

**THE CORRELATION BETWEEN PAST TENSE MASTERY AND
RECOUNT TEXT WRITING ACHIEVEMENT OF THE ELEVENTH GRADE
STUDENTS OF SMA MUHAMMADIYAH 6 PALEMBANG**



UNDERGRADUATE THESIS

**This thesis was accepted as one of the requirements to get
the title of Sarjana Pendidikan (S.Pd.)**

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Assalamualaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul **“THE CORRELATION BETWEEN PAST TENSE MASTERY AND RECOUNT TEXT WRITING ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF SMA MUHAMMADIYAH 6 PALEMBANG”**, di tulis oleh saudari **ZURNAILAH (12250158)** telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

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THIS THESIS IS DEDICATED TO:

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STATEMENT PAGE

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state that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept academic sanction of the cancellation on my magister degree that I have received through this thesis.

Palembang, April 2017

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**THE CORRELATION BETWEEN PAST TENSE MASTERY AND RECOUNT
TEXT WRITING ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF
SMA MUHAMMADIYAH 6 PALEMBANG**

Abstract

Zurnailah

This research investigated the correlation between past tense mastery and recount writing achievement, and investigated the influence of past tense mastery on recount writing achievement of students' SMA Muhammadiyah 6 Palembang in academic year 2017/2018. The research was a quantitative research. The total of population in this study were 120 students' of eleventh grade of SMA Muhammadiyah 6 Palembang. 50 students' were chosen as the sample by using convenience sampling technique. Two tests were used to collect the data. In the form of grammar test and writing test. The type of grammar test was multiple choice and writing test was essay test which asked students' to make sentences into a paragraph. After the tests were given to the students', the score from both of instruments were analyzed. Descriptive stastistic, Pearson product moment correlation and regression anlaysis were employed to analyze the data. Based on the result of the data, it was found that ($r=393$, $p=005$). In addition, the linier regression analysis showed that students' past tense mastery contributed 15,5 % to their recount writing achievement. The final result of this study indicated that there was significant a correlation between past tense mastery and recount writing achievement, and students' past tense mastery significantly influenced their recount writing achievement.

Keywords: Students' past tense mastery, Students' recount writing achievement

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CHAPTER 1

INTRODUCTION

This chapter presents the following subheadings: (1.1) background, (1.2) the problems the study, (1.3) the objectives of the study, and (1.4) the significance of the study.

1.1 Background

One of the most important things in human live is language. According to Algeo (2010, p. 2) states that a language is a system of conventional vocal signs by means of which human beings communicate. The most widely used language in research, business, politics and other areas of life in our conterm is the english language Mappiasse (2014, P113). In brief, language is a tool to everyone communicate with various way, to express what they felt and interact with other people in the world, and english is one of languages that is used for communication.

Although English is not the language with the largest number of native or ‘first’ language speakers, it has become a lingua franca. A lingua franca can be defined as a language widely adopted for communication between two speakers whose native languages are different from each other’s and where one or both speakers are using it as a ‘second’ language (Harmer, 2001, p. 1). English is a world language because its speakers are widely distributed throughout the world Brumfit (1994, p. 3). English also as an international language refers to a paradigm for thinking, research and practice. As a international language, English

is taught in every country all over the world, including Indonesia. In addition Sari and Saun (2013, p. 255) state that English has become an important subject from junior high school up to senior high school.

In teaching English there are four language skills learned by students. They are listening, speaking, reading, and writing. Afrin (2016, p. 104) states that writing is considered a productive skill and useful tool for learning process. It is the most used skill in evaluating students' performance in almost all levels of education. Furthermore, Writing is an extreme act of attention and memory; it pleads with your brain cells to make new connections (Morley, 2007, p. 8). In studying the four English language skills, writing is very important to students. The actual writing conventions which are necessary for the students to master relate chiefly (at the elementary stages) to punctuation and spelling (Heaton, 2005, p. 135).

According to Harmer (2004, p.31) also proposes writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. On the other hand, Peha (2010, p. 58), points out that writing is the communication of content for a purpose to an audience.

Nowadays, writing is an important element in life, especially in teaching and learning process. Having a good mastery in writing plays a pivotal role in achieving success (Marzban & Sarjami, 2014, p. 293). Writing is an essential language skill that is vital to academic success. The students need it for their academic to get scholarship, to study abroad, or to master in grammar. In addition,

Brown (2004, p. 218) adds that writing is primarily a convention for recording speech and for reinforcing grammatical and lexical features of language. In brief, having good writing can help the students more confident when students join essay contest and become good rater for their classmates and also having good writing is beneficial for students.

In relation to writing, since it is an active, productive skill, students learning to write in a foreign language (FL) face multiple challenges (Erkan & Saban, 2011, p. 165). Clumsy or awkward meaning often occurs in (Indonesian student) writers' compositions and low vocabularies and low knowledge about grammatical are the most challenges for the students.

According to Cook (2008, p. 18) said that grammar is the most unique aspect of language. Grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer 2001, p. 12). While, Novita (2014, p. 2) also said that interlingual factor is related to English grammar which is far different from Indonesian grammar. An example can be seen from tense in English which refers to the aspect of time, but in Indonesian, there is no tense when the students want to communicate and write. In short, grammar play an important role in English skill especially for the students.

Based on the 2006 English Curriculum KTSP, the standard of competence of learning writing in English language learning for senior high school requires students to express the meaning of written text and simple essay in the form of recount, narrative, and procedure in the daily life context. To write the texts with

correct grammar, vocabulary, language use, mechanics, and generic structure are needed for students, especially in recount text.

Recount text is a kind of text to retell events or experiences which happened in the past. Based on Saragih, Silalahi, and Pardede (2014, p.57), recount is written out to inform an event or to entertain people and a text function as for telling an incident in the past. The purpose of recount text is to tell what happened, to reconstruct a chronologically ordered sequence of past events. The students' point of view about recount text is easy because recount tells the personal event that have ever happened in the past.

In addition, Sudarwati and Grace (2014, p. 141) explains recount text consists of three types; they are personal recount, factual recount, and imaginative recount. First, the personal recount functions to retell activities that the writer has been personally involved in, Second, the factual recount is the text that tells about recording of the particular incident. The last one is the imaginative recount which means taking on an imaginary role and giving details of events. Since the purpose of recount text is to retell our experiences or event that happened in the past, past tense should be utilized in the text.

As mentioned before, to write recount text correctly, the students should master grammar. Furthermore, Thornburry (1999, p. 13) argues that the kinds of meanings realised by grammar are principally first, representational - that is, grammar enables us to use language to describe the world in terms of how, when and where things happen, and second, interpersonal- that is, grammar facilitates

the way we interact with other people when, for example, we need to get done using language.

According to Saadian and Sadegh (2014, p. 109), grammar allows learners to put their ideas into coherent sentences so that they can successfully communicate in a written form. In other words, by learning grammar, learners can transfer meanings in the form of phrases, clauses and sentences. Grammar used in the recount text is simple past tense.

Past tense refers to complete action that occurred in the past. According to Brown and Pearson (2010, p. 7), simple past tense talks about action and situation which we see as completed in the past. Simple past tense that is used to show an action which took place in the past (Sudarwati and Grace, 2013, p.47). In English language past tense had different function and diffirent used.

