

**THE CORRELATION BETWEEN STUDENTS' MASTERY OF SIMPLE  
PAST TENSE AND THEIR WRITING ABILITY IN RECOUNT TEXT  
AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMPN 3  
BANDAR LAMPUNG IN THE ACADEMIC YEAR 2020/2021**

(A Thesis Proposal)

Submitted As a Partial Fulfillment of Requirements of S1-Degree

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## ABSTRACT

Writing is one of the useful language skills to convey ideas and messages directly. To produce good writing, it requires good grammar skills. This research is dealt to find Is there a positive correlation between students' past tense mastery and their writing ability in recount text at the first semester of the eighth grade of SMP Negeri 3 Bandar Lampung in the academic year of 2020/2021. It aims to find out: whether is a positive correlation between students' past tense mastery and their writing ability in recount text at the first semester of the eighth grade of SMP Negeri 3 Bandar Lampung in the academic year of 2020/2021.

This research is deal to find out the correlation between students' simple past tense mastery and writing recount text ability. This research was conducted by using correlation quantitative research method. 30 students of eighth grade at the first semester academic year 2020/2021 were taken as the sample of this research by cluster random sampling. The instrument to collect the data of this research were test which contained 20 questions of collect the data of simple past tense mastery test and two different topics to writing recount text.

From the result of the hypothetical test was 0.612, the result of the data analysis showed the coefficient correlation between the two variable is 0,000. It was obvious that the value of significance generated  $\text{Sig. (P)} = 0.000 < \alpha = 0.05$  it means that the Sig.value lower than 0,05 and the alternative hypothesis was accepted. The conclusion of this research is that there is high correlation between students' simple past tense mastery and their ability writing recount text at the first semester of the eighth grade of SMPN 3 Bandar Lampung in the academic year of 2020/2021.

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



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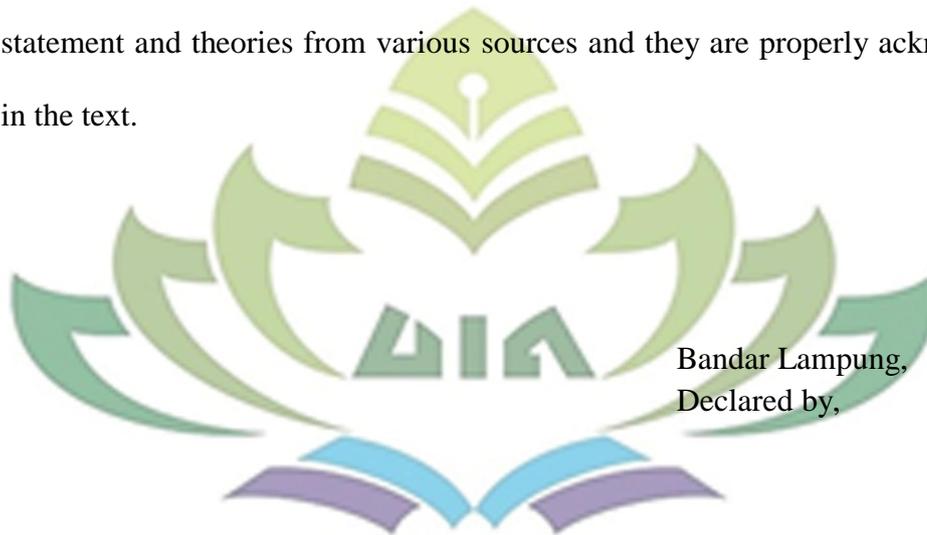
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## DECLARATION

Hereby, I State This Thesis Entitled “THE CORRELATION BETWEEN STUDENTS’ MASTERY OF SIMPLE PAST TENSE AND THEIR WRITING ABILITY IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT SMPN 3 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2020/2021” is completely my own work, I am fully aware that I have quoted some statement and theories from various sources and they are properly acknowledged in the text.



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## MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ⑤ إِنَّ مَعَ الْعُسْرِ يُسْرًا ط ⑥ فَإِذَا فَرَغْتَ  
فَانصَبْ ⑦

For indeed, with hardship will be ease. Indeed, with hardship will be ease. So when you have finished your duties, then stand up for worship. (Qs. Al-Insyirah: 5-7)<sup>1</sup>



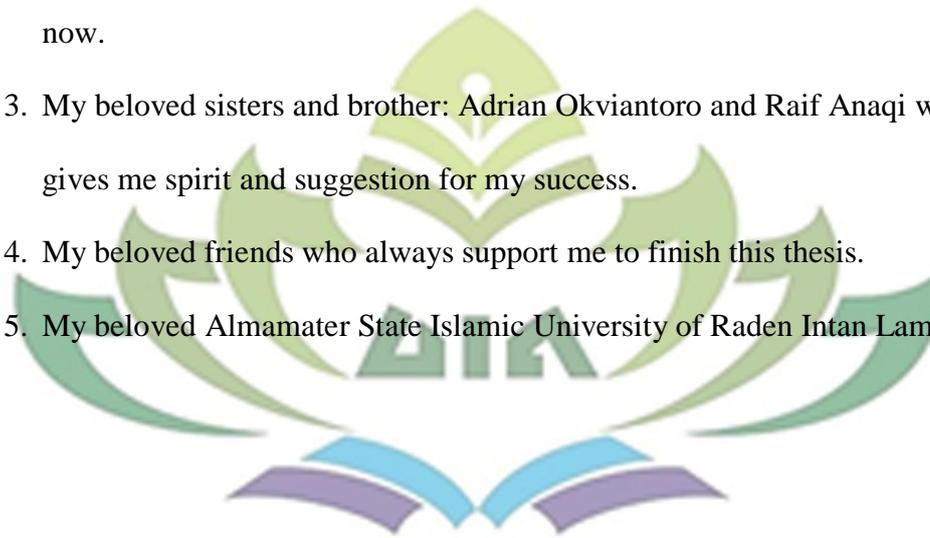
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<sup>1</sup> *Al-Qur'an 3 Bahasa: Arab, Indonesia, Inggris*, (Depok: Al-Huda Kelompok Gema Insani) Al-Insyirah: 94, p.596.

