

## The Correlation Of Mastering The Simple Past Tense And Students' Ability Writing Recount Text By 10<sup>th</sup> Grade High School Of Sma PGRI 1 Bekasi

<u>INFO PENULIS</u>	<u>INFO ARTIKEL</u>
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### *Saran Penulisan Referensi:*

Arasy, A. S. (2025). The Correlation Of Mastering The Simple Past Tense And Students' Ability Writing Recount Text By 10<sup>th</sup> Grade High School Of Sma PGRI 1 Bekasi. *Arus Jurnal Psikologi dan Pendidikan*, 4 (3),287-293.

### **Abstrak**

This study aims to examine and describe the ability of tenth-grade students at SMA PGRI 1 Bekasi to write recount texts in a structured and accurate manner using the simple past tense. The research focuses on the students' mastery of the simple past tense and its relationship to their writing skills, specifically among students of classes X-6 and X-7, totaling 73 participants. The method employed is Classroom Action Research, conducted in collaboration with the English teacher. The research applies a quantitative approach with a correlational design. Data were collected through multiple-choice tests and written assessments to measure both the mastery of the simple past tense and the students' ability to write recount texts. The test results showed that the average score for simple past tense mastery was 12.25, with a median of 13.00, a mode of 14, and a standard deviation of 2.866. Referring to the t-distribution table for a sample size of  $n = 73$  and a significance level of  $\alpha = 5\%$ , the critical t-value was approximately 0.232. Although Pearson's correlation test generally relies directly on the  $r$  value and its significance, this comparison was used analogically to support the explanation. Since  $r_{xy} = 0.870 > t\text{-table}$ , it can be concluded that the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. Therefore, there is a positive and significant relationship between students' mastery of the simple past tense and their ability to write recount texts effectively.

**Keywords:** Correlation, Simple Past tense, Writing recount text.

### Abstract

Penelitian ini bertujuan untuk mengkaji dan mendeskripsikan kemampuan siswa kelas X SMA PGRI 1 Bekasi dalam menulis teks recount secara terstruktur dan akurat dengan menggunakan simple past tense. Fokus penelitian adalah pada penguasaan simple past tense dan hubungannya dengan keterampilan menulis siswa, khususnya pada siswa kelas X-6 dan X-7, dengan jumlah total 73 peserta. Metode yang digunakan adalah Classroom Action Research yang dilaksanakan bekerja sama dengan guru Bahasa Inggris. Penelitian ini menerapkan pendekatan kuantitatif dengan desain korelasional. Data dikumpulkan melalui tes pilihan ganda dan penilaian tulisan untuk mengukur baik penguasaan simple past tense maupun kemampuan siswa dalam menulis teks recount. Hasil tes menunjukkan bahwa rata-rata nilai penguasaan simple past tense adalah 12,25, dengan median 13,00, modus 14, dan standar deviasi 2,866. Berdasarkan tabel distribusi t untuk ukuran sampel  $n = 73$  dan tingkat signifikansi  $\alpha = 5\%$ , nilai t kritis adalah sekitar 0,232. Meskipun uji korelasi Pearson umumnya langsung menggunakan nilai  $r$  dan signifikansinya, perbandingan ini digunakan secara analogis untuk mendukung penjelasan. Karena  $r_{xy} = 0,870 > t\text{-tabel}$ , maka dapat disimpulkan bahwa hipotesis nol ( $H_0$ ) ditolak dan hipotesis alternatif ( $H_1$ ) diterima. Oleh karena itu, terdapat hubungan positif dan signifikan antara penguasaan simple past tense siswa dengan kemampuan mereka menulis teks recount secara efektif.

**Kata Kunci:** Correlation, Simple Past tense, Writing recount text.

### A. Introduction

The English language is among the foreign languages integrated as a compulsory subject within Indonesia's national education system. The prioritization of English in the curriculum is grounded in its role as an international language with strategic functions in bridging various global sectors such as economics, technology, education, and communication. Consequently, comprehensive mastery of English by the younger generation in Indonesia is considered essential to strengthen their participation in global dynamics and to support the acceleration of national development.

