
THE CORRELATION BETWEEN STUDENTS' SIMPLE PAST TENSE MASTERY AND WRITING RECOUNT OF DIARY

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ABSTRACT

The research objective of this research is to know whether there is any correlation between simple past tense mastery and writing recount of diary and the degree of correlation. The research design in this research is a correlation study. The researcher used stratified cluster random sampling to get the sample. From the technique sample, the researcher got X IPA.1 and 30 students as the sample. Based on the research calculation by using correlation product-moment, it is obtained that $r_{observed}$ is 0,54 and r_{table} is 0,374 in significant 5% and 0,478 insignificant 1%. The average of the simple past tense is 74,7. It means that the students' achievement in the simple past tense is good. The average score writing recount of the diary is 66. It means that the students' achievement in writing recount is fair. The result shows that there is a positive correlation between simple past tense mastery and writing recount of the diary at the tenth grade of SMA Negeri 02 Metro, Lampung Academic Year 2017/2018. It shows that $r_{observed}$ is higher than r_{table} , so that H_a is accepted and H_o is refused. The finding of correlation is enough, it is obtained that is $r_{observed}$ 0,54.

Key Word: *Correlation, Simple Past Tense, Recount of Diary.*

INTRODUCTION

There are many kinds of writing such as narrative, recount, descriptive, report, spoof, and etc. In this research, the researcher uses writing recount as one of the variable to get data on the result. Writing recount tells about the experiences at the past time. To be master writing recount, the students must be master simple past tense. One of easier trick to able recount text is writing diary, in writing diary the students also should write text using correct tenses. Especially in recount text, the students should write text in past tense form. But there are many students who make incorrect grammatical when they write a text. The researcher conduct pre-survey at the second-semester students of SMA Negeri 2 Metro, based on the problem appear, the researcher wants to know the students simple past tense mastery, especially in recount writing of diary text, Total of the students' tenth grade in SMA Negeri 02 Metro is 280 students. There are 60 students get score >75, 107 students get score <75, and 113 students get score <60, if it was percentage, so 21,44% got a high score, 38,20% got a middle score, and 40,36% got a low score, so the total of the percentage is 100%. Based on the pre-survey, the students still find many difficulties to write in recount text. The students still confuse in the generic structure of recount text like making the orientation, record of events and re-orientation. Generally, the students make recount text using the present tense. Actually, the correct grammar to make recount text is simple past tense because the recount is one of text that is made for informing past activities. Based on the description of writing and recount above, it shows that they have a close relation. To get empirical data about it, the researcher will organize the test result to prove the correlation of students' achievement in writing and recount by using student's diary Therefore the researcher chooses the title "The correlation between students' simple past tense mastery and writing recount of the diary at the tenth-grade students of SMA Negeri 02 Metro, Academic year 2017/2018".

This research previously had been researched by some researchers. For instance Mulyani (2016) conducted research on the correlation between students' mastery of simple past tense and their ability in writing anecdote at the eighth grade of Mts Negeri 02 Palangkaraya Academic Year 2015/2016. The objective of the research study was to find out simple past tense mastery, writing ability in anecdote text, and whether there was any correlation between simple past tense mastery and writing ability in anecdote text. The researcher used a quantitative research as the method of the study. The populations of study were 30 students.

The instrument is used was a test. The researcher decided to give grammar test and writing test. Type of grammar test was multiple choices and writing test is essay test which asked students to make sentence into paragraphs. The result of the test was 0.745 score and the product moment table $N = 28$ using 5% confidence limited the score 0.374 and 1% = 0.478, where the score 0.745 is between 0.600 - 0.800. It means that the relationship between simple past tense mastery and writing ability was high. r ratio = 0.478, where the score 0.745 > r table = 0.374, it means that there was positive relationship between both of variables. Based on the research above, it could be concluded that there was the significant relationship between simple past tense mastery and writing ability in anecdote text.