## DEDICATION

From the bottom of my heart, this thesis is lovingly dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

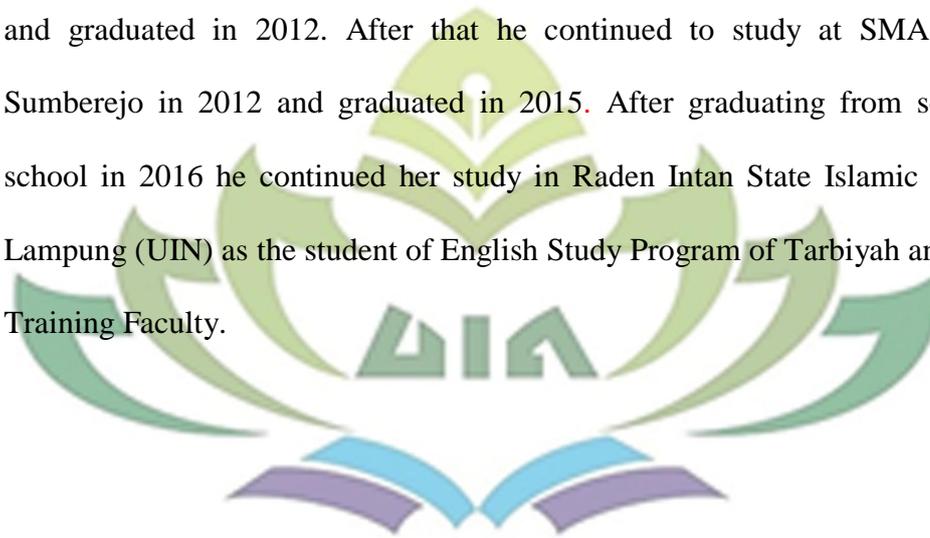
1. Allah SWT who always loves me and keeps me everywhere and everytime.
2. My beloved parents: Mr.Misgiantoro and Mrs.Nanik who always pray for my life and success, give the good advice and motivation for me to study hard until now.
3. My beloved sisters and brother: Adrian Okviantoro and Raif Anaqi who always gives me spirit and suggestion for my success.
4. My beloved friends who always support me to finish this thesis.
5. My beloved Almamater State Islamic University of Raden Intan Lampung.



## **CURRICULUM VITAE**

The researcher's name is Pebriyanto. He was born in Yogyakarta on February 04, 1998. He is the first child out of three children of Mr.Misgiantoro and Mrs.Nanik. He has two brothers which names are Adrian okviantoro and Raif Anaqi.

He began her study at SD Negeri 2 Simpang Kanan in 2003 and he graduated in 2009. In the same year, he continued her study to SMP Muhammadiyah 2 Gisting and graduated in 2012. After that he continued to study at SMA Negeri 1 Sumberejo in 2012 and graduated in 2015. After graduating from senior high school in 2016 he continued her study in Raden Intan State Islamic University Lampung (UIN) as the student of English Study Program of Tarbiyah and Teacher Training Faculty.



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Finally, none or nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

The Researcher,

Pebriyanto

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## CHAPTER I INTRODUCTION

### A Background of the problem

English becomes a subject that applies to our education system in Indonesia. Thus, it is important to master English at all levels of communication. Concerning the students have to be able mastery English, it has four language skills such as listening, speaking, reading, and writing. Writing is one of the language skills that should be mastered by the students during the teaching and learning process.

As one of the language skills, writing is quite complex. As proposed by Brown that writing is an activity that is complex since it involves many skills, such as deciding what to write, determining the best way to convey it, and determining the way to put the ideas into a paper as a text which are understandable for the readers to read.<sup>2</sup> It means that writing is one of the difficult English skills. It because we should consider many components of writing for instance, arranged the words to be sentences and paragraphs.

Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain and hand.<sup>3</sup> In addition, writing is a productive skill that can be done by following the rules or

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<sup>2</sup> H.Douglas Brown. *Teaching By Principle An Interactive Approach To Language Pedagogy*. Second edition. (New York: Prentice Hall,2001).p.18

<sup>3</sup> Raimes in Imelda wardani, Hasan Basri, Abdul Waris. *Improving the Ability in Writing Descriptive Text through Guided-Question Technique*. *E -journal of English Language Teaching Society(ELTS)*, vol. 02. No.01 (2014).

step by step.<sup>4</sup> From this explanation, it can be concluded that writing is an activity carried out in several stages and produces writing that has clear meaning or purpose.

In relation to writing, since it is an active and productive skill that students learn to write in a foreign language. Having ideas only is not enough for the students. They need to arrange the ideas in such a way that they will make sense for the reader. This process of arranging ideas requires the mastery of grammar. Grammar is the rules of how words are combined, arranged, or changed to show certain kinds of meaning.<sup>5</sup> Grammar deals with the form of sentences and smaller units such as clauses, phrases, and words.<sup>6</sup> To produce great writing, the component of grammar is one of the kind aspects that important to write. By learning grammar students can express meanings in the form of phrases, clauses and sentences.<sup>7</sup> It can be concluded that grammar is aspect of writing that has a major role to arrange the sentences of writing.

One aspect of language is grammar. Grammar can change its forms and can be combined into sentences in that language.<sup>8</sup> Also, it enables people to understand the very words they are reading as well as to speak or write words or sentences of their own.<sup>9</sup> In short, grammar plays an important role in

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<sup>4</sup> Jack C Richards, Willy a Renandya, *Methodology in Language Teaching: an Anthology of Current Practice* (Cambridge: Cambridge University Press, 2002), p. 315

<sup>5</sup> M Swan, *Practical English Usage. 3rd Edition.* (Oxford:Oxford University Press, 2005).p.19

<sup>6</sup> Roedney Huddleston & Goeffrey Pullum, *A Students's Introduction to English Grammar.* (New York: Cambridge University Press,2010).p.1

<sup>7</sup> Adrian Doff, *Teach English: A Training Course for Teachers (14th Ed).* (Cambridge: Cambridge University Press,2000).p.56

<sup>8</sup> Harmer.*Op.Cit.* p.12

<sup>9</sup> Richard Veit, *Discovering English Grammar.* (Boston: Houghton Mifflin. 2000). p.26

English, especially in writing skills. It is relevant to the statement by Purpura who points out that grammar plays a central role in language teaching, as it influences the success of foreign language learning.<sup>10</sup> It means that grammar seems to influence all the English skills.