In the pedagogical context, English instruction encompasses four interrelated core skills are reading, listening, speaking, and writing. Among these, writing is often regarded as the most complex skill, as it requires the integration of multiple linguistic components, including grammar, vocabulary, and discourse structure. This complexity makes writing a distinct challenge for students in the process of acquiring English proficiency.

English language proficiency is an essential skill that students must possess to face the challenges of the globalization era. English language proficiency encompasses for main skills, there are listening, speaking, reading and writing. Among these, writing ability is often regarded as the most complex competence to master. This complexity arises from simultaneous involvement of various linguistic elements, such as mastery of grammar, vocabulary, syntactic structure, as well as the cohesion and coherence of ideas within a text. A recount text is a genre in English language learning that requires a high degree of grammatical precision. It serves to narrate past events or personal experiences in a systematic and chronological manner.

In writing recount text, mastery of the simple past tense is essential because it functions to convey events or experiences that happened in the past. Proficient use of its structure and application enables students to compose sentences that are both grammatically accurate and logically coherent, thus enhancing the overall clarity and meaning of their writing. Conversely, a lack of understanding of this past tense form tends to result in grammatical errors that negatively affect the clarity of the content and the quality of the resulting text. Therefore, A strong command of the simple past tense plays a crucial role in enhancing the effectiveness of teaching recount text writing skills.

In reference to the findings obtained from the field observations, it was found that several students still face difficulties in writing recount texts accurately and effectively. Preliminary findings at SMA PGRI 1 Bekasi revealed that approximately 30% of tenth-grade students were not yet able to compose recount texts using proper grammatical structures, a common linguistic challenge involves the inappropriate use of verb forms, particularly in the application of the simple past tense, misuse of auxiliary verbs, and inconsistencies in organizing the chronological

sequence of events. These findings suggest a potential significant of the correlation between students' mastery of the simple past tense and their skill in producing coherent and well organized recount texts.

This phenomenon raises of the question to extent which mastery of the simple past tense contributes a significant role in enhancing students' competence in composing recount texts. If grammatical proficiency, especially in the use of the simple past tense serves as proven to have a significant correlation with writing skills, then this finding can serve as a foundation for formulating more focused and student-centered English teaching strategies. In this context, It is advisable for educators to prioritize and allocate more focus to mastering sentence structures using the simple past tense as a basis for improving students' writing competence.

Given the background above, the researcher deems it necessary to undertake an empirical investigation to examine the relationship between students' mastery of the simple past tense and their proficiency in composing recount texts among 10<sup>th</sup> students at SMA PGRI 1 Bekasi. The findings of this study are anticipated to yield a more comprehensive understanding of the correlation between grammatical competence and writing skills, and to provide valuable insights for enhancing the effectiveness of English language methods at the secondary school level.

Based on the preceding discussion, it can be inferred that proficiency in the simple past tense, serving as the independent variable (X), significantly contributes to the development of English language competence, especially in the accurate application of past tense forms according to grammatical rules. This competence includes understanding and applying sentence structures in various forms affirmative, negative, and interrogative as well as accurately using past tense verbs in the context of written communication.

On the other hand, the ability to write recount texts as the dependent variable (Y) reflects an important aspect of productive skills, namely students' capacity to compose narrative texts based on past experiences or events. This skill requires a comprehensive understanding of the organizational structure and linguistic characteristics of recount texts use of cohesive and coherent language. Given that the primary grammatical structure in recount texts is the simple past tense, it is assumed that the findings indicate a statistically significant association between students' mastery of the simple past tense and their writing performance. This suggests that greater proficiency in using the simple past tense is linked to higher quality in the recount texts produced by the students.

The researcher chose this topic based on the rationale mastery of grammar particularly the simple past tense constitutes an essential factor in enhancing students' writing proficiency, especially within the context of composing recount texts which conceptually demand to application of past tense to narrate previous events in a coherent and sequential manner.

