

A correlation between students' mastery of past tense and their achievement in writing recount of the eleventh grade students

Dian Furqani¹, Nurdevi Bte. Abdul², Sitti Maryam Hamid³

^{1,2,3}Universitas Muhammadiyah Makassar, Indonesia, dianfurqani@bg.unismuhmakassar.ac.id

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Abstrak

Penelitian ini bertujuan untuk mencari hubungan antara penguasaan past tense siswa dan prestasi mereka dalam menulis recount dari siswa kelas sebelas SMA Muhammadiyah Limbung. Selain itu, penelitian ini bertujuan untuk mencari tahu sejauh mana penguasaan past tense siswa mempengaruhi prestasi mereka dalam menulis recount. Penelitian ini menggunakan desain penelitian kuantitatif. Untuk mencapai tujuan dari penelitian ini, peneliti melakukan penelitian dalam bentuk tes past tense dan tes menulis. Subjek dari penelitian ini adalah siswa kelas sebelas SMA Muhammadiyah Limbung. Terdapat 90 siswa kelas sebelas di mana 30 siswa diambil sebagai sampel dengan menggunakan teknik random sampling. Hasil dari penelitian ini menunjukkan bahwa terdapat hubungan yang signifikan antara dua variabel di mana data diperoleh menggunakan Pearson Product Moment di SPSS 22.0 program. Nilai r yang diperoleh adalah 0.912. sedangkan nilai kritis r untuk tes dua-sisi dengan $\alpha = 5\%$ dan $df = 30-2 = 28$ adalah 0.361 dan karena nilai r lebih tinggi dari nilai kritis, maka hubungan korelasinya signifikan. Persamaan regresi yang diperoleh adalah $Y = 43.449 + 0.497$ dan koefisien determinasi adalah 0.831.

Kata kunci: Studi Korelasi, Penguasaan Past Tense, Prestasi dalam Menulis Recount

Abstract

This research aimed to finding out a correlation between students' mastery of past tense and their achievement in writing recount of the eleventh grade students of SMA Muhammadiyah Limbung. Furthermore, it attempts to find out the extent to which the students' of past tense affects their achievement in writing recount. This research used quantitative research design. To achieve the aims of this research, the researcher conducted a research in the form of a simple past tense test and writing test. The subjects of this research were the eleventh grade students of SMA Muhammadiyah Limbung. There are 90 students from which 30 students were taken as the sample by using random sampling technique. The result of the research showed that there was a significant correlation between two variables where the data statistically computed using Pearson Product Moment in SPSS 22.0 program. The obtained r value was 0.912 while the critical value of r two-tailed test with $\alpha = 5\%$ and $df = 30-2 = 28$ was 0.361 and because r value is higher than the critical value, the correlation coefficient was significant. The obtained regression equation is $Y = 43.449 + 0.497$ and the determination coefficient is 0.831.

Key words: Correlation Study, Mastery of Past Tense, Achievement in Writing Recount.

1. Introduction

Writing is one of the very important skills in English. The fact that writing skill clearly gives many advantages to those who possessing it suggests that having good writing skill will be benefit to people. In addition to being able to take a part in today's information culture, a writer can express herself well though writing, and also people can communicate their ideas, thought, feeling, and experiences and at the same time, let it known by others. According to Tarigan (1985) writing is productive skills for writing an indirect communication and the nature of the character is very different from that expressed by

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speaking directly, therefore writing is included an ability. According to Harmer (2001) writing is a form of communication to deliver thought or to express feeling through written form. Jonah (2006) argues that writing can be used as an indirect means of communication to others to convey information. Activities is not easy to write because writing should be able to produce something new and can give you an idea or ideas to the reader through writing. Another definition of writing is proposed by Nation (2009) who states that writing is an activity that can usefully be prepared for by work in other skills of listening, speaking, and reading.

In English if we want to communicate effectively either spoken or written, we need to master such language components as grammar, vocabulary, and etc. Consequently, the concern of English learning is no longer on the acquisition of language components i.e. grammar, vocabulary, and sound system in isolation. Rather, it is targeted at the students' learning and analyzing the whole text, at how it is constructed to achieve its purpose. Nevertheless, it does not neglect the learning of language components since after working with the whole text, students are encouraged to dismantle it, and automatically they have to work with such language components as grammar, vocabulary, and sound system from which the text is constructed. It means that the language components they have mastered will foster their capability in engaging with various types of texts. In his book entitled *Exploring How Texts Work*, Derewianka (1990:17) writes: "A text is any meaningful stretch of language- oral or written. But of course not all texts are the same, [...]. One factor which accounts for differences in texts is the purpose for which the text is being used. Texts are structured in different ways to achieve its purpose. [...]. The purpose of a Recount, on the other hand, is to tell what happened. To achieve its purpose, the text will move through a different set of stages; an orientation letting the reader know who is involved, where, when, etc., the retelling of a series of events in chronological sequence."