As mentioned above, to write a text correctly, the students should master grammar. It is because grammar also plays a significant role in enhancing students' writing skills. It is strengthened by Saadian & Sadegh's opinion that grammar allows learners to put their ideas into coherent sentences. The students can be success in a written form.<sup>11</sup> In addition, Morenberg states that if the students have good mastery of grammar, they can manage words to become fully understood sentences.<sup>12</sup> In other words, by learning grammar, learners can transfer meanings in the form of phrases, clauses and sentences.

In line with the previous statement, Erkan & Saban state that writer's compositions and low knowledge about grammatical are the most challenging for the students.<sup>13</sup> It can be concluded that if students have enough mastery of past tense it became to make a good writing of recount text and vice versa. In other words, tense between mastery of grammar especially past tense and

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<sup>10</sup> James E Purpura, *Assessing Grammar*. (Cambridge: Cambridge University Press,2004).P.78

<sup>11</sup> H Saadian & M Bagheri, *The Relations Between Grammar And Vocabulary Knowledge And Iranian EFL Learners' Writing Performance*. International Journal Of Language Learning And Applied Linguistics World.Vol.7.2014

<sup>12</sup> Max Morenberg, *Doing Grammar*. (New York: Oxford University Press, 2009).p.108

<sup>13</sup> D. Y Erkan & A I Saban. *Writing Performance Relative To Writing Apprehension, Self-Efficacy In Writing, And Attitudes Towards Writing: A Correlation Study In Turkish Tertiary-Level EFL*. Asian EFL Journal, Vol.5 no.4. 2011. p.165

writing ability always correlate. In this case, simple past tense refers to complete the action that occurred in the past.

Based on the curriculum, there are so many kinds of text that are learned by the students during the learning process such as narrative, descriptive, recount, procedure, etc. In this case, a recount text is a text that telling the reader about one story, action or activity.<sup>14</sup> In other words, the story of the recount is type of texts which retells about event or experience in the past. It aims to entertain or inform readers or hearers. It is supported by Anderson that recount text use past tense.<sup>15</sup> Therefore, the simple past tense is often found in the recount text which contains past tense in the writing process.

Based on preliminary research at SMP N 3 Bandar Lampung, the researcher interviewed the English teacher namely Ms. Devi Sasmega, S.Pd. As the result of the interview, she said that the students did not good enough in writing related to recount text. She stated that her students confused when asked to write recount text by making their ideas. Writing recount text was one of the problems in the eighth grade students at SMP N 3 Bandar Lampung. Some students commonly had some difficulties in choosing suitable tenses with the situation they wrote. If the students knew in choosing the tenses, it could make them easier in writing good recount text. Also, some of them sometimes forgot to change the past tense verb used in a recount. For example, the verb ends in-d

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<sup>14</sup> Emi Emilia. *Pendekatan Genre Based dalam Perngajaran Bahasa Inggris: Petunjuk untuk Guru.* (Bandung: Rizqi Press, 2011). p.92

<sup>15</sup> Mark Anderson & Kathy Anderson. *Text Types in English 1 and 2.* (South Yarra:Macmillan Education Australia, 1997). p.55

or-ed as a regular verb, but there are also some irregular verbs used in the past tense. In short, they had a problem in choosing the correct past form. Besides, it can be proved by looking at students' English score in writing test and past tense mastery in the table below:

**Table 1**  
**Students' Score of Grammatical (Past Tense) Mastery at Eighth Grade of SMP N 3 Bandar Lampung**

Score	Class						Total	Percentage
	A	B	C	D	E	F		
<73	12	15	18	20	16	14	103	54,6%
>73	17	15	12	8	13	16	73	45,4%
Total	29	30	30	28	29	30	176	100%

*Source: Document of SMP N 3 Bandar Lampung*

Based on table of students' scores of simple past tense mastery at the eighth grade SMP N 3 Bandar Lampung, it showed that there were 103 of 176 total numbers of the students with the percentage 54,6% got score under 73. It indicates that most of the students still lack grammatical of simple past tense mastery.

**Table 2**  
**Students' Score of writing ability at Eighth Grade of SMP N 3 Bandar Lampung**

Score	Class						Total	Percentage
	A	B	C	D	E	F		
<73	17	20	22	15	19	18	103	64%
>73	12	10	8	13	10	12	73	36%
Total	29	30	30	28	29	30	176	100%

*Source: Document of SMP N 3 Bandar Lampung*

In addition, based on the table above, it was found that 103 of 176 students got the score below the criteria of minimum mastery, while the other 73 students got scores above the criteria. This means most of the students still got difficulties in writing ability.

There are some previous studies relevant to this research. The first was conducted by Siti Meutia Sari entitled “A Correlation between Simple Past Tense Mastery and Writing Narrative Text Mastery”.<sup>16</sup> The difference between the first previous researchs by Siti Meutia is the study used narrative text but this researcher focused on personal recount text.

Another research conducted by Aninda Khairunisa entitled “The Correlation between Students’ Grammar Mastery and Writing Skill”.<sup>17</sup> Then, the differences the second previous research is used grammar mastery that focused on simple present also the text used expository. Whereas this research used simple past tense and personal recount text.