The use of simple past tense often makes students confused and made mistaked. According to Murphy (1986, p.22) simple past tense used to talk about actions or situations in the past. simple past often makes students confused with its complexity. They often write “He go to school yesterday,” instead of “He went to school yesterday.” The verb form has to be changed from infinitive into past tense. It shows that Indonesian students do not consider that in English there are verbs which form infinitive and past tense. In Indonesian language, there are no verb changes that affect the language.

In addition, Pullum and Huddleston (2005, p.6) past tense refers to grammatical category associated with verbs: like is a present tense form and liked is a pat tense form. The student’s disability in using the tenses to communicate is

the problem found by the students because time and tense in English is not the same as in Indonesia. In English, the verb will show the time orientation, and there is regular and irregular verb that in other language, including Indonesia, has not that rules (Sudarwati and Grace, 2013, p.47).

Based on preliminary study during PPLK II (Praktek Pengalaman Kerja Lapangan) at SMA Muhamadiyah 06 Palembang, observation and interview with the teachers and give the questioner to the students at SMA Muhammadiyah 6 Palembang, it was found that some students had difficulties in writing especially for the students of eleventh grade. Writing recount text was one of the problems in the eleventh grade students at SMA Muhammadiyah 6 Palembang. The student's commonly had some difficulties in choosing tenses which were suitable with the situation they wrote. If the students had knowledge in choosing the tenses, it could make the students easier in writing good recount text.

Furthermore, based on the informal interview with some students of SMA Muhammadiyah 6 Palembang, the results revealed that one of other problems, commonly faced by the students, was about changing the verb. Past tense was used in writing recount text. However, sometimes students forgot that not all verbs end in -d or -ed as a regular verb, but there are also some irregular verb used in the past tense. Besides, students' score in writing was low and under the KKM. In conclusion, students' at SMA Muhammadiyah 6 still had problem in choosing the correct past form. Moreover, they were not good enough in writing skill related to recount text.

In relation to the problems above, there have been some studies investigated. Azmi (2011) found that there was a significant correlation between mastery of past tense and their ability in writing recount text, and the result showed was strong correlation between both of variables. Another researcher who did this research is Masriqon (2011). The objectives of his study were to find out simple past tense mastery, writing ability in recount text, and whether there was any correlation between simple past tense mastery and writing ability in recount text. It revealed that there was positive relationship between both variables. Considering the previous studies, this research is different from the mentioned studies as this study involves senior high school students of Muhammadiyah 6 Palembang as participant and writing as the independent variable. Therefore, it is critically important to figure out the correlation between past tense mastery and recount text writing achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

1.2 Problem of study

Based on the background, the research problems are formulated in the following questions:

- (1) Is there any significant correlation between past tense mastery and recount text writing achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang?

(2) Does the past tense mastery significantly influence recount text writing achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang?

1.3 Objective of the study

The objectives of this study are:

- (1) To find out if there is significant correlation between past tense mastery and recount text writing achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang?
- (2) To know if the students' past tense mastery significantly influences recount text writing achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang?

1.4 Significance of the study

This study about the correlation between students' mastery of past tense and their achievement in writing recount hopefully will be useful to give some contributions to English language teaching and learning process.

1. For the teachers of English SMA Muhammadiyah 6 Palembang. The result of this study is beneficial for the teacher of English SMA Muhammadiyah 6 Palembang to increase their knowledge how to transfer ideas and communicate by using effective way in teaching and learning process. In addition, after knowing the information of past tense mastery, teacher can

use several strategies in presenting the good instructional activities in the classroom especially for teaching recount writing and past tense.

2. For the students of SMA muhammadiyah 6 Palembang.

The awerness of past tense mastery is helpful to discover their own strength not only to master grammar and to improve their skills in writing achievement but also to improve other skills of English.

3. For future research, this research can be used as a reference for further research, with similiar proble or variables.

CHAPTER II

LITERATURE REVIEW

This chapter presents (2.1) Correlation Research (2.2) The concept of Simple Past Tense,(2.3) Simple Past Tense Using “Verb”, (2.4) Simple Past Tense Using “To be”, (2.5) The Function of simple past tense, (2.6) The concept of writing, (2.7) The concept of Recount Text, (2.8) Previous Related Studies, (2.9) Hypotesis, (2.10) Criteria of Testing The Hypotheses.

2.1 Correlation Research

Creswell (2012, p. 338) proposes that in correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. Correlational (or causal) study is concerned with identifying the antecedents of a present condition. As its name suggests, it involves the collection of two sets of data (variables), one of which will be retrospective, with a view to determining the relationship between them(Cohen (2007, p.265). In correlational study the minimum acceptable sample size for a correlational study is considered by most researchers to be no less than 30 (Creswell, 2012, p. 146; Fraenkel, et. al, 2012, p. 338).

To interpret correlations, researcher examined the positive or negative direction of the correlation scores, a plot of the distribution of scores to see if they are normally or non-normally distributed the degree of association between

scores, and the strength of the association of the scores. More specifically correlation coefficient is a number that can range from -1 to 1, with zero standing for no correlation at all. If the number is greater than zero, there is a positive correlation. If the number is less than zero, there is a negative correlation. If the number is equal to zero, there is no correlation between the two variables. If the number is equal to +1.00 or equal to -1.00, the correlation is called perfect. Positive correlation is present when scores on two variables tend to move in the same direction while negative correlation is present when score on two variables tend to move in opposite direction – as one variable goes up, the other tends to go down, and vice versa.

The meaning of a given correlation coefficient can be seen below based on Cohen, Manion, and Marisson (2007, p. 536):

Table 1
Level of correlation coefficient

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

Source : Cohen, Manion, and Marisson (2007, p. 536)

2.2 The concept of Simple Past Tense

Past tense is usually used to express an action or condition that occurred in or during the past time. There are many definitions of past tense according to some experts. Murphy (1986, p.22) simple past tense used to talk about actions or situations in the past. simple past often makes students confused with its complexity. In addition Azar (2006, p. 213) argues that simple past tense is a tense that shows some situation or activity began and ended at a particular time in the past. Simple past tense is used for an action whose time is not given but which (1) occupied a period of time now terminated, or (2) occurred in period of time now terminated. The form of past tense can be affirmative, negative, interrogative, and negative interrogative. From the definitions above, it can be concluded that past tense is a tense that indicated a situation or an activity began, happened, and ended in the past whether the time signal words are mentioned or not. There are four forms of past tense; simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

2.3 Simple Past Tense Using “Verb”

Verb is a word used to say something about subject. It is used after a subject, or before an object or complement. Simple past tense using “verb” means that simple past tense that is used to show an action which took place in the past (Sudarwati and Grace, 2013, p.47). Most of simple verbs in simple past tense are forming by adding *-ed* or *-d* to the end of averb (regular verb), and some verbs also have irregular form (irregular verb) in which it doesn't have any pattern to

construct a verb. (Sudarwati and Grace, 2013, p. 47) describe that when the verb is ended with “y” and after “y” is preceded by a consonant , the “y” is changed to “i” and “ed”is added, for example, carry-carried, and tru-tried. Furthermore, after a singel consonant preceded by a singel stressed vowel, the final consonant is doubled before “ed” such as, stop-stopped, and permit-permitted. The last is after final “e”, only “d” is added, such as, change-changed, and argue, argued. This following is the table on how to change verbs to simple past tense.