With regard to Derewianka's opinion we come into conclusion that in order to achieve its purpose, a text is arranged in such a way that it becomes a meaningful stretch of language. It is this way that a recount, for example, is built up firstly by presenting an orientation as a starting point and by providing a sequence of events. Since its purpose is to tell what happened in the past, past tense should be utilized. Considering the importance of grammar in a text construction, the writer wants to conduct an investigation on the correlation between students' mastery of grammar, in this case, the past tense, and their achievement in writing recount. This is due to the fact that recounts use past tense (Anderson, 1997:55). Furthermore, since grammar also plays a significant role in enhancing students' writing skill, the writer is of the opinion that there is a positive correlation between students' mastery of the simple past tense and their ability in writing recount.

2. Research Method

This research used quantitative correlation method and classified as a correlation research since it describes and focused on finding the correlation between students' mastery of past tense and their achievement in writing recount. A test method was used in this research as an instrument. There are two kinds of test that used. The first test was simple past tense test in the form of multiple choices and fill in the blank, and the second test was writing test. These tests were aimed to measure students' mastering of past tense and students' achievement in writing recount. As Best (1981) states that achievement test attempt to measure what individuals have learned- his or her present level of performance. In scoring past tense test and writing test, the researcher was scoring each item with 1 for true answer

and 0 for a wrong answer, and to get the total score the researcher used the formula that created by Lado (1961)

$$S = \frac{R}{N}SM$$

In which:

S = Total score

R = the raw score

N = the maximum raw score

SM = the maximum score

Meanwhile, in assessing the students' ability in writing, the writer scored the students' works based on the analytic method of marking composition suggested by Heaton (1979:109-111) in five areas, i.e., fluency, grammar, vocabulary, content, and spelling. The scoring was rated from 1 to 5 for each component. To get the maximal score, the researcher used the same formula that used in past tense test.

Population and Sample

Population of this research was the students of the eleventh grade students in SMA Muhammadiyah Limbung. There were 90 students of the eleventh grade students and they were divided into 3 classes. Each class consists of 30 students and the researcher using random sampling technique to choose the sample of the research and 30 students from XI IPA 1 was chose as the sample of the research.

Research procedure

The researcher started out to conduct this research through inquiring for permission to the headmistress and the staff of SMA Muhammadiyah Limbung. After getting the permission and explained the aimed of the research, the staff asked the researcher to meet the English teachers of the eleventh grade students and had a consultation about the students, and also the researcher told the teacher about the instrument that will be used. Next, the researcher choses the classed that will be observed by using random sampling technique.

The following step was the researcher came to the class that would be observed. Before distributing the test to the sample of the research, the researcher explained the purpose of the test and how to work them out. There were two tests that have been finished and the students did them chronologically. After finishing the simple past tense as the first test, the researcher asked the students to make writing recount text based on their own experiences as the second test. After the students finished the test, the researcher accumulated the data from the students as the respondent and the last in this research was analyzing the data and write the report

In this research, the researcher used Pearson Product Moment with SPSS 22.0 program to measuring students' mastering of past tense and their achievement in writing recount with the criteria by Cohen, Manion, and Marisson (2007, p. 536) to interpret level of coefficient correlation as follow:

Table 1
Criteria of correlation

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very strong

Based on the result, the correlation between students' mastery of past tense and their achievement in writing recount had a very strong correlation where the obtained r_{xy} was 0.912. After getting the r_{xy} the next step is comparing it to the r_{value} with the significant level of 0.05. The correlation between the variables are said to be significant if r_{xy} is higher than r_{value} .

3. Findings and Discussion

Correlation between students' mastery of past tense and their achievement in writing recount

Table 2

Correlations value

		Mastery of past tense	Achievement in writing recount
Mastery of past tense	Pearson Correlation	1	,912**
	Sig. (2-tailed)		,000
	N	30	30
Achievement in writing recount	Pearson Correlation	,912**	1
	Sig. (2-tailed)	,000	
	N	30	30

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

The data that shows in the table 4.1 was the result of the correlation between two variables that was obtained by using Pearson Product Moment with the SPSS 22.0 program. Based on the data that offered inside the table, it is far observed out that the obtained correlation coefficient was 0.912 for $\alpha = 5\%$ and $df = 30 - 2 = 28$, the critical value of r product moment is 0.361. Because r_{value} is higher than the critical value of r product moment, the correlation coefficient is significant. Which means, the null hypothesis was rejected and it is able to said that there is a positive correlation between students' mastery of past tense and students' achievement in writing recount especially applied for the eleventh grade students of SMA Muhammadiyah Limbung.