Thirdly, research conducted by Tiyas Evi Hidayah entitled “A Correlation between Students’ Mastery of Past Tense and Their Achievement in Writing Ability”.<sup>18</sup> Last, the differences the third previous research is used regular verb of past tense. Meanwhile, this research limited the use of an irregular verb of

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<sup>16</sup> Siti Meutia Sari, *A Correlation between Simple Past Tense Mastery and Writing Narrative Text Mastery*. Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris Vol. 11, No 1. English Department, Graha Nusantara University, Indonesia. 2020

<sup>17</sup> Aninda Khairunisa, *The Correlation between Students’ Grammar Mastery and Writing Skill*. E-Journal of English Language Teaching Society (ELTS) Vol.6 No.3. 2018

<sup>18</sup>Tiyas Evi Hidayah, *A Correlation Between Students’ Mastery of Past Tense and Their Achievement in Writing Ability*. English Teaching Journal: A Journal of English Literature, Linguistics, and Education. Vol.6, No.1.2018

past tense. In brief, the novelty of this research involves simple past tense that used an irregular verb and personal recount text.

Based on the explanation above, the researcher considered that this problem is appropriate to investigate, remembering the benefit which can be taken from the research activity. Therefore, this proposal entitled: “The Correlation between Students’ Mastery of Simple Past Tense and Their Writing Ability in Recount Text at The First Semester of The Eighth Grade at SMP N 3 Bandar Lampung in The Academic Year 2020/2021”.

### **B. Identification of the Problem**

Based on the background of the research above, the researcher has identified the problem as follows:

1. The students’ grammar mastery is still lack.
2. The students do not master the use of the irregular verb form of simple past tense.
3. The students get difficulties writing recount text properly.
4. The students found difficulties in choosing tenses to write recount text.

### **C. Limitation of the Problem**

Based on the identification and syllabus of eighth grade, the researcher focused on grammatical in writing ability in recount text. The grammar limited to the verb of irregular of the simple past tense of students’ grammar mastery. Also,

the recount text limited to a personal recount. It because based on the syllabus, personal recount is type of recount that commonly used by students to write.

#### **D. Formulation of the Problem**

Based on the explanation above, the formulation of the problem is: “Is there a positive correlation between students’ simple past tense mastery and their writing ability in recount text at the first semester of the eighth grade of SMP Negeri 3 Bandar Lampung in the academic year of 2020/2021?”

#### **E. Objective of the Research**

The objective of this research is to identify whether there is a correlation between students’ simple past tense mastery and their ability in writing recount text in the second semester of the eighth grade of SMP Negeri 3 Bandar Lampung in the academic year of 2020/2021.

#### **F. Significance of the Research**

This research hopefully gave a contribution to the process of teaching and learning English for the following below:

a. For the writer

By doing the research, the researcher hopes to get more information to identify the problem in both past tense mastery and writing ability. As a candidate teacher in the future, this research will be useful for him as well.

b. For the Students

The result of this study provided a reference and reflection for students so

that their past tense mastery, as well as writing recount text ability, could improved then the students can increase scores in learning recount text and tenses especially past tense.

c. For the Teacher

English teachers can use this result as feedback on teaching writing recount text and past tense. Teacher gets some information about tenses and writing, can be as guidance when their students facing some problems in mastering both of them.

d. For other researchers

The result of this research can be a consideration and a piece of additional information for other researchers who was conducted any further studies in the same field.

## **G. Scope of the Research**

The scopes of the research as follows:

### **1. Subject of Research**

The Subject of the research was the students of the eighth grade of SMP Negeri 3 Bandar Lampung.

### **2. Object of Research**

The Object of the research was the students' writing ability in recount text and their simple past tense mastery.

**3. Time of Research**

The time of research was conducted at the first semester in the academic year of 2020/2021.

**4. Place of Research**

The place of this research was at SMP Negeri 3 Bandar Lampung.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Theories

#### 1. Grammar

##### a. Definition of Grammar

Grammar is the description the words which can change their form and can be concentrated into sentence in that language it assumed by Harmer.<sup>19</sup> This means that grammar as the rules that very important element when someone communicating or speak with others.

Grammar is used to mean the analysis of a language system, and the study of grammar is not just considering an essential feature of language learning, but it is think to be sufficient for learners to actually acquire another language.<sup>20</sup> It means that, in each conversation people have to use a grammar correctly to make sure other people understand what they are talking about.

Additionally, grammar allows us to construct and symbolize the more elaborate meanings of complex expressions (like phrases, clauses, and sentences). It is thus an essential aspect of the conceptual apparatus through which we apprehend and engage the world. And instead of being a distinct and self-contained cognitive system, grammar is not only an integral part of

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<sup>19</sup> Jeremy Harmer. *The Practice of English Language Teaching*. (London: Longman, 2001),p.12

<sup>20</sup> Geoffry Broughton, et. al. *Teaching English as a Foreign Language*. ( New York: Taylor and Francis e-library, 2003), p.7

cognition but also a key to understanding it.<sup>21</sup> The statement above shows that when they communicate each other, they attempt to avoid a misunderstanding and misinterpretation

In brief, grammar is needed in learning and using language, especially in writing. Without having a sufficient grammar, one cannot communicate effectively or express idea in both oral and written form. It is clear that grammar is important to be mastery, because with grammar the student can convey their ideas and communicate well each other.

#### **b. English Tenses**

In learning grammar, English language learners need to know how grammar works. Other languages such as, Indonesian language has no tense but of course it can still talk about time using different methods. In English, the use of tense is a method that uses to indicate time. It is supporting statement by Ron Cowan proposes that tense in verb expresses the time that an action occurs in relation to the moment of speaking.<sup>22</sup>

In line with statement above, Riyanto states that tense is used to show the relation between the actions or state described by the verb and the time, which is reflected in the form of the verb, and used to locate an event or state to a point of time.<sup>23</sup> Which means that, tense is a system which uses to

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<sup>21</sup> Ronald W. Langacker, *Cognitive Grammar: A Basic Introduction* (New York: Oxford University Press, 2008), p. 3-4.