The second research is entitled the correlation between grammar mastery and writing ability at the sixth semester of English Education Department students of UIN Syarif Hidayatullah Jakarta by Reni (2014). The purpose of this study was to know whether there was a significant correlation between grammar mastery and writing ability at the sixth of English Education (EED) students of UIN Jakarta. The sample of this study was 30 students taken from B class of sixth semester of EED of UIN. The method used in this study was a quantitative method and the technique used in this study was a correlation technique. In collecting the data, the documentation of students' writing scores and the test of grammar were used. The scores of writing were collected from the lecturer of writing subject of EED of UIN Jakarta. Besides, in assessing students' mastery of grammar, this study conducted multiple choice and error identification tests to the students. The result of this study shows that there was a very low correlation between students' mastery and writing ability. It was proved by $r_{xy}(0.165)$ was lower than r table in the degrees of significant 5% (0.374) and 1% (0.478). It is considered that the null hypothesis (H_0) and the alternative hypothesis (H_a) were rejected. In conclusion, there was a negative correlation between students' grammar mastery and writing ability. Students who have minimum level of grammar, it did not mean that also got poor achievement in writing.

The third research was conducted by Dhamar (2014), "A Correlation Between Students Mastery of Past Tense and Their Ability in Writing Narrative Text" at seventh Grade Student of SMP Negeri 01 Kediri Academic Year 2013/2013. The objectives of the study are to find out the correlation between the students mastery of past tense and their writing ability in narrative text. The method of this research is correlation study and applied a purposive sampling technique, with the total number of the sample is 40 students. The data were gained through tests, namely grammar test and writing test that were analyzed by using product moment person. The finding of the research showed that r obtained was higher than r table that is $0,43 \geq 0,320$ and it is categorized enough correlation.

The last research is entitled the correlation between students' simple past tense mastery and the ability in spoof text at the tenth grade of SMA Negeri 02 Torue Academic Year 2015/2016 by Yuyus. The types of this research is Persons' Product Moment, the number of population is 32 students selected by using classroom random sampling technique. The technique of data collection was questionnaire and test. The researcher found that the t counted (0,863) was higher than the t table (0,339) and it is categorized very high correlation. It means that there is a significant correlation between students' simple past tense mastery and the ability in spoof text at the tenth grade of SMA Negeri 02 Torue.

From these previous studies, the topics have similarity and different with the research. In this case the research focuses on students' simple past tense mastery and writing recount of diary. The distinction of this result from their statement, this result tries to find is there any correlation between students' simple past tense mastery and recount writing of diary. The weakness from the result above they do not use writing recount of diary in their research. Meanwhile, the researcher has a different research with the research above untitled the correlation between students' simple past tense mastery and writing recount of the diary at the tenth grade of SMA Negeri 2 Metro, academic year 2017/2018. The research method is correlation product moment, with the sample 30 students. The technique of sampling used random sampling. The instruments uses are simple past tense test and recount writing of diary test.

Based from four previous researches above it are shows that they have the correlation between students' simple past tense mastery and some of text like spoof, narrative, and anecdote, the researcher assumes that students' simple past tense mastery and writing recount of the diary also have a positive and significant correlation. The researcher uses 280

population and the researcher takes 11, 35% of the population to be the sample. So, the sample is 30 students which are taken by using random sampling technique.

Past tense is used in the past time or past event, there were several people who had to explain about past tense, the first is Folse (in Handayani, 2013) define that the most common devices used to indicate sequencing of action are the use of time adverbials such as yesterday or before I arrived. The second is Shiny (2013) stated that simple past is used to indicate the past events, e.g I met her yesterday. The last definitions are given by Junaida (2014) says that "past tense is an action or states to express the event in the past time and now was finish also knows the place did happen" (pages 472). When the learners want to learn about simple past tense, they need to understand the pattern of simple past tense. Anim cited (in Evlina, 2009) stated that often the past simple ends in -ed, but many important verbs are irregular. This means that the past simple does not end in -ed. Small numbers of verbs; among them some of the most commonly used verbs in the language have forms that differ from the regular tense forms. In order to use the tense forms of these irregular verbs, the speakers of native English must know their principal parts. Azmi (2011) define that the first principal part of a verb is the simple form of the verb (or the stem), the second principal part is the past tense, the third principal part is the past participle and the fourth principal part is present participle. In the study of the second language, there is a term called "overgeneralization". In some cases, students often create some irregular verbs such as the word "ated" to replace "ate" as the past form, or another one is the use of be in past tense as in the sentence, "You was ate". Several grammarians often classify using certain characteristic of word/ words to facilitate memorization.