The findings of this research are anticipated to contribute valuable insights toward advancing the development of more contextual and practical grammar teaching strategies in writing skills, as well as to serve as a reference for teachers in designing learning approaches that align with the needs and characteristics of their students.

### **Identification of Problem**

1. The proficiency of students in composing recount texts is still relatively low, especially in the correct application of linguistic structures associated with past tense forms, such as the simple past tense.
2. Students still face difficulties distinguishing between affirmative, negative, and interrogative sentences when constructing to use the simple past tense in recount texts.
3. Students' proficiency in the use of the simple past tense is not yet optimal, as evidenced by errors in verb form selection, sentence structure arrangement, and inaccurate use of time expressions.
4. The students have struggled to write recount texts due to a limited vocabulary repertoire. Some students have not yet to differentiate between the simple past tense verbs and adverbs of time in the simple past tense.
5. When composing recount texts, several students find it difficult to choose the correct vocabulary.
6. There is a scarcity of research directly to examining the relationship between students' mastery of the simple past tense and their competence in composing recount texts, with a particular focus on tenth-grade senior high school learners.

## Formulation of the Problem

1. What does extent of mastery the simple past tense significantly correlate with the ability to write recount texts among Grade X students of SMA PGRI 1 Bekasi?
2. What does extent of mastery simple past tense to contribute to the students' recount text writing qualities?

## B. Methodology

The type of research is the correlation research is to determine whether there is a relationship between two variables, and if so, to identify the strength and direction of that relationship such the correlation exists, to determine how strong it is and whether it is statistically significant. In other words, this type of research is not intended to identify causal relationships, but rather to examine whether there is a tendency of association between two variables in this case, between mastering the simple past tense and students' ability in writing recount texts by 10<sup>th</sup> grade at senior high school PGRI 1 Bekasi. This study aims to identify whether there is a significant relationship between students' mastery of the simple past tense and their ability to write recount texts among tenth-grade students at SMA PGRI 1 Bekasi. A correlational research design was chosen as it is considered appropriate for measuring the degree of association between the two variables without administering any treatment. The research procedure consisted of the following steps:

Administering a multiplechoice test consisting of 25 questions, to assess students' mastery of the simple past tense and ability to write recount text, along with an essay test designed to evaluate their ability to write recount texts by their own experiences in the past. The scores obtained from both tests were analyzed using the Pearson Product Moment correlation technique to determine the strength and statistical significance of the relationship between the two variables under study.

## C. The Research of Result and Discussion

This study indicates that there is a 75% contribution of simple past tense mastery to the ability to write recount texts among tenth-grade students at SMA PGRI 1. Meanwhile, the remaining 25% is attributed to other factors not examined in this research. The correlation coefficient analysis shows a strong positive relationship between the two variables, with a correlation coefficient  $R$  of 0.870.

Furthermore, the obtained t-test value of 14.888 was compared with the critical value from the t-table at a 5% significance level ( $\alpha = 0.05$ ). The comparison reveals that the calculated t-value is greater than the t-table value, indicating a significant relationship between students' mastery of the simple past tense and their ability to write recount texts.

These findings are consistent with the study conducted by (Setyaningrum, 2022), who stated that the better students master the past tense, the better their recount writing skills become. This supports the assumption that grammar mastery, particularly of the past tense, is a fundamental aspect of writing proficiency. Without sufficient grammatical knowledge, students may face difficulties in expressing their ideas in written form.

Moreover, in her study, (Setyaningrum, 2022) obtained a correlation coefficient of 0.8212, which also indicates a significant relationship between grammar mastery and students' ability to write recount texts.

This study is further supported by research conducted by (Saputra, 2019) entitled "The Correlation between Students' Grammar Mastery and Their Ability in Writing Narrative Text at State Islamic Senior High School 1 Kampar." In that study, the observed correlation coefficient (r-observed) was 0.852, which is greater than the critical value at both the 1% significance level (0.470) and the 5% significance level (0.367). This implies a very significant correlation between grammar mastery and the ability to write narrative texts. Saputra also concluded that 72.59% of students' writing ability was influenced by their grammar mastery, while the remaining 27.41% was influenced by other factors.



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