<sup>22</sup> Ron Cowan.. *The teacher's Grammar of English*. (New York: Cambridge University Press. 2008) p.350

<sup>23</sup> Slamet Riyanto, *The 1st Students Choice TOEFL*. Yogyakarta: Pustaka Pelajar. 2006. p.15

refer to time; past, present and future.

Tenses generally express time relative to the moment of speaking. Edward says that tense is a form of a verb that show the time of an action or condition. If someone wants to talk about tense, he or she may not escape from grammar because tense is part of structure. Grammar may be roughly defined as the way a language manipulates and combines words in order to form longer units of meaning.<sup>24</sup> It is clearly necessary to understand how the grammar rules work and using it to communicate.

## **2. Definition of Simple Past Tense**

### **a. The Simple Past Tense**

The simple past tense generally expresses events or situations that existed or happened at a particular point in the past. They began and ended in the past. Thus, they have nothing to do with the present. In terms of definition, different linguists define the simple past tense differently. However, the definitions are more or less the same which indicates definite events happened in the past.

The simple past tense indicates time terminating in the past, whether a time word is given or not it is supported by Marcella.<sup>25</sup> This means that past tense is used talk about activities or situations that began and ended at a particular time in the past.

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<sup>24</sup> Edward, E. Wilson, *Writing and grammar Communication in Action*. USA: Prentice-Hall,Inc. 2001. p.520

<sup>25</sup> Marcella Frank, *Modern English: Exersices for Non-native Speakers, Part I: Parts of Speech*. New Jersey: Prentice-Hall, Inc. 1997.p.49

In the line with marcella, the simple past tense expresses actions carried out prior to the time of speaking and frequently occurs with expressions that indicate a specific point in time, such as yesterday, a week ago, last Monday, at four o'clock, in the morning, on Tuesday and so on.<sup>26</sup> It is implied that simple past tense is to define an event which occurred and also was finished in the past time.

In addition, Riyanto assumes that the simple past tense is used to talk about many kinds of past events, short, quickly, finished actions and happening, longer situation, and repeated events.<sup>27</sup> In brief, past tense is an activity or situation that begins, happens, and ends in the past, whether the time signals are mentioned or not and the result is not relationship with action in the present.

#### **b. Form of the Simple Past Tense**

Simple past tense is form by adding -d or -ed for regular verbs, and for irregular verbs is form with irregular ways. Some grammarians have explanation about the form of simple past tense. According to Veit, “the simple past is formed by adding -d or -ed to the present form, examples: talk/talked, bake/baked, and need/needed. In contrast, irregular (or strong) verbs form the past is irregular ways: do/did, have/had, take/took, and get/got. Linking verbs are even less regular, with multiple forms in both

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<sup>26</sup> Betty S. Azar, *English Grammar 4<sup>th</sup> Edition*. New Jersey. Prentice Hall.Inc. 2011. p.24

<sup>27</sup> Slamet Riyanto, *Op.Cit.*, p.165

present tense (am, are, is) and past tense (was, were).”<sup>28</sup> It means that regular form in simple past tense is formed by adding suffix d/ed and in form it uses verb past to identify the form. In normal sentences, past tense uses to be was/were as a predicate.

The formula in simple past tense contains three parts: affirmative, negative, and interrogative. Based on the statement above can formulate it as follows:

**Table 3**  
**Form of Simple Past Tense**

	VERBAL SENTENCES	NOMINAL SENTENCES
Positive form (+)	<b>S+ V2 +O</b>	<b>I,She, He,It + was +C They, We, You + were+C</b>
	Example: 1. She worked Yesterday 2. She went to your house yesterday	Example: 1. She was busy yesterday 2. They were busy yesterday
Negative form (-)	<b>S + did not + V1+O</b>	<b>I, She, He, it+ Was not (wasn't) +C They, We, you + Were not (weren't)+C</b>
	Example: 1. He didn't work yesterday	Example: 1. She was not busy yesterday 2. They were not busy
Interrogative form(?)	<b>Did + S + V1 +O+?</b>	<b>Was + I,She, He, It +C+? Were + they, We, you +C+?</b>
	Example: 1. Did he work yesterday?	Example: 1. Was she busy yesterday? 2. Were they busy

Source: Betty Schramper Azar, *Fundamental of English Grammar 3<sup>rd</sup> Edition*

Almost all the sentences using verb, include simple past tense. The verb divided into 2 forms there are regular verb and irregular verb. Here is the explanation about regular and irregular verbs, according to Murphy:

<sup>28</sup> Richard Veit, *Discovering English Grammar*, (Boston: Houghton Mifflin Company, 1986), p.150

## 1. The Simple Past in Regular Verb

All regular verbs took an- ed ending in the past tense. Moreover, there are some spelling rules in regular verbs. Those are as following:

- a. If the simple form of a verb ends in -y after a consonant, change the -y to i and add -ed. Examples: try/ tried, carry/carried, dry/ dried
- b. If the simple form of a one syllable verb ended in consonant + a vowel + a consonant, double the final consonant and add -ed. Examples: plan/ planned, stop/ stopped
- c. If the simple form of a two syllable verb ended in a consonant + a vowel + a consonant, double the final consonant only if the syllable is stressed. Examples: permit/ permitted, prefer/ preferred, occur/ occurred.
- d. If the simple form of a verb ended in -e, add only -d. Examples: tie/tied, change/ changed, live/ lived.