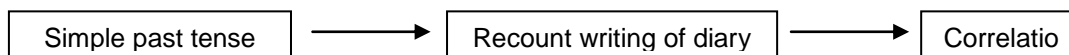
There are some kinds of text in learning English, one of them is recount text. Normally, recount text is made when people want to tell their experiment, story or anything else. Djuharie (in Lidwina *et al*, 2016) stated that recount text is one of the texts that retell us about events, experiences and actions that happen in the past. Turmudi (2014) says that "recount is a type of written text (a paragraph or more than one paragraph) which tells a record of events in the past" (pages 08). Palmer (2008) define recount text is retell events in time order. In recount text, there is the generic structure of recount like orientation, events, and re-orientation. According to Turmudi (2014) says that "The focus on recount has an orientation which gives the background to the events that took place, has a series of events told in the past tense, has re-orientation which a repeated similar meaning or a lesson learned from the story. It could end with a re-orientation which refers the reader back to the orientation. The last is summarizing a comment which is an expression or a lesson learned form what the readers should learn from the story" (pages 08). In addition, Seaton cited (in Mustapa, 2013) stated that the generic structure of recount text divided into three parts: orientation (telling the background), events (setting information about time, place, and person), the last is re-orientation (concluding comment shows a personal tough forward the events describe). Sugeng cited (in Ningrum, 2013) stated that the characteristics of recount text are: recount has a social function of retelling events for informing or entertaining, it is organized chronologically and it is built of three elements (orientation, events, and re-orientation). Knowing that recount text is a text that retells past experience, the tense is past tense. Turmudi (2014) says that "language form of the recount is the verb is past tense or similar group of past tense such as past perfect tense, it has time markers or transition e.g. yesterday, soon, function as a sequent of events, using action verb, conjunction, adjective and etc" (pages 08). Sugeng cited (in Ningrum, 2013) stated that language feature of recount is use action verb, use noun and pronoun, use past tense, and use adjectives.

Diary is a kind of recount text. Recount is a kind of genre. Nunan (in Evlina, 2009) asserted that the purposes of the recount are to tell what happened, to document a sequence of events and evaluate their significance in some way. In Indonesia, the diary is often called *Buku Harian*. The word diary itself derives from the Latin word *dies* meaning 'a day'. Diary is a method to collect data at the daily level or even several times a day, during the past decade diary has been increasingly used in work and organizational research, Van Eerde *et al* (in Cornelia *et al* (2010). Ken Hyland cited (in Evlina, 2009) define that defines diary and log studies as a first-person account of language learning or teaching experience, documented through regular, candid entries in a personal journal and then analyzed for a recurring pattern or salient event. Students are generally encouraged to enter all relevant activities on a regular basis. In Evlina (2009) says that basically, there are two types of diaries may be kept, personal and content area. In a personal diary, students write about anything in their lives that is of importance or

interest. In a content area diary, the focus is on a specific academic topic. For example, students may keep track of progress in a science experiment or may write their personal views of events studied in a history class.

METHOD

The researcher employed correlation research design. The design of this research:



(The Researcher)

After getting the data, the researcher analyzed it and then gave the description whether there is significant correlation between simple past tense mastery as the independent variable (X) and their recount writing of diary as the dependent variable (Y). The researcher chose the tenth grade of SMA Negeri 02 Metro as the population of the research. The population was 280 students; the distribution is X IPA 1 is 30 students, X IPA 2 is 30 students, X IPA 3 is 29 students, X IPA 4 is 28 students, X IPA 5 is 30 students, X IPS 1 is 31 students, X IPS 2 is 35 students, X IPS 3 is 33 students, X IPS 4 is 34 students. In conducting the research to get the sample from population, the researcher used the technique of cluster random sampling, to get sample using cluster random sampling from research population. The researcher used test as the main instruments of this research. Test was used to measure the knowledge of students. The researcher used test to get the objective score. The test was objective test and subjective test. Objective test was multiple choice test (50 items), while subjective test was essay writing test (1 item). In this research, the researcher uses correlation analysis technique. Arikunto (2014:313). Compute the data by using product moment correlation (*coarse numeral*) the formula as follows:

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

In Arikunto (2014:318)

Explanation:

- n** : The number of the students in the sample.
- xy** : The coefficient correlation between x and y.
- x** : The number of x score (simple past tense).
- y** : The number of y score (recount writing).
- x²** : The number of squares of x scores.
- y²** : The number of squares of y scores.
- xy** : The total of x and y.