Tabel 2

How to change the verb to simple past tense

(Sudarwati, and Grace, 2013, p. 47)

Type of Verb	Rule	Example
Regular Verb	<u>add-d to the verb</u> receive-receive dream-dreamed	I never <u>received</u> such a letter Until now, I never <u>dreamed</u> of being somthing like a hero
Irregular Verb	<u>Change the spelling</u> is – was are – were am – was read - read has/has - had do - did draw - drew	My mother <u>was</u> like the finest of indonesia tea. I <u>read</u> more than 5 times

We use “d” in the simple past tense in negative and interrogative sentence, while in negative form “d”is placed before the main verb and added the

word “*not*” after the word “*did*”. For example: the boy *did not* bring his dictionary. Therefore, in interrogative form, the word “*did*” is put in front of the sentence after the main verb. For example, did the boy bring his dictionary? In addition, Murphy (1986, p.22) simple past tense use “*did*” or “*didn’t*” for example: it rained, did it rain? And the last one it didn’t rain.

After the sentence in the simple past tense is added by “*did*”, the main verb in the negative and interrogative form is re-changed into the first form of the verb or infinitive without “*to*” (bare infinitive).

Patterns:

- (+) S+V II + (O).
- (-) S + did + not + V I + (O)
- (?) Did + S + V I + (O)

Tabel 3

Example of Using Regular and Irregular Verb

(Sudarwati, and Grace, 2013, p. 47)

Regular Verb	Irregular Verb
(+) They <i>arrived</i> in the airport two hours ago.	(+) She <i>bought</i> a newspaper yesterday
(-) They didn’t <i>arrive</i> in the airport two hours ago.	(-) She didn’t <i>buy</i> a newspaper yesterday
(?) Did They <i>arrive</i> in the airport two hours ago?	(?) Did She <i>buy</i> a newspaper yesterday

2.4 Simple Past Tense Using “To be”

“To be” which are used in simple past tense are was and were whereas was is used for subject pronoun I, She, He, It, and with singular nouns. On the other hand, were is used for subject pronoun You, They, We, and plural nouns (Sudarwati, and Grace, 2013, p. 50). The patterns:

(+) S + to be (was/were) + Complement (Noun, Adjective, or Adverb).

(-) S + to be (was/were) + not + Complement

(?) to be (was/were) + S + Complement

Tabel 4

Simple Past Tense Using “To Be”

(Sudarwati, and Grace, 2013, p. 50)

Was	Were
(+) His father was a teacher	(+) brown and his mother were in bali last week.
(-) His father was not a teacher	(-) brown and his mother were not in bali last week.
(?) was his father a teacher ?	(?) were brown and his mother were in bali last week.

2.5 The Form of simple past tense

Simple past tense is one of past tense forms. According to Walker & Elsworth (2000, p. 38-42). There are some form of simple past tense:

1. Positive – Irregular Verbs

- Irregular verbs have the same form for all persons (I, you, he, she, etc)

<i>Subject</i>	<i>Past Simple</i>
I	
He	
She	
It	Went
We	
You	
They	

- Irregular verbs are irregular in the past simple in the positive only (not in the negative or question form) :

Go – went

Sit – sat

Write – wrote

For example : she **went** home yesterday

I **sat** Down

She **wrote** for hours

- Positive – regular verbs, Regular verbs have the same for all persons (I, You, He, She, etc.):

<i>Subject</i>	<i>Infinitive + ed</i>
I	
He	
She	
It	Stayed
We	
You	
They	

2. Past simple : question and negative

FORM

- The past simple question form is the same for all persons (I, you, he, she, etc.)

<i>Did</i>	<i>Subject</i>	<i>Infinitive</i>
Did	I He She It We You They	Leave? Go? Stay?

- The past simple negative form is the same for all persons and all verbs:

<i>Subject</i>	<i>Did not</i>	<i>Infinitive</i>
I		
He		
She		
It	Did not	Leave
We	Didn't	go-
You		stay
They		

2.6 The Concept of Writing

Writing is a procedure that needs not only ideas but vocabulary, grammar and punctuation to express those ideas. Patel and Jain (2008, p. 125), define writing as a skill which must be taught and practiced. It means that if the students learn good writing skill so it will be easier for students to write. In addition Negari (2011, p. 299), writing is a complicated process which involves a number of cognitive and met cognitive, for instance; brainstorming, planning, outlying, organizing, drafting, and revising. In addition, Kirby and Crovitz (2013, p. 6) also add that writing is an act of creation, which makes writing instruction uniquely different from many other kinds of teaching.

In brief, writing is very important for the students in their study and writing also as process of communicating information or ideas in learning process.

2.6.1 The Process of Writing

According to Harmer (2004, p. 12) argues that process of writing is a way of looking at what people do when they compose written text. The most important part when someone wants to write they should know the goal and understandable to the readers. In other words, as According to Oshima and Hogue (2007, p. 15), there are four steps process of writing as the consideration to establish a good text. The steps of writing help the writer arrange a clear and understandable text.

1) Prewriting

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

2) Organizing

The next step in the writing process is to organize the ideas into a simple outline.

3) Writing

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable after all. This is just a rough draft. You will fix the errors later.

4) Polishing, Revising and Editing.

In this step, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

2.6.2 The Types of text in writing

According to Nolley et al (2010, p. 3) mention that more recently, eight key text types have been identified as recount, description, information report, explanation, exposition, discussion, procedure and narrative. Moreover, English K-6 Syllabus (1998, p. 3) states that the text types are: narrative, recount, description, response, information, procedure, explanation, exposition, and discussion. In short, recount text is one of the types of text in writing who learn by students in senior high school.

2.7 The concept of Recount Text

2.7.1 Definition of Recount text

Recount text is a text type which is similar to narrative text, but Darla and Zitnay (2012, p. 2), recount is one of non-fiction text types because; tell about a specific person or event. Recount contain a series of events that pertain to the person or event that the text focuses on. Since it focus on telling what happened, it has the same key ingredients as narrative and is thus comfortingly familiar. The easiest way to catch the difference is analyzing the generic structure. Recount text present the past experiences in order of time or place; what happened on Sunday, Monday, and Tuesday in simple way, recount describes series of events in detail. in addition In recount text there is social function like to tell events for the purpose of informing or entertaining.

It is does not show the struggle or how to make them happen. On the other hand, narrative introduces crisis and how to solve them. It reveals the conflict among the participants. The conflict is the most important element in narrative text (Sudarwati, and Grace, 2013, p. 197). There are three types of recount texts; they are:

1. Personal Recount

This usually retells an event that the writer was personally involved in,

2. Biography Recount

This usually retells accounts of a person's life

3. Factual Recount

This recordas an incident, e.g. a science experiment, police report.

4. Imaginative Recount

The writer writes an imaginary role and giving details of events in the recount, e.g. a day in the life of a pirate; a story of a mango tree.

2.7.2 Generic Structure of Recount text

In learning recount text, the students should know generic structure, According to Wardiman, Jahur, and Djusma (2008, p. 70), they are three generic structure of recount text:

1. Orientation, this part tells who was involved, what happened, where the events took place, and when it happened or beginning of the story.

For example: last night, I read an article about adolescence in a magazine.