## 2. The Simple Past in irregular Verb

Many verbs have consonant and vowel changes in the past tense. Based on the examples above the verb be is the exception in irregular verb. This irregular verb is used differently than the other irregular verb in affirmative, negative, and interrogative.<sup>29</sup>

- a. With some irregular verbs, all three forms (base form, simple past, and past participle) are the same. For example : *hit*
- b. With other irregular verbs, the simple past is the same as the past participle (but different from the base form). For example : *tell-told*. With

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<sup>29</sup> *Ibid.* p.107

other irregular verbs all three forms are different. For example : break-  
broke- broken.<sup>30</sup> Here is the example of irregular verb:

**Table 4**  
**Irregular Verb**

V <sub>1</sub>	V <sub>2</sub>	V <sub>1</sub>	V <sub>2</sub>
Fall	Fell	Meet	Met
Feed	Fed	Ring	Rang
Feel	Felt	Run	Ran
Fly	Flew	See	Saw
Go	Went	Sell	Sold
Get	Got	Sleep	Slept
Give	Gave	Speak	Spoke
Grow	Grew	Teach	Taught
Have	Had	Tell	Told
Hold	Held	Understand	Understood
Know	Knew	Win	Won

*Source: Basic English Grammar for English Language Learner*

Frank stated that “the simple past tense is made by adding -ed in regular verbs, internal change in regular verb (subject + verb + -ed) or (irregular past form). It is often accompanied by such explanations of definite past time as yesterday, last week, two hours ago, this morning, etc. and irregular verbs which must be learned and memorize in this case.”<sup>31</sup> It is in line with Cowan, who said that “the form of simple past tense as “simple past tense is represented by the -ed inflection on regular verbs and by other changes in the case of irregular verbs.”<sup>32</sup> It can be said that the simple past tense is formed by adding -d/-ed for regular verbs. And for irregular verbs there is no rule on it and must be learned and mastered by the students.

<sup>30</sup> Raymond Murphy, *English Grammar in Use with Answer*, (Cambridge: Cambridge University Press, 1985), p.192

<sup>31</sup> Marcella Frank, *Op.Cit.* p.49

<sup>32</sup> Ron Cowan, *Op.Cit.* p.358

Seaton and Mew point out “the simple past tense is usually formed by adding -ed to the verb, example: jumped, laughed. The simple past form of some verbs does not end in -ed, such verbs are called irregular verbs.”<sup>33</sup>

### c. The Use of Simple Past Tense

Simple past tense had some uses or function. According to Murcia and Freeman, the use simple past tense bellow:

- a. A definite single complete event/action in the past

Example: I *attended* a meeting of that committed last week.

Word “attended” the meaning is the writer came to meeting last week, the meeting only once.

- b. Habitual or repeated action/event in the past :

Example : It *snowed* almost every weekend last winter.

Word “every weekend” in the sentences refer to a something repeat.

- c. An event with duration that applied in the past with the implication that is no longer applies in the present.

Example : Professor Nelson taught at Yale for 30 years.<sup>34</sup>

Based on explanation above the researcher takes conclusion that the simple past tense can be used in three form of the event, that were first when the event only happened once in the past. Second, if the event happened repeated in the past or habitual in past because habitual is action which is done by someone one more. But the event also ended in the past and not

<sup>33</sup> Anne Seaton and Y H.Mew, *Op.Cit.* p.100

<sup>34</sup> Marriane Celce Murcia, 1984. *Op.Cit.* p.114

happened in now or future. And last, if the event has duration in the past for example job of President, teacher etc.

In short, it could be inferred that basically a sentence consists of three forms namely affirmative, negative, and interrogative. In the simple past tense, there is something special to be aware of using verb form included the form of be. Simple past tense has different form of verb and so the use of be which depends on the type of person. When using affirmative sentence, it is a must to have special attention to differentiate regular or irregular verbs form. It also happens when using negative sentence. As it known, a negative sentence is usually followed with not and the use of verb one. So do in the interrogative sentence which is preceded by an auxiliary and the use of verb one. So that, in this research limited the research to use irregular of simple past tense mastery.

### **3. Writing**

#### **a. Definition of Writing**

The activity of writing is quite complex process. Writing is a combination of process and product of discovering ideas, putting them on paper and working with them until they are presented in manner that is polished and comprehensible to readers.<sup>35</sup>

Byrne proposed that writing is to produce a chain of sentences set in particular order and linked together in certain ways. The chain may be very

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<sup>35</sup> Caroline T. Linse, *Practical English Language Teaching: Young Learners*, ( New York: Mc.Graw Hill, 2005), p. 98

short perhaps only two three sentences have been putting in order and linked together, they form a coherent whole.<sup>36</sup> It means that writing is a person's thoughts or ideas expressed through writing on paper with sentences that have been arranged and linked together so that they become coherent sentences.

Writing has its 'mechanical' components such as handwriting, spelling, punctuation, and the building of well-formed sentences, paragraphs, and text.<sup>37</sup> Writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic.<sup>38</sup> It means that writing has some rules or mechanical components that you have to pay attention to and must be applied in writing to be a good sentence, paragraph, and text. Moreover, writing can be used to share your ideas, knowledge, opinion, or something such as feeling from someone meaning and topic of some experience or moment.

Based on the explanation above, there are some arguments of writing from some experts. This can be concluded that writing is a difficult skill beside speaking, listening and reading skills. This thing is caused that writing has an essential role for composing, arranging and analyzing even delivering ideas to the readers. In this resarch focused to writing ability in recount text.

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<sup>36</sup> Donn Byrne, *Teaching Writing skill*, ( Essex: Longman, 1988), p.1

<sup>37</sup> Jeremy Harmer, *How to Teach Writing*, (Essex: Longman, 2004), p.44

<sup>38</sup> Ken Hyland, *Second Language Writing*, (2<sup>nd</sup> Ed), (New York: Cambridge Language Education, 2003), p.9

## b. The Process of Writing

To start writing, every writer needs a process in writing. We must go through the writing process because it is part of the stages in writing. Therefore, there are several stages of writing according to Harmer, it is following steps below:

### 1. Planning

In the planning phase, there are some things that should be considered by writers. They are purpose of writing, audience and content structure (or sequence the facts, ideas, or arguments included) of their writing.

### 2. Drafting

It is able to refer to the first version of a piece of writing as a draft. The first go at a text is often done on the assumption that it is going to be amended later. As the writing process proceeds into editing, a number of drafts is able to be produced on the way to the final version.

### 3. Editing (reflecting and revising)

Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another readers' reaction to a piece of writing is going to help the author making an appropriate revision.

