

# CORRELATION BETWEEN UNDERSTANDING OF USING SIMPLE PAST TENSE AND THE ABILITY OF WRITING RECOUNT TEXTS OF THE TENTH YEAR STUDENTS OF SMA 1 MARAWOLA

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## **Abstract:**

The objective of this research was to find out the correlation between understanding of using simple past tense and the ability of writing recount texts of the tenth year students of SMA I Marawola. The research question was "Is there any significant correlation between understanding of using simple past tense and the ability of writing recount texts of the tenth year students of SMA I Marawola? The population consisted of five parallel classes. Each class consists of 34 to 36 students. To choose the sample, she took the sample by using cluster sampling method. To analyze the data, she applied the formula of Arikunto (Pearson Product Moment Correlation). The result of the data showed that there was no correlation between understanding of using simple past tense and the ability of writing recount text of the tenth year students of SMA I Marawola. It was proved by the result of  $r_{xy} = 0.13$ . It means that understanding of using simple past tense and the ability of writing recount text are not correlated. It was caused by some factors. They are some of the students got difficult to change the irregular verb when constructed recount texts, they had lack vocabulary so they had problem in understanding of using simple past tense and writing recount text, and they also had different background english since they were junior high school.

## **Abstrak:**

Tujuan dari penelitian ini adalah untuk mengetahui hubungan antara pemahaman menggunakan simple past tense dan kemampuan menulis teks recount siswa kelas X SMA I Marawola. Pertanyaan penelitian adalah "Apakah ada hubungan yang signifikan antara pemahaman menggunakan simple past tense dan kemampuan menulis teks recount siswa kelas X SMA I Marawola? Populasi terdiri dari lima kelas paralel. Setiap kelas terdiri dari 34 hingga 36 siswa. Untuk memilih sampel, ia mengambil sampel dengan menggunakan metode cluster sampling. Untuk menganalisis data, ia menerapkan rumus Arikunto (Pearson Product Moment Correlation). Hasil data menunjukkan bahwa tidak ada hubungan antara pemahaman menggunakan simple past tense dan kemampuan menulis teks recount siswa kelas X SMA I Marawola. Itu dibuktikan dengan hasil  $r_{xy} = 0,13$ . Ini berarti bahwa pemahaman menggunakan simple past tense dan kemampuan menulis teks recount tidak berkorelasi. Itu disebabkan oleh beberapa faktor. Mereka adalah beberapa siswa mengalami kesulitan untuk mengubah kata kerja tidak teratur ketika membangun teks recount, mereka memiliki kekurangan kosa kata sehingga mereka memiliki masalah dalam memahami penggunaan simple past tense dan menulis teks recount, dan mereka juga memiliki latar belakang bahasa Inggris yang berbeda sejak mereka masih di SMP.

**Keyword:** Correlation, Simple Past Tense, Writing Recount Text

## **INTRODUCTION**

Language is a tool of communication to convey and to share our ideas. The communication will run well if there is an interaction between speaker and her interlocutor. The writer can communicate her ideas through oral and written form. Both of them are ways to deliver ideas.

There are four skills in English. There are listening, speaking, reading, and writing. Those skills are inquired in communication. Listening and speaking are productive skills while reading

and writing are receptive skills. However, all of those skills are interrelated each other.

Writing is important to be learnt because it organizes, arranges, and connects ideas using correct sentence. It should use the correct words to create a good meaning. In writing, it needs to recognize content, organization, vocabulary, word order, and mechanics. So, the writer can produce the good writing.

Content is dealing with the development and the topic. Organization is dealing with expressing and supporting ideas fluently and organizing them well. Vocabulary is dealing with

the range and effectiveness of words used and the diction. Language use is dealing with the construction of the sentences that cover language agreement, tense, number, and other classes of words. Mechanics is dealing with spelling, punctuation, capitalization, and paraphrasing. (Amelia, 2009:6)

The writer can get the complete meaning if she arranges the structure and the pattern well. It is different from speaking. In speaking, the writer just conveys the message orally. If there is misunderstanding, the writer can correct it directly.

Grammar is a component of writing that controlling our writing. It is very important to be used in writing because it is a controller. Structure is also a part of grammar. In writing, structure should be applied. When the text has been drafted, the writer still needs to pay attention to grammatical accuracy. Structure consists of many tenses. They are present tense, past tense, and future tense. As the writer, we need to use the correct tense according to the time. Moreover, every tense has different pattern.

There are several kinds of writing text, such as explanation, information, report, discussion, exposition, recount, factual description, procedure, and procedural recount. Recount text is a kind of text that retells past time and has purpose to entertain people. The characteristic is to talk about the experiences that already happened in the past. So, the writer just remembers again. In recount text, the writer uses simple past tense. It is begun with introduction. In introduction, we just explain some characters, the place, the time, and etc that include in the story. Then, we start talking about the event. And last, the writer needs to conclude it.

In this research, the writer used simple past tense. Past verb consisted of regular and irregular verb. Regular verb mean the verb changes regularly. For example, watch-watched, catch-catched, change-changed, etc. Irregular verb mean the verb changes irregularly. For example, hit-hit, eat-ate, broke-brake, etc.

