had good ability in writing recount text. The implementation of the ex post facto research design to some extent should be carefully generalized so that the data are more accurate.

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