2. Events (event 1 and 2). tell what happened and in chronologically or the middle of story what sequence. *For example, After I finished reading the article, I remembered my own adolescence; To divert my emotions, I took many extra curricular activities.*

3. Reorientation. It consists of optional-closure of events/ending or closing statement. *For example: I was able to control my emotions and to have a place where I could express my creativity in positive ways.* To make it clear, it can be seen in Figure 1.

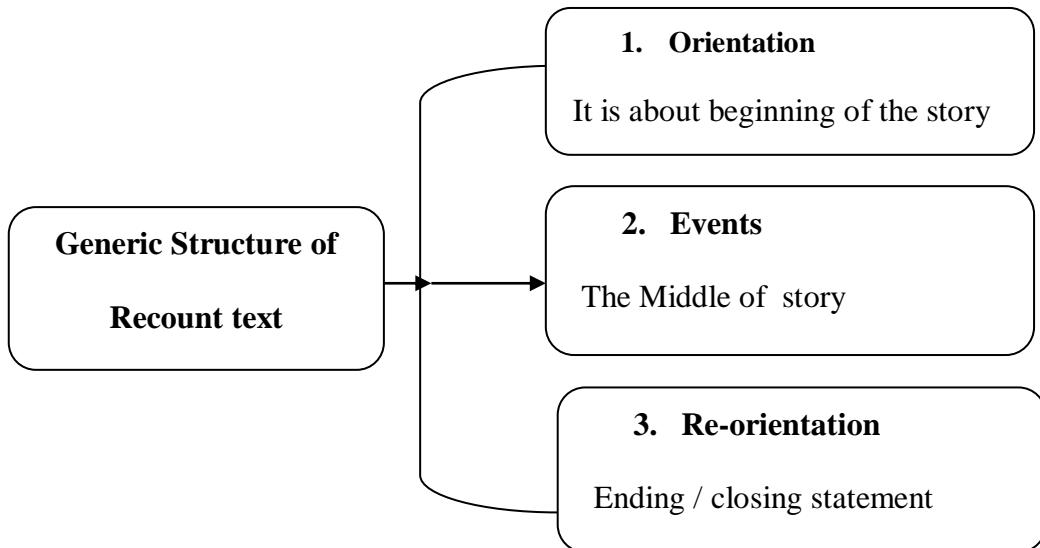


Figure 1. Generic Structure of Recount Text

Based one the figure 1 above, generic structure of recount text first is orientation or beginning means that the part tells the reader who the recount is about, where it happened and when it happened, second is events or Middle story in this part the writer tells the reader about the important events in the order that they happened, and third re-orientation at the end of the recount.

In addition, Doddy and Effendi (2012, p.15) argues that generic structure of recount consist of three aspect; first orientation (provides the setting and introduces participants. Second, events (tell what happened, in what sequence), the last, re-orientation: optional closure of events.

2.7.3 Language Feature of Recount text

There are language features of recount text based on Sudarwati and Grace (2014, p. 141). They are as follows:

1. Introducing personal participant: I, my group, my family, my school, etc.
Using chronological connection; the, first, next, after that, first of all, etc.
2. Using linking verb; was, were, saw, heard, etc.
3. Using action verb; looked, went, changed, ran, arrived, took, laughed, sang, etc.

Moreover, recount text cannot be separated from language features. According to Fortune et al., (2003, p. 1) the language features of recount text are:

1. Adverbs of time
e.g. First, then, next, afterwards, at the end of the summer, etc.
2. Past tense action verbs
e.g. Drove, began, brought, carried, saw, etc.
3. Person and place describing words
e.g. Small, huge, interesting, new, rustic, fun-filled, etc.

2.8 Previous Related Studies

There some studies related to the topic. The researcher finds some studies related to hers as follows:

Some related study was conducted by Evi (2007). The title is: “A Correlation between Students’ Mastery of Past Tense and their Achievement In

writing recount of the Eleventh Year Students of SMA 1 Weleri in the Academic Year of 2006/2007. This study concluded that there was a significant correlation between the students' mastery of tense and recount text writing achievement. The result of this study was 0.724 The similarity of this study and the previous study is the research objective. The previous study was also done to identify the correlation between past tense mastery and recount text in writing. The previous study and this current study have difference school, sample and the result. This study used purposive random sampling while the previous study use clusters random sampling.

In addition Wafda in (2014) The objective of this study was to find out the relationship between students' understanding of past tense and their skill in writing recount text. The method that used in this study is a correlational 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. This research is different from the mentioned studies as this study involves senior high school of Muhammadiyah 6 Palembang as participant and writing as the independent variable.

2.9 Hypotheses of the study

1. Ho: There is no significant correlation between mastery of past tense and recount text writing achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

Ha: There is significant correlation between mastery of past tense and recount text writing achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

2. Ho: Mastery of past tense does not influence recount text writing achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

Ha: Mastery of past tense influences recount text writing achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang.

2.10 Criteria of Testing The Hypotheses

To test the hypothesis above, the researcher is used these criterions based one Cohen, Manion, and Marison (2007, p. 536);

1. If p-output (sig.2-tailed) is higher than 0.05, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.
2. If p-output (sig.2-tailed) is lower than 0.05, the null hypothesis is accepted (Ho) is rejected, and the alternative hypothesis (Ha) is rejected.

CHAPTER III

METHOD AND PROCEDURE

This chapter presents method and procedures including: (3.1) research design, (3.2) research variables, (3.3) operational definitions, (3.4) subject of the study, (3.5) data collection, (3.6) validity and reliability of the instruments, and (3.7) data analysis.

3.1 Research Design

According to Creswell (2012, p. 3) research is a process of steps used to collect and analyze information to increase our understanding of a topic or issue. In conducting this study, correlational research design was used. According to Fraenkel, Wallen, and Hyun (2012, p. 331), the correlation study mainly focuses on the possibility of relationship between only two or more variables investigated without any attempts to influence them. There was correlation coefficient that was a numerical index that provides information about the strength and direction of the relationship between two variables. It provided information how variables were associated. Correlation research design was used to find out the correlation between two variables, explain, and interpretation the result that may appear.



Figure 2. Research Framework

Note :

X : Past tense mastery

Y : Recount writing achievement

3.2 Research Variables

According to Fraenkel, Wallen, and Hyun (2012, p. 80) states that a common and useful way to think about variables is to classify them as *independent or dependent*. Independent variable in this study was past tense mastery as X variable and dependent variable was recount writing achievement as Y variable.

3.3 Operational Definitions

To avoid the possibility of misinterpretation about some terms in this research, especially those used in the title, the definitions are provided : first the word correlation is a statistical measure to determine the tendency of two or more variables. In this research, therefore, the word *correlation* refers to the relationship between Grammar mastery and Recount writing achievement. Second, *grammar* refers to one of the fundamental basic in English used by everyone oral or written in communication. While the word *mastery* refers to comprehensive knowledge or skill in a particular subject or activity. Therefore, the word *grammar mastery* refers to the students'comprehensive knowledge in communication to each other. The test was in the multiple choice form about simple past tense test it consist of 60 items. Third, the word *achievement* refers to

things somebody has done and learned. While the word *recount writing* refers to a text that is used to tell experience of someone. Therefore, the word *Recount Writing achievement* refers to the score that was obtained from the students' recount writing test based on the topic given. The test was in the form of academic essay writing with the indicators: structure, language, editing, spelling, and paragraphs.