The writer chose the correlation research because the writer is interested in structure and writing text. Then, the writer preferred to construct simple past and recount text. In that school, they had already learnt about it in this semester. Below is the Standard Competence of writing for grade ten students of senior high schools in first semester taken from Petunjuk Teknis Pengembangan Silabus dan Contoh/Model silabus SMA/MA (2006:6): “Mengungkapkan makna

dalam teks tulis fungsional pendek esei sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari – hari.”

Referring to the background above, the writer conducted the research entitled correlation between students’ competency of using simple past tense in writing recount text of the tenth year students of SMA 1 Marawola. Through this research, the writer may get accurate data whether the ten grade students of SMA I Marawola were able to use simple paste tense in writing recount text. The writer thought that one way to get accurate information about students’ competency of using simple past in writing recount text was through this research.

## RESEARCH METHOD

Gay (1992:xvii) states that there are six types of research. They are historical research, qualitative research, descriptive research, correlational research, causal-comparative research, and experimental research. Looking at the title, the writer chose correlational research in which to know whether there is correlation between two variables or how far two variables have correlation each other. In this case, the writer used students’ competency of using simple past tense in writing recount text.

The writer used correlational research to describe the correlation between students’ competency of using simple past tense in writing recount text of the tenth year students of SMA 1 Marawola.

The population of this research was the tenth year students of SMA 1 Marawola. The tenth year students in this school were divided into 6 classes. The disribution and the total number of population were seen in the following table:

**Table 1**  
**Class Distribution**

No	Class	Number of Students
1.	XA	34
2.	XB	35
3.	XC	36
4.	XD	35
5.	XE	35
6.	XF	35
Total		211

In choosing the sample of this research the writer used cluster sampling method. To determine the sample, the writer took some pieces of paper and wrote the name of the classes and folded the paper. Then, the writer shook it in the box. The first paper fallen was the sample of this research.

In this research, the writer used one variable; it is independent variable. An independent variable is an attribute or characteristic that influences or affects an outcome (Cresswell, 2005). So, independent variable of this research is students' competency of using simple past tense and writing recount text.

In this research, the writer used test that consisted subjective and objective tests. The recount text test was designed based on their ability in writing text. The students made a paragraph that told about recount text. The students made it based on their own words. Simple past tense test was inform of completion test in which students changed it into simple past tense.

The writer needed interview when the writer wanted more information. The writer interviewed the teacher and the students about some questions related to the problem. It was just as additional information to support the result of data. It was recorded by the writer. The writer asked some questions to the teacher and the students. The questions were about the simple past tense and recount text.

The writer gave the students a test to know their competence in using simple past tense and writing recount text. The test were subjective and objective test. The subjective test was the students were asked to make a paragraph that related to recount text. In this paragraph the teacher did not give them limited idea. The teacher let them to produce the paragraph. On the other hand, objective test was the teacher provided them a completion test. It means that they were asked to change the word into past tense.

## DATA PRESENTATION AND ANALYSIS

To find out the students' competence in using simple past tense, the writer gave them a test. The result of the test is fully presented in the following table:

**Table 2**  
**The Students' Simple Past Tense Scores**

No	Initials	Raw Score	Standard Score
1	SU	9	90
2	AM	8	80
3	ER	7	70
4	AS	8	80
5	HA	8	80
6	EL	8	80
7	NO	8	80
8	MU	8	80
9	SA	9	90
10	YE	10	100
11	MI	8	80
12	LI	10	100
13	EN	8	80
14	SI	9	90
15	KA	8	80
16	AS	9	90
17	SR	8	80
18	RI	7	70
19	SR	10	100
20	AS	6	60
21	WI	7	70
22	NU	6	60
23	NU	8	80
24	SA	6	60
25	IF	6	60
26	FI	9	90
27	IK	6	60
28	PU	6	60
29	YU	10	100
30	NU	8	80
31	NI	6	60
32	GI	9	90
33	FA	10	100
34	II	7	70
Total		270	2700

After tabulating the students' standard score, the writer computed the mean score by using the formula stated in chapter III as follows:

$$M = \frac{\sum x}{N}$$

$$= \frac{2700}{270} = 10$$

Based on the computation above, the students' mean in speaking score was 10.

The test was given to the students as the research sample in order to get information about their competency in writing recount text. In testing the recount test, the writer presents the results below.

**Table 3**  
**The Students' Recount Scores**

No	Initials	Raw Score	Standard Score
1	SU	4	40
2	AM	7	70
3	ER	6	60
4	AS	9	90
5	HA	10	100
6	EL	10	100
7	NO	8	80
8	MU	6	60
9	SA	4	40
10	YE	10	100
11	MI	9	90
12	LI	10	100
13	EN	4	40
14	SI	7	70
15	KA	1	10
16	AS	9	90
17	SR	7	70
18	RI	3	30
19	SR	9	90
20	AS	9	90
21	WI	7	70
22	NU	7	70
23	NU	9	90
24	SA	9	90
25	IF	6	60
26	FI	10	100
27	IK	7	70
28	PU	0	0
29	YU	8	80
30	NU	0	0
31	NI	7	70
32	GI	6	60
33	FA	0	0
34	II	3	30
Total		221	2210

After tabulating the students obtained score on the test above, the writer counted their mean score by using the formula mentioned in chapter III as follows:

$$M = \frac{\sum x}{N}$$

$$= \frac{2210}{221} = 10$$

Based on the computation above, the students' mean in recount score was 10.