### 4. Final Draft

The final draft is the last product. This is able to be very different from the first draft that was made. It happens because it has undergone many changes.<sup>39</sup>

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<sup>39</sup> Jeremy Harmer, *How to Teach Writing*, (Essex: Longman, 2004), p.5

From the explanation above, it can be concluded that, with this writing process, it can be used as a guideline for writers. So that, the concept of ideas that have been formed in writing can be produced and created properly.

### **c. Aspect of Writing**

The ability to write is not just an activity of transferring thoughts to form of writing, but also must be done in writing that is arranged appropriately. Therefore, it is necessary to have a measurement scale which includes the aspects to be. According to Tribble, there are five fundamental aspects which have to fulfill in writing activity and also the measurement explanation of writing. There are content, organization, vocabulary, language, and mechanics.

#### **a. Content**

Content is about the ideas that used by the students to elaborate the topic.

This aspect consider whether the ideas is relevant to the topic or not, the ideas is detail or not, and the students use much varieties of ideas or not.

#### **b. Organization**

This aspect considers how the students can organize their ideas, it is related to coherence and cohesion.

#### **c. Vocabulary**

This aspect describes that how the students choose the word/idiom and whether the students use many vocabularies or not.

#### **d. Language**

This aspect describes about grammar and structure such as: agreement, tense, number, word order, articles, pronoun, and prepositions.

e. Mechanic

This aspect is related to use spelling, punctuation, capitalization, and layout correctly.<sup>40</sup>

**Table 5**  
**Scoring Scale for Evaluating Students' Recount Writing Ability**

Area	Score	Description
Content	20-17	<b>Excellent to very good:</b> excellent to very good treatment of the subject, considerable variety of ideas or argument; independent through interpretation of the topic; content relevant to the topic; accurate detail.
	16-12	<b>Good to average:</b> adequate treatment of topic, some variety of ideas or argument; some independent of interpretation of the topic; most content to the topic, reasonably accurate detail.
	11-8	<b>Fair to poor:</b> treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content to the topic; lacking detail.
	7-5	<b>Very poor:</b> inadequate treatment of the topic, no variety or ideas or argument, content irrelevant, or very restricted; almost no useful detail.
	4-0	<b>Inadequate:</b> fails to address the task with any effectiveness.
Organization	20-17	<b>Excellent to very good:</b> fluent expression, ideas clearly stated and supported; appropriately organized paragraph or sections; logically sequenced (coherence); some connectives used (cohesion)
	16-12	<b>Good to average:</b> uneven expression, but main ideas stand out paragraph or section evident; logically sequences (coherence); some connectives (cohesion).
	11-8	<b>Fair to poor:</b> very uneven expression ideas difficult follow; paragraph/organization does not help the reader, logical sequences difficult to follow (coherence), connectives largely absent (cohesion).
	7-5	<b>Very poor:</b> lacks fluent expression, ideas very difficult to follow, little sense of paragraphing/organization; no one sense of logical sequence (coherence), connectives not used (cohesion).
	4-0	<b>Inadequate:</b> fails to address this aspects of the task with any effectiveness.
Vocabulary	20-17	<b>Excellent to very good:</b> wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register.

<sup>40</sup> Christopher Tribble, *Language Teaching Writing* (New York: Oxford University Press, 1996), p.130

	16-12	<b>Good to average:</b> adequate range of vocabulary; occasional mistake in word/ idiom choice and usage; register not always appropriate.
	11-8	<b>Fair to poor:</b> limited range of vocabulary; a noticeable number of mistake in word/idiom choice and usage; register not always appropriate.
	7-5	<b>Very poor:</b> no range of vocabulary, uncomfortable frequent mistake in word/idiom choice and usage; register not always appropriate.
	4-0	<b>Inadequate:</b> fails to address this aspect of the tas
Language	30-25	<b>Excellent to very good:</b> confident of appropriate structures, hardly any errors of agreement, tense, number, word order, articles, pronouns, proposition, meaning ever obscured.
	23-18	<b>Good to average:</b> acceptable grammar but problem with more complex structures, mostly appropriate structures; some errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	17-10	<b>Fair to poor:</b> insufficient range of structures with control only shown in simple construction; frequent errors of agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	9-6	<b>Very poor:</b> major problems with structures-even simple ones; frequent error of negation, agreement, tense, number, word order, articles, pronouns, prepositions, meaning sometimes obscured.
	5-0	<b>Inadequate:</b> fails to address this aspect of the task with any effectiveness
Mechanics	10-8	<b>Excellent to very good:</b> demonstrates full command of spelling,punctuation, capitalization and layout.
	7-5	<b>Good to average:</b> occasional errors in spelling, punctuation, capitalization and layout.
	4-2	<b>Fair to poor:</b> frequent errors in spelling, punctuation, capitalization and layout.
	1-0	<b>Very poor:</b> fails to address this aspect of the task with any effectiveness.

Based on the explanation, the researcher concludes that writing ability is the skill to arrange the writing about what you think and what you want to say in using words to express the ideas feeling, and information or imagination in the form of written text based on five aspects to measure students' writing ability. They are content, organization, vocabulary, language, and mechanics.

In this research, the researcher adopted these criteria to know the result of the test. The scoring has done by the teacher in the school and the researcher. The final score:

$$\begin{aligned} &\text{Content} + \text{Organization} + \text{Vocabulary} + \text{Language} + \text{Mechanics} \\ &= 20+20+20+30+10= 100 \end{aligned}$$

#### **d. Writing Ability**

Writing is a complex process, which the students do not only express thoughts to be understood in a written form but also to recognize the writing ability of students to make a writing acceptably. Writing ability is the skill of a writer to communicate and share information with readers.<sup>41</sup> In other words, writing is a process where the students know their writing ability to make good writing. Each person can express ideas or information to the readers as communication-related to the topic in written form.

To be a good writer, students must require more attention to their writing. A writer has to master the components of writing that has been explained above. As well, to know the students' writing ability, the teachers should make a decision what kind of aspects or indicators that used to evaluate and measure the students' writing ability. On the other sides, there are five aspects to evaluate the writing by Tribble, among them namely: content, organization, vocabulary, language and mechanic.