3.4 Subject of the Study

3.4. 1 Population

Population is a group of individuals who have the same characteristic (Cresswell, 2012, p. 142). Meanwhile Fraenkel, Wallen, and Hyun (2012, p.122) argues that population is whole number of the research objects which are going to be investigated in a research study. The population of this study is all of the eleventh grade students of SMA Muhammadiyah 6 Palembang in academic year of 2018/2017. The total number of female students in science class were 40 students, male were 10 students and for the social class were female 50 and male 20 students. The population consisted of 4 classes; XI IPA A, XI IPA B, XI IPS A, XI IPS B.

Table. 5

Distribution of Population

No	Class	Number of Students
1	XI IPA A	25
2	XI IPA B	25
3	XI IPS A	35
4	XI IPS B	35
Total		120

Source: SMA Muhammadiyah 6 Palembang academic year 2017/2018

3.4.2 Sample

Sample is the selection of the sample of individuals who will participate (be observed or questioned) which refers to the process of selecting these individuals (Fraenkel, et, al., 2012, p.122). In this research, convenience sampling method was used to take the sample of this study. Cohen, Manion, and Marisson (2007, p. 113-114) explains that convenience sampling or, as it is sometimes called, accidental or opportunity sampling, involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time.

In addition, Creswell (2012, p. 146) also argues that there are approximately 30 participants for a correlational study that related variables. Meanwhile, Freankel et al, (2012, p. 103) state that for correlational studies, a sample of at least 50 is deemed necessary to establish the existence of a relationship. There were two classes as a sample of this research. They were XI IPA A and XI IPA B classes including 50 students in those classes. The researcher chose IPA class as samples based on teacher recommendation in SMA Muhammadiyah 6 Palembang. The distributions of the sample can be seen as follow:

Table. 6
Distribution of Sample

No	Class	Number of Students
1	XI IPA A	25
2	XI IPB B	25
Total		50

3.5 Data Collections

In collecting the data there were two kinds of instruments in this research; the first was simple past mastery and the second students recount writing text test to the eleventh grade students of SMA Muhammadiyah 6 Palembang.

3.5.1 Grammar Test

In this study, to obtain the information about students' simple past tense mastery, the simple past mastery test for senior high school was adopted from some workbook, such as English 1 and from English for everyone.org. The procedure in this research, firstly the researcher was identifies the students' mastery of past tense used a test, and the form of test was grammar test. In the grammar test, the students were asked to answer about 60 multiple choice questions (can be seen in appendix A). It was allocated 60 minutes of answered the test with four alternatives answer (a, b, c, and d).

In addition, before the test was given to the sample, the test had been tried out to the other class and other school of eleventh grade students of SMA

Aisyiyah 1 Palembang. The class was XI IPA A because it had similar characteristics to the sample, such as; 1) the same accreditation was A; 2) the class was from sains class; 3) the class was recommended by the teacher of English. After doing the try out test, the validity and realibility of test items were analyazed before being given to the sample. After the test was valid and also consistent as realible test, the final test was produced. The table of specifications of grammar test can be seen in the Table 7 below:

Tabel 7
Specifications of simple past tense test

No	Aspects	Number	Total
1	Students are able to understand the possitive pattern (verbal and nominal)	Verbal: 1.4.9.15.21.27.33.39.45.51.60 Nominal: 7.12.18.24.30.36.42.48.58	20
2	Students are able to understand the negative pattern (verbal and nominal)	Verbal : 10.5.16.22.28.34.40.46.52.57 Nominal 2.13.19.25.31.37.43.49.55.59.	20
3	Students are able to understand the interogative pattern (verbal and nominal)	Verbal : 6.11.17.41.47.58.56 Nominal 3.8.14.20.23.26.29.32.35.38.44.50.53.	20
Total		60 items	

3.5.2 Writing Test

To find out the students' writing test score in recount text, the students were asked to construct at least 2 paragraphs in 45 minutes of recount text with these titles such as: holiday, birthday, the most embarrassing moment, Unforgettable experience, and traffic jam. Then, before the test was given to the sample, the writing test also had been tried out to the other class and other school. the writer did try out to the eleventh grade students of SMA Aisyiyah 1 Palembang. After doing the try out test, the validity and reliability of test items were analyzed before being given to the sample. After the test was valid and also consistent as reliable test, the final test was produced (can be seen in appendix B).

3.6 Data Instrument Analysis

According to Cresswell (2012, p. 159), validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose.

3.6.1 Test Validity

Fraenkel, et. al. (2012, p. 147) argue that validity is the most important idea to consider when preparing or selecting an instrument for use. To get the high validity of the test, content validity was used to know the grammar test (past tense) is valid or not. Relating to this study construct validity and validity of each questions item were used as the validity of the instruments.

3.6.1.1 Construct Validity

Construct validity refers to the nature of the psychological construct or characteristic being measured by the instrument. How well does a measure of the construct explain differences in the behavior of individuals or their performance on certain tasks (Fraenkel, et al. 2012, p. 148). In this study, construct validity was used to find out the validity of grammar test and writing test.

To estimate the construct validity, expert judgment is required. In this research the writer asked English lecturers at UIN Raden Fatah Palembang to estimate the validation forms. The first validator is Manalullaili, S.Pd. M. Ed. The result analysis of instrument and could be used with some revision. The second validator is Beni Wijaya, M. Pd. The result analysis of instrument could be used with some revision. And the third validator is Deta Desvita Sari, M.Pd. The result analysis of instrument could be used with some revisions. Overall, it was good and appropriate to be applied for the sample. Finally, after the research instruments had been revised, the research instruments had construct validation from the three validations. It can be assumed that the instruments were appropriate to be used (can be seen in appendix C).

3.6.1.2 Validity of Each Question Item

Validity of each question item used to indicate whether the test items of each questions of the grammar test are valid or not. To find out the validity of the test of question items the tryout is done. The try out was two day first on Monday 23th of January 2017 for grammar test at 07.00-08.30. a.m. Second, on

Tuesday 24th of January 2017 for writing test at 11.00-12.00. a.m the instruments of the test was tested to 30 students (XI IPA A) of eleventh grade students at SMA Aisyiyah 1 Palembang. The result of the test was analyzed by using SPSS Statistics Program Version 16 with the correct answer was labeled 1 and the wrong answer was labeled 0. Then, if the result of the test shows that r_{output} is higher than r_{tabel} (0,361), it means that the item were valid.

In this study, there were 60 multiple choice items which was given to the students. The result analysis of validity in each question items by using SPSS 16.00. It was found that there were only 41 question items from 60 test items provided and could be used as the instrument since the scores of significance were higher than r -table (0,361). There were 19 question items were invalid since the scores of significance were lower than r -table (0,361). To make it clear of the result of the instruments.(Can be seen in appendix D).

3.6.2 Test Reliability

Reliability means that scores from an instrument are stable and consistent (Cresswell, 2012, p 159). In addition, Fraenkle et al. (2012, p. 157) state that the test score is considered reliable whenever the reliability coefficient of test score should be at least 0.70 and preferably higher. To know the internal consistency reliability of the test, split half technique was used as the test reliability of the grammar test. The grammar test consists of 40 test items and it was valid. On the other hand, to determine the reliability of the total of grammar test, the result was analyzed by using Spearman Brown Formula in SPSS. This method was

appropriate for multiple choice items. The calculation was done by using SPSS program. (can be seen appendix E)

Table 8
Result of reliability analysis measure using split half

Reliability Statistics		
Cronbach's Alpha	Part 1 Value	.078
	N of Items	20 ^a
	Part 2 Value	.350
	N of Items	20 ^b
	Total N of Items	40
Correlation Between Forms		.606
Spearman-Brown Coefficient	Equal Length	.754
	Unequal Length	.754
Guttman Split-Half Coefficient		.752

a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15, item16, item17, item18, item19, item20.

b. The items are: item21, item22, item23, item24, item25, item26, item27, item28, item29, item30, item31, item32, item33, item34, item35, item36, item37, item38, item39, item40.

3.7 Data Analysis

In analyzing the obtained data, it presents analysis of students' score in grammar test, analysis of students' score in writing test, data descriptions, prerequisite analysis, correlation analysis, and regression analysis. *The Statistic Package for Social Science (SPSS)* version 16.00 was used to process the data analyses.

3.7.1 Instrument Analysis

3.7.1.1 Analysis of Students' Score in Grammar Test

The data from the grammar test was analyzed to determine the students' mastery of past tense by observing the total of correct answer was multiplied by 2,5. Then, for each student's a grammar test score was derived by summing all score of the 40 items. The categories of students mastery of simple past tense was explained in the classification of students' score of English subject of SMA muhammadiyah 6 palembang . The classification of student's simple past tense can be seen in the table 9:

Table 9:

The classification of student's simple past tense

No	Range	Mastery Category
1	86-100	Excellent
2	76-85	Good
3	56-75	Fair
4	<55	Poor

Source: Based on Curriculum of SMA Muhammadiyah 6 Palembang

3.7.1.2 Analysis of Students' Score in Writing Test

The data from students' writing test (recount text) was analyzed by three raters, those who validated the writing test, by using the rubric for recount text from rcampus.com. There were seven aspects of the recount scoring system and the scale of each aspect was from one to six. As a result, the highest point of all is 42 (can be seen in appendix F). Since there were three raters, the total points was determined from the students' writing recount text. Since there were three raters,

the total points from them were determining the students' recount writing achievement. The interval score can be seen in Table 10:

Table 10

The Categories of Students' Scoring in Writing test

No	Range	Mastery Category
1	86-100	Excellent
2	76-85	Good
3	56-75	Fair
4	<55	Poor

Source: Based on Curriculum of SMA Muhammadiyah 6 Palembang

3.7.2 Data description

This section presents the distribution of frequency of data and descriptive statistics which obtained from students' score in grammar and writing test.

3.7.2.1 Distribution of frequency data

In this part of distribution of frequency data the students' score and its' score percentages from grammar test and writing test were analyzed. Then, to find out the result of frequency data SPSS Statistics Program was used.

3.7.2.2 Descriptive statistics

In descriptive statistics, the number of samples, the score of minimum score, the maximum score, mean, and standard deviation were obtained. Descriptive statistics were got from students' score in grammar and writing test.

3.7.3 Prerequisite analysis

Before analyzing the obtained data, pre-requisite analysis was done to see whether or not the data was normal and linear. The following was the procedures in pre-requisite analysis:

3.7.3.1 Normality test

Normality test was used to measure whether the obtained data was normal or not. The normality test was used to measure students' score in multiple choice and writing test score. Creswell (2012, p. 614) proposes that whether the distribution of the data are normal or not will determine what statistical tests will be used to analyze the relationship hypotheses. In measuring normality test, *I-sample kolmogorov smirnov* was used. If p- value was higher than 0.05, the data was normally distributed.

3.7.3.2 Linearity test

Linearity test was conducted to measure whether the obtained data was linear or not. *Test for linearity* was used to measure students' score in multiple choice and writing test score. Moreover, if deviation from linearity was higher than 0.05, the data was linear.

3.7.4 Correlation analysis

Correlation analysis was used to measure the strength of the relationship between variables. In all, to analyze the data obtained from the test, student's grammar test and students writing test in order to see the correlation between one variable and another variable, were calculated by Pearson Product Moment Correlation Coefficient by using SPSS. If p-output is lower than 0.05, Ha

is accepted and H_0 is rejected. if p -output is higher than 0.05, H_a is rejected and H_0 is accepted. Then, the result was consulted to the correlation coefficient interval. After that, if there was correlation between past tense mastery and writing recount text achievement, the analysis was continued to see whether there was any significant influence between past tense and writing recount text.

3.7.4 Regresion Analysis

As probability of relationship, in further analysis was continued by using simple regression analysis in order to see whether or not students' past tense had significance influence to their writing recount text. The writer saw the score of R-square with 0.05., in order to know how much students past tense influence students recount text writing achievement, the influence was significant if R-Square is higher than 0.05.

CHAPTER IV

FINDING AND INTERPRETATIONS

This chapter presents (1) research findings, (2) statistical analysis, and (3) interpretations.

4.1 Research Findings

The findings are reported in this the following sections: (4.1.1) the data descriptions for students' simple past tense mastery, (4.1.2) the data descriptions for students' recount writing achievement, (4.1.3) the results of normality test (4.1.4) the result of linearity test, (4.1.5) the correlation between students' simple past tense mastery and recount writing achievement, and (4.1.6) regression analysis.

4.1.1 The Data Description for Students' Simple Past Mastery

In analyzing the data description, there were two analyzes done, namely distributions of frequency data and descriptive statistics.

4.1.2 Distribution of Frequency Data

Distribution of frequency data was used to see the certain score of the students and its score percentages from students' score in past tense test and writing test. The distribution of frequency data of past tense test can be seen in the Table 11.

Table 11
Distribution of Frequency Data of Past Tense test

Past Tense_Mastery

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	2.0	2.0	2.0
	62	1	2.0	2.0	4.0
	65	5	10.0	10.0	14.0
	67	9	18.0	18.0	32.0
	70	11	22.0	22.0	54.0
	72	10	20.0	20.0	74.0
	75	10	20.0	20.0	94.0
	77	2	4.0	4.0	98.0
	85	1	2.0	2.0	100.0
	Total	50	100.0	100.0	

Based on the table above, it shows that from the 50 students following the grammar test about the simple past tense mastery, 1 student got score 50 (2.0%), 1 student got score 62 (2.0%), 5 students got score 65 (10.0%), 9 students got score 67 (18.0%), 11 student got score 70 (22.0%), 10 students got score 72 (20.0%), 10 students got score 75 (20.0%), 2 students got score 77 (4.0%), and the last 1 students got score 85 (2.0%).

Moreover, the interval score, frequency and percentage from the result of grammar test and also categories were described. The description was displayed in this following table 12:

Table 12
The Categories of Students Past Tense Mastery

Interval Score	Category	Paste Tense Mastery	
		Frequency	Percentage
86-100	Excellent	-	-
76-85	Good	3	6.0%
56-75	Fair	46	92.0 %
<55	Poor	1	2.0 %
Total		70	100 %

Based on the result analysis of students' score in grammar test , it shows that there were 1 student got score less than 55 categorized as poor (2.0%), 46 students got score between 56-75 categorized as fair (92.0%), 3 students got score between 76-85 categorized as good (6.0%) and the last no one got score between 86-100 categorized as excellent (0 %). In brief, the most of student past tense mastery is belong to fair level (92, 0 %).

4.11.2 Descriptive Statistics

The descriptive statistical analysis of past tense mastery for the participants is shown below. The maximum score was , 85 and the minimum

score was 50. The mean of past tense test scores for the participants was 70,38 and the standard deviation was 5,103. (can be seen in table 13)

Table 13

Descriptive Analysis of Past tense Mastery

	N	Min.	Max.	Mean	Std. Deviation
Grammar_ Mastery	50	50	85	70,38	5,103
Valid N (listwise)	50				

4.1.2 The Data Description for Students' Recount Writing Achievement

In analyzing the data description, there were two analyzes done, namely distributions of frequency data and descriptive statistics.

3.1.2.1 Distribution of Frequency Data

Distribution of frequency data was used to see the certain score of the students and its score percentages from students' score in grammar and writing test. The distribution of frequency data of writing test can be seen in the Table 14.

Table 14
Distribution of Frequency Data of Writing Test

Recont_Writing_Achivemen

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 7	1	2.0	2.0	2.0
9	2	4.0	4.0	6.0
11	2	4.0	4.0	10.0
12	8	16.0	16.0	26.0
13	12	24.0	24.0	50.0
14	10	20.0	20.0	70.0
15	11	22.0	22.0	92.0
16	2	4.0	4.0	96.0
17	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Based on the table above, it shows that from the 50 students following the writing test about recount text, 1 student got score 7 (2.0%), 2 student got score 9 (4.0%), 2 students got score 11 (4.0%), 8 students got score 12 (16.0%), 12 students got score 13 (24.0 %), 10 students got score 14 (20.0%), 11 students got score 15 (22.0%), 2 students got score 16 (4.0%), and the last 2 students got score 17 (4.0%),

Moreover, the interval score, frequency and percentage from the result of writing test and also categories were described. The description was displayed in this following table below:

Table 15
The Categories of Students' Recount Writing Achievement

Interval Score	Category	Writing Test	
		Frequency	Percentage
21-25	Excellent	0	0 %
16-20	High	4	8.0%
11-15	Sound	43	86.0%
6-10	Basic	3	16.0 %
1-5	Partial	0	0 %
Total		50	100 %

Based on the result analysis of students' score in writing test, it shows that no one students got score between 1- 5 categorized as partial (0%), 3 students got score between 6-10 categorized as basic (6.0%), 43 students got score between 11-15 categorizes as sound (86.0%), 4 students got score between 16-20 categorized as high (8.0 %) and the last no one got score excellent. In conclusion, it was revealed that from the writing test, sound level was the most perceived category the students in writing.

4.1.2.2 Descriptive Statistics

The descriptive statistic analysis of writing achievement for the participants is shown below. The maximum score was 17, and the minimum score was 7 the mean of the writing achievement scores was 13,40 and the standard deviation was 1,917. For detail result, it can be seen in table 16:

Table 16

Descriptive Analysis of Recount Writing Achievement

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Recont_Writing_Achivement	50	7	17	13.40	1.917
Valid N (listwise)	50				

4.1.3. Normality Test and Linearity Test

Normality and Linearity test were conducted prior data analysis through SPSS 16.00. It was to see wheather the data were normal or not for each variable and linear between variables.

4.1.3.1. Result of Normality Test

A normality test is used to determine whether the sample data has been drawn or not from a normal distribution population. It was conducted due to many

parametric statistical methods, including Pearson correlation test and simple regression test. Therefore, the researcher applied Kolmogorov-Smirnov test by using SPSS 1. The data were distributed normally if the p-value was greater than 0.05 ($p > 0.5$). The result indicated that the data from each variable were normal and appropriate. analysis the data with p-value 0.209 for past tense mastery, and 0.168 for recount writing achievement. It can be seen in the table 17.

Table 17

Normality Test

One-Sample Kolmogorov-Smirnov Test

		Past tense Mastery	Recount writing Achievement
N		50	50
Normal Parameters ^a	Mean	70.38	13.40
	Std. Deviation	5.103	1.917
Most Extreme Differences	Absolute	.150	.157
	Positive	.123	.122
	Negative	-150	-157
Kolmogorov-Smirnov Z		1.063	1.113
Asymp. Sig. (2-tailed)		.209	.168

a. Test distribution is Normal.

The normality of each variable was also shown through the normal Q-Q Plot which is illustrated in Figure 2 and 3.

Figure 2. Distribution of Past tense mastery

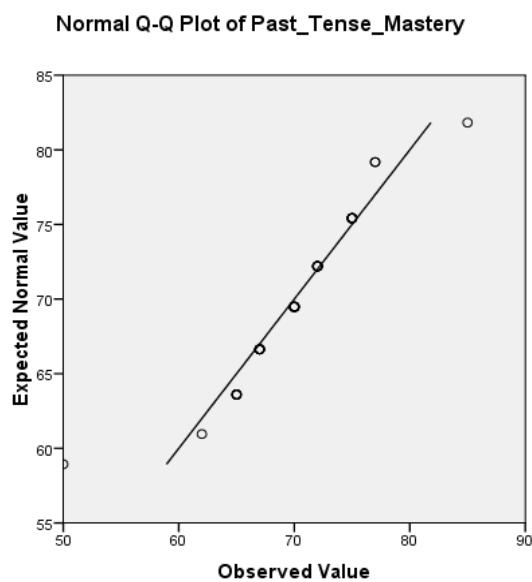
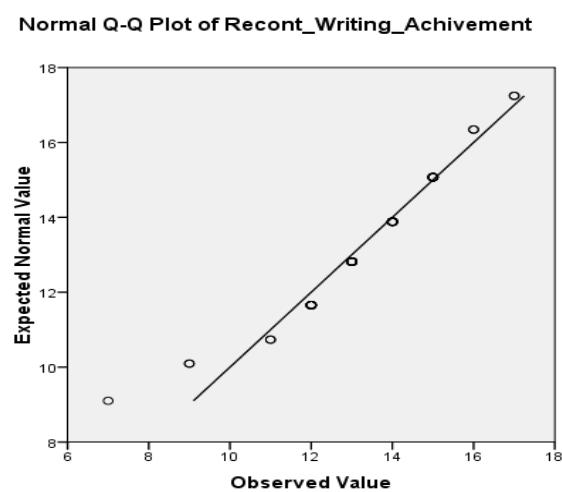


Figure 3. Distribution of Recount writing achievement



4.1.3.2 The Result of Linearity Test

The linearity test was conducted in order to recognize whether the correlation between the variables was linear or not. Thus, to measure the linearity test was used SPSS 16.00 to recognize whether the correlation of the variables was linear or not. Therefore, if the p-value (deviation from linearity) was more than 0.05 ($p\text{-value} > 0.05$), the data correlation was linear. It was revealed. That the deviation from linearity between past tense mastery and recount writing achievement was 0.313. It indicated that the result of data were linear.

Table 18
Linearity Test
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Recount Writing Achievement* Grammar Mastery	Between Groups	(Combin)	54.102	8	6.763	2.202	047
		Linearity	27.822	1		9.060	004
		Deviation from Linearity	26.280	7	27.822	1.223	313
	Within Groups		125.898	41	3.754		
	Total		180.000	49	3.071		

4.1.4 Correlation between Past tense mastery and recount writing achievement.

The first research problem in this study was : Is there any significant correlation between past tense mastery and recount text writing achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang? “. It was answered in this section. The result of the analysis was measured by using Pearson-Product Moment Correlation.

It was found that there was a significant correlation between past tense mastery and recount writing achievement of the eleventh grade students of SMA Muhammadiyah 6 Palembang. Since correlation coefficient or r -obtained (393) was higher than r -table (0.279), and p -value (005) was lower than 0.05, it means that H_0 was rejected and H_a was accepted.

Table 19
Correlation between past tense mastery and recount writing achievement

Correlations			
		Past_Tense_Mastery	Recont_Writing_Achievement
Past_Tense_Mastery	Pearson Correlation	1	.393**
	Sig. (2-tailed)		.005
	N	50	50
Recont_Writing_Achievement	Pearson Correlation	.393**	1
	Sig. (2-tailed)		.005
	N	50	50

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

Moreover, there was significant correlation between past tense mastery and recount writing achievement, there was a need to conduct regression analysis which was used to find out the influence of past tense mastery and recount writing achievement.

4.1.5. The influence of past tense mastery and recount writing achievement

As there was correlation, further analysis by using simple regression analysis was conducted to answered the second question. The results indicated that students'past tense mastery influence significantly with t_{value} (2.962) was

higher than t_{table} (3.505) with sig. value (.005) was lower than probability (.05). Therefore, there was a significant influence between past tense mastery and recount writing achievement of the eleventh grade students SMA Muhammadiyah 6 Palembang. It means that there was a significant influence of students' past tense mastery and recount writing achievement.

Table 20
The Regression Analysis of Students' past tense and Recount Writing Achievement

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.007	3.517		.855	.397
Grammar_Mastery	.148	.050	.393	2.962	.005

a. Dependent Variable: Recont_Writing_Achivement

In addition, to know the percentage of past tense mastery influence on recount writing achievement, R-Square was obtained. The result of the analysis revealed that the R Square (R^2) was .155. It means that students' past tense mastery gave significant effect in the level of 15.5 % toward recount writing achievement, and 84.5% was unexplained factors value. Table 21 is shown as the result of Model Summary follow.

Tabel 21
Model Summary

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.393 ^a	.155	.137	1.781

a. Predictors: (Constant), Past tense_Mastery

4.2 Interpretation

This part answer the second problem of this study, since there was significant correlation between students past tense mastery and recount writing achievement of the eleven grade students of SMA Muhammadiyah 6 Palembang. There was some reason why this result of this research was significant correlation between them. And also there was significant influence of students past tense mastery on their recount writing achievement.

Based on the result of pearson product moment correlations, it was found that there was a positive and a significant correlation between students past tense mastery and recount writing achievement of the eleven grade students of SMA Muhammadiyah 6 Palembang (r - .393). Its mean that there was correlation between students past tense mastery and recount writing achievement. The explanation to support this finding that from junior high school until senior high school the participants had been learn writing in their english book or explores to English writing materials from printed textbooks from the school, online media, and social networks.

There are some possible explanation to support this finding based on the rubric used in recount writing (1) Structure, consist of 5 level are excellent, high, sound, basic, and partial. (2) Language, consist of 5 level are excellent, high, sound, basic, and partial. (3) Editing, consist of 5 level are excellent, high, sound, basic, and partial. (4) Spelling, consist of 5 level are excellent, high, sound, basic, and partial. (5) Paragraphs, Spelling consist of 5 level are excellent, high, sound, basic, and partial. In short all of that can support how important grammar in writing.

Harmer (2004, p.31) also proposes writing encourages students to focus on accurate language use and, because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. Thornburry (1999, p. 15) argues that grammatical categories include subjects, objects, verbs, tense, and in grammar past tense as a tense and also one of the most part play important roles, when the students wrote. So, grammar play inmportant role especially past tense when the students write recount writing achievement. Grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001 p. 12).

In addition, to support this findings is that all of students in participant was learned about past tense and recount writing in their previous class. So, when their wrote recount writing their grammar was good and their score was high. Other factor are : First, allocation time and the topic of the test suitable with their condition to answered the questions. Second, many students in eleven class

especially in science class take course after their school and their know the structural of recount writing so it can influence their grammar. It is caused the students have a motivation to increase their score of past tense in order to increase their score in recount writing achievement.

In relation to the problems above, Azmi (2011) argues that, there was a significant correlation between past tense mastery and recount writing achievement. And the result showed there was strong correlation between both of variables.

Furthermore, a closer look from previous related studies shows that Evi (2007) supported that there was a significant correlation between students past tense mastery and recount writing achievement.

Based on Wafda (2014) the result of this study is in agreement with the studies. It showed that the objective of this study was to find out the relationship between past tense mastery and recount writing achievement of the eighth grade studenst of MTs. Mathla'ul Anwar Tangerang. This study used grammar test and writing test. The result showed that the sample was dominated by the students who got sound score because the half of students who take course and aktif in the class.

In short, the total contribution of past tense mastery and students' recount writing achievement showed significant correlated as well influenced. On the contrary, past tense mastery influenced students' recount writing achievement although the contribution was small, suggesting that there are other factors that can contribute to the students in recount writing achievement, such as the

facilities in the schools, teachers, friends, environment, courses, etc. this study was success in investigating the correlation and the influence between students' past tense mastery and recount writing achievement of the eleven grade students of SMA Muhammadiyah 6 Palembang.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter of this research presents (5.1) conclusions, and (5.2) suggestions.

5.1 Conclusions

After the research was conducted at the eleventh grade students of SMA Muhammadiyah 6 Palembang in academic year 2016/2017, the major findings are summarized as follows.

First, according to the result of Past tense mastery test, the category mastery of the eleventh grade in simple past tense was in fair category. Interim the result of recount writing test indicated that the category achievement of eleventh grade student in recount writing was in sound category in past tense.

Second, based on the result of pearson product moment correlations, it was found that students simple past tense mastery has a significant correlation with their recount writing achievement . After that, the correlation of two variables was classified as fair. Besides that, the linear regression analysis showed that past tense mastery test (15.5%) significantly influenced the dependent variable, recount writing achievement.

5.2. Suggestions

There are some suggestions, based on the previous conclusions about the findings of this study, to the teacher of English, students, and future research.

1. For the students

There are various reference for students in relation to this study. First, they should study hard in learning especially in learning recount text to discover their own strength not only to master grammar and to improve their skills in writing achievement but also to improve other skills of English. Second, they should increase their knowledge how to transfer ideas before their write in learing English.

2. For the teachers of English

Although the result of this study revealed that students' simple past tense mastery has a significant correlation with students recount writing achievement, it should not simply be ignored if there were some students still had difficulties in learning it. It is important for the teacher of English to find out the best strategies to demonstrate this problem in this research. It may support the teacher of English to take some actions to face the condition and to reduce the level of students difficulties in learning grammar and writing.

3. For Future Research

The results of this were difficult to generalize because of a small number of sample. In consequence, it is recommended for future research to examine large sample to make the research more effective. Last, as the result of this study, it is suggested for future research to examine the other possible variables related to writing achievement such as other tenses, strategies, motivation, vocabulary, learning style and teacher style.

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