After computing the coefficient correlation, then the writer did hypothesis testing in order to prove whether the hypothesis is accepted or rejected. The result of the data analysis showed that  $r = 0.13$  that coefficient value that the students' competence of using simple past tense in writing recount text was negligible. In other words, the competence of using simple past tense in writing recount text does not have correlation.

To prove the hypothesis of this research the writer firstly proposed both the null hypothesis ( $H_0$ ) is that there is no correlation between students' competence of using simple past tense in writing recount text, and the alternative hypothesis ( $H_a$ ) to find out if there is a correlation between the two-paired variables (simple past

tense and recount text). The criterion of testing the hypothesis is:

$$tr = \frac{r \sqrt{N-2}}{\sqrt{1-r^2}}$$

$$= \frac{0.13 \sqrt{34-2}}{\sqrt{1-(0.13)^2}}$$

$$= \frac{(0.13)(5.65)}{\sqrt{0.9831}}$$

$$= \frac{0.7345}{0.99} = 0.74$$

The consulting to the table of  $r$  product-moment, the writer found that at 32 degree of free ( $34 - 2 = 32$ ), the  $r_c$  (0.13) is lower than  $r_t$  at level of significance  $95\% = 0,349$ . For this the  $H_a$  is rejected. This indicated that there is no correlation between students' competence of using simple past tense in writing recount text.

Recount text is much used in writing experience. Mark and Kathy (2002:4) state, "Recount text is a piece of text that retells past events." Its purpose is to provide the audience with a description of what occurred and when it occurred. The features of recount text are using nouns and pronouns, using action verbs, using past tenses, using time conjunctions, and using adverbs.

The sample was the Ten Year Students of SMA I Marawola. In collecting the data, the writer used interview and test. The writer interviewed both of the teacher and the students. The writer did not provide the treatment just give them tests. In this research, the writer made two tests. They are simple past test and recount test.

This part presents the result of the data analysis where intend to describing the correlation between students' competence of using simple past tense in writing recount text of the tenth year students of SMA I Marawola.

#### 1. The data collected through interview

Based on the data analysis obtained through the interview the writer found that most of the grade ten students of SMA I Marawola had lack of vocabulary so that they had problem in using simple past tense in writing recount text. Moreover, they had the different ability when they were junior high school so that just several students are able to use simple past in writing

recount text. Besides, they also found difficult in changing the verb from the infinitive into the past form. Those statements are agreed by their teacher. She said that the students actually were smart and eager to study English but they do not have much knowledge in structure and writing. Some of the students do not like to study structure and writing. It is hard because in writing, they find it difficult to share their idea.

2. The students' achievement in tests

Based on the result of the data analysis of the students' competence of using simple past tense in writing recount text, the mean score of the students in simple past tense test was 10. It indicated that the students' achievement in simple past tense was low. The mean score of the students in recount text test was 10. It is indicated low. After computing the data, the writer found that the result of  $r_{xy} = 0.13$  and according to Best it categorized "negligible". By using 32 degree of free ( $34 - 2 = 32$ ) and 95% level of significance, the result of  $r_{table} = 0.349$ . Since the value of  $r_{counted}$  is lower than  $r_{table}$ 's, the hypothesis of this research is rejected. In other words, using simple past tense is not correlated with writing recount text to the tenth year students of SMA I Marawola.

When the writer conducted the test, the students were enjoyed to do the task. They did it seriously. In other hand, some of the students complained about the difficulties of the test. It is because they did not know how to change the verb into the past whereas recount text must use the simple past tense. In simple past tense, there are irregular and regular verb. They felt hard when they constructed the irregular verb because the changing is random.

Besides, the writer might take the inaccurate sample. So, the result was poor. It might indicate it because the writer just took the class which consisted of several students without process of classification according to some characteristics.

In other hand, the other factor was the test itself as the tool of measurement. When the writer gave a test, the writer did not determine the reliability, validity, and practicality that should be had by the test. Those factors are very important in a test; it can show how good the test is.

## CONCLUSION AND SUGGESTION

### Conclusion

Based on the data analysis, their learning achievement was low, the writer found that there

was negative correlation between students' competence of using simple past tense in writing recount text of the tenth year students of SMA I Marawola.

### Suggestions

Dealing with the above conclusion, the writer may give suggestions as follows:

1. For students, they must do more practice to increase their vocabulary so that they can be easier in all skills. Besides, they have to know the changing of the irregular verb in order to be able to construct simple past tense.
2. For teacher, they need to motivate and facilitate the students when they face difficulty. In using simple past tense in writing recount text, teacher should use various exercises to make the students participate actively during the teaching-learning activities especially in simple past tense and recount text.

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