An influence of students' mastery of past tense towards students' achievement in writing recount

Table 3
Determination Coefficient

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,912 ^a	,831	,825	2,704

a. Predictors: (Constant), Mastery of past tense

b. Dependent Variable: Achievement in writing recount

From the computation above, the obtained determination coefficient (Rsquare) is 0.831. This means that more or less 83.1 % of the variation in writing score is accounted for by the relationship with the past tense score, while the rest (100% - 83.1 % = 12.9 %) became probable because of other factors including the students' motivation, students' frequently of practice and etc. based on the explanation, it can be concluded that 12.9% was an others factor who influent students' achievement in writing recount and 83.1% was the score of the mastering past tense that affected students' achievement in writing recount.

Regression Equation

The relationship between two variables can be expressed or estimated in the form of mathematical equations. Regarding the variables being investigated, the model of equation used in this study takes the form of: $\hat{Y} = a + bX$. To test whether the linear model of $\hat{Y} = a + bX$ is suitable or not, the following table of ANOVA presents the result of the variance analysis.

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1009,107	1	1009,107	37,991	,000 ^b
Residual	204,760	28	7,313		
Total	1213,867	29			

a. Dependent Variable: Achievement in writing recount

b. Predictors: (Constant), Mastery of past tense

From the data that shows above, it can be seen that $\alpha = 5\%$, df for numerate = 1 and df determinant = $30-2 = 28$, and $F_{table} = 4.20$. The linear model is considered suitable if the obtained F_{value} is higher than F_{table} . From the data, F_{value} was 137,991 and F_{table} was 4.20. Since $F_{value} > F_{table}$, the linear of $\hat{Y} = a+bX$ is suitable. The following table of coefficient shows us the value of the intercept (a) and the slope of the regression coefficient (b) of the regression equation.

Model	Coefficients ^a			Sig.	Correlations		
	Unstandardized Coefficients	Standardized Coefficients	Beta		Zero-order	Partial	Part
(Constant)	43,44			2,78			
Mastery of past tense	,497	,042	,912	1,74	,91	,912	,912

From the column of Unstandardized Coefficient it is obtained that the value of a (constant) is 43.449 and $b = 0.497$. Plugging these figures into the equation, we get: $\hat{Y} = 43.449 +$

0.497 X. The equation shows that if a students got one score in past tense (X), his or her writing score can be estimated through the regression equation as much $43.449 + 0.497 X$. It is necessary to assert here that this finding is applied especially for the subject of this research. The result of regression equation shows that there is an influence of students' mastery of past tense towards student achievement in writing recount text. However, the result of the index of determination also indicates that the students' mastery of past tense is not the only factors that influence their achievement in writing recount.

Discussion

In this research, the researcher got the data from the test that had been given to the students. The test that had given was the test in the form of simple past tense test that consist of 15 multiple choices and 10 fill in the blank question and the second test was writing recount test. The participants and the process made by the eleventh grade students of SMA Muhammadiyah Limbung where the sample was chosen by using random sampling technique.

The result of computation showed that correlation coefficient between two variables was 0.912. Based on the results, it was determined that there is has been a positive and considerable coefficient correlation between students' mastery of past tense and their achievement in writing recount of the eleventh grade students of SMA Muhammadiyah Limbung.. As Best and Khan (2006:379) state "A perfect positive correlation is +1.00. A perfect negative correlation is -1.00. A complete lack of relationship is zero (0)". The result above also related to the previous research from Evi (2007). The objective of her research was to find out the correlation between two variables and based on the result of her research it showed that there was a significant and high correlation between students' mastery of past tense and their achievement in writing recount. Based on Wafda (2004) the result of this research is in agreement with the studies. The objective of his study was to find out the correlation between students understanding of past tense and their skill in writing recount text. The method that used in his study is a correlation study and applied a purposive sampling technique, with the total number of the sample was 40 students. Based on the result, it can be concluded that there is an average relationship between students' understanding of past tense and their skill in writing recount text in the eighth grade students of MTs. Mathla'ul Anwar, Tangerang.

In addition, the data in the findings showed that there is an influence of students' mastery of past tense towards students' achievement in writing recount. In another word, the whole contribution of students' mastery of past tense and students' achievement in writing recount confirmed considerable correlated as well influenced with the total of determination coefficient 83.1%.

4. Conclusion

Based on the result that showed on the data and discussion in the previous chapter, the researcher concluded that there were a positive and significant correlation between students' mastery of past tense and their achievement in writing recount of the eleventh grade students of SMA Muhammadiyah Limbung. The data showed that the coefficient correlation was 0.912. Determination coefficient 83.1% was the total of contribution of students' mastery of past tense influence students' achievement in writing recount and 12.9% was probable affect by others factor such us students' motivation, students' frequency of practice and etc.. The researcher suggest the future researcher to observe that others factor to improve students' skills in writing especially in writing recount. For the teacher, the researcher

suggeststo havean improvement about the method and technique for making the teaching of grammar and writing assist each other, therefore some recommendation for the teacher is the use of diary as a media to improve students achievement and also asked the students to more practice in writing.

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