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<sup>41</sup> Sanggam Siahian, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.22

Harmer states that if we want our students to produce a good writing in English, we need to teach them how to use punctuation conventions correctly.<sup>42</sup> It means that, before you create or write something the rule and components that should be mastered in writing. There are some components of language in writing, includes spelling, punctuation, grammar that vocabulary. This research focused on writing ability in recount text.

In other words, the researcher concluded that there are five aspects of writing which must be known to make a good writing. They are: content, organization, vocabulary, language, and mechanics. In making a good writing, the students have to attend those five aspects of writing.

#### **4. Recount Text**

##### **a. Definition**

Recount is type text that list and describe past experiences by retelling event in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of informing or entertaining (or both).<sup>43</sup> Recount is a piece of text that retells past events, usually in the order in which they happened.<sup>44</sup> The purpose of recount text is to give the audience a description of what happened and when it happened.

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<sup>42</sup> Jeremy Hamer, *Op. Cit*, p.49

<sup>43</sup> Virginia Rojas, *Language Features of Seven Writing Genres*. (Crawley: Language Consultant 2010) p.10

<sup>44</sup> Arifian Rosyadi, *Learning Material Junior High School Grade VII*, (Surakarta: Teaching Material Development 2001), p.1

Referring to several definitions, the researcher concluded that recount text is a text which retells event or experiences in the past. Its purpose is either to inform or to entertain the audience.

### **b. Kinds of Recount Text**

There are three kinds of recount text namely personal recount, factual recount, imaginative of recount explained below:

#### 1. Personal recount

It is retelling an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal letter.

#### 2. Factual recount

It is reporting the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical, a science experiment. and autobiographical recounts.

#### 3. Imaginative recount

It is applying factual knowledge to an imaginary role in order to interpret and recount events e.g. A Day in the Life of a Roman Slave, How I Discovered Radium.<sup>45</sup>

It means that, the use of types of recount text is considered for the purposes of the writing itself. In each type of recount text has its own purpose related

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<sup>45</sup> Rojas, Op,Cit, p.10

to the story. In this case, the researcher used personal recount because it aims to make it easier for students to relate personal experiences.

### c. Features of Recount Text

Language Features are linguistic elements contained in a text. The language features of a text have differences depending on the form of the text. Rojas state that recount text uses language features as follows: <sup>46</sup>

1. Noun as a personal pronoun such as Hasan, Devy, Dani, etc.
2. Individual Participant, focused on specific participant's story.
3. Past tense such as went, ate, ran, etc.
4. Time connective and conjunction to sequence the events, such as after, before, then, after that, etc.
5. Action verb, a verb that shows the events or occurrence, such as stayed, climbed, killed, etc.
6. Adverb and adverb phrase to show place, time and way, such as.

Based on the description above, the features of language in recount text consists of noun, individual participant, past tense, time connective and conjunction action verb, adverb and adverb phrase. Moreover, the use of features of language differs depending on the types of text, so it can make student easily to write recount text.

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<sup>46</sup> *Ibid*

#### d. Generic Structure of Recount Text

As a kind of text, recount text has its own structure:

##### 1. Orientation

Providing information about who, where, and when; it tells who was involved, what happened, where the events took place, and when it happened.

##### 2. Events

It tells what happened in chronological sequence. It is describing series of event usually recounted in chronological order;

##### 3. Reorientation

A personal comment about the event or what happened in the end. It consists of optional-closure of events/ending and rounds of the sequence events.<sup>47</sup>

Related to the explanation above, the generic structure is the way in which a text is constructed to suit its purpose. The pattern of arranging each type of text differs from one another. This generic structure difference occurs because the purpose of the writing or text is indeed different, aimed at different audiences and readers. In this case, recount text consists of three parts of generic structures. There are orientation, event, and reorientation.

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<sup>47</sup> Ken Hyland, *Second Language Writing*, (Cambridge University Press: Cambridge, 2003), p.124

### e. Example of Recount Text

In this research, the researcher provided examples of recount text as follows:

<b>My Bad Day on Sunday</b>	
<b>Orientation</b>	: I had a terrible day yesterday. First, I woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that I burned my hand when I was making breakfast. After breakfast, I got dressed so quickly that I forgot to wear socks.
<b>Event</b>	: Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.
<b>Reorientation</b>	: Finally, I walked the three miles to my school only to discover that it was Sunday! I hope I never have a day as the one I had yesterday. <sup>48</sup>

source: <https://ekspektasia.com/contoh-recount-text-pendek/>

Based on the explanation about the recount text above, the researcher concluded that the recount text is a text that tells about event or experiences in the past. There are three generic structures that should be contained in recount text, they are orientation, events, and reorientation.

### B. Relevant Studies

There are previous studies that relevant to this research. The first studies conducted by Siti Meutia Sari. The aims of this research are to find out whether there is a significant correlation between simple past tense mastery and writing narrative text mastery at the eleventh grade of SMA Negeri 2 Padang sidimpulan. The sample is taken from the population by random sampling consists of 44 students. Furthermore, the instrument is used for collecting the

<sup>48</sup><https://ekspektasia.com/contoh-recount-text-pendek/>

data by giving test to the students. The data analyzed by descriptive and statistic analysis, by using the formulation pearson product moment. It reveals that the simple past tense of students is categorized “enough “(64,09) and narrative text of students is categorized “ good “ (71,13 ). After the data had been gained from the field of the research, the data was analyzed, the writer got  $r_{xy} = 0,957$  and  $r_{table}$  is 0,304 at the 5 % significant level,  $r_{xy}$  is greater then  $r_{table}$ . It means that the hypothesis is accepted.<sup>49</sup>

Secondly, previous study is conducted by Aninda Khairunisa. The objective of this research is to investigate the correlation between grammar mastery and writing skill of the fifth semester English education study program students of Tadulako University Palu. This research applied correlational research design. The