There are two hypotheses in this research:

- **H_a** : There is a significant correlation between students' simple past tense mastery and their recount writing of diary.
- **H_o** : There is no significant correlation students' simple past tense mastery and their recount writing of diary.

Determine interpretation to the coefficient correlation explained on the table Interpretation Coefficient Correlation as follows:

Coefficient Correlation	Category
0,800-1,00	Very high
0.60-0.799	High
0.40-0.599	Enough
0.20-0.399	Low
0.00-0.199	Very low

Source: Arikunto (2014:319)

Based on the table, the number of correlation is between 0 (zero) – 1 (one). The lower = zero and the higher = 1, if the correlation number more than 1, known that something wrong in the calculation of data, if the variable x and variable y have 0 number that is assume that there

is nothing correlation or H_a is rejected. H_a is accepted if the number correlation higher than 0, it is about 0,199-1,00.

DISCUSSION

In order to find out the correlation between students' simple past tense mastery and their writing recount of diary, both variables are calculated by using formula of product moment (*coarse numeral*) as follows:

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

$$r_{xy} = \frac{30(146172) - (2103)(1975)}{\sqrt{\{30(171384) - (4422609)\} \{30(138303) - (3900625)\}}}$$

$$r_{xy} = 0,54$$

From the calculation, it knows that $r_{observed}$ 0,54. It means that there is positive significant correlation between simple past tense mastery and writing recount. The degree is enough based on the table interpretation value r .

The result of this research obtained that there is a positive significant correlation between simple past tense mastery and writing recount of the diary. The average score of simple past tense is 74,7. It means that the students' achievement of simple past tense is good. There are two indicators of simple past tense test namely, identify verbal sentence and identify nominal sentence. The researcher also analyzed each indicator. In the first indicator shows that the highest score is 86, the lowest score is 37, and the average of the first indicator is 73. So, the category is good. Meanwhile, the second indicator shows that the highest score is 86, the lowest score is 29, and the average of the second indicator is 80,6, it can be said that the second indicator has an excellent category. The average score of writing recount is 66, it means that the students' achievement in writing recount is fair. There are five indicators in writing recount; they are content, organization, vocabulary, language, and mechanics. The researcher also analyzed for the specification result in the writing recount per indicator. In the first indicator, it can be seen that the highest score is 95,5, the lowest score is 30, and the average of the first indicator is 76,2. The classification of category is good. The result of second indicator shows that the highest score is 92,5, the lowest score is 32,5, and the average is 69,0, it means that classification of category is fair. The result of the third indicator shows that the highest score is 92,5, the lowest score is 32,5, the average is 66,8. So, the classification of the category is fair. The result of the fourth shows that the highest score is 87,5, the lowest score is 27,5, and the average is 62, it means that classification of the category is fair. The result of the fifth indicator shows that the highest score is 87,5, the lowest score is 27,5, and the average is 60,3. So, the classification of the category is fair. Based on the discussion above, it can be concluded that there is a positive significant correlation between simple past tense mastery and writing recount of the diary. The statement is supported based on the result of the calculation that $r_{observed}$ (0,54) is higher than r_{table} (0,374) in criterion 1 and (0,478) in criterion 2. It means that H_a is accepted and H_o is refused. So, it can be said that there is a positive significant correlation between simple past tense mastery and writing recount of the diary. The degree of correlation is enough based on the table interpretation coefficient correlation.

CONCLUSION

Based on finding as already discussed in the previous chapter, the researcher points out the conclusions. There is positive significant correlation between simple past tense mastery and writing recount of diary at the tenth grade of SMA Negeri 02 Metro Academic Year 2017/2018. It proven by the result of calculation that $r_{observed}$ is 0,54 and r_{table} is 0,374 in criterion 1 and 0,478 in criterion 2. It shows that $r_{observed}$ is higher than r_{table} . The correlation between simple past tense mastery and writing recount of diary at the tenth grade of SMA Negeri 02 Metro Academic Year 2017/2018 is enough. It is obtained that $r_{observed}$ is 0,54. Based on the interpretation correlation coefficient value r 0,00-0,199 is very low, 0,20-0,399 is low, 0,40-0,599 is enough, 0,600-0,799 is high, 0,80-1,00 is very high. It is clear that the correlation is enough because $r_{observed}$ is 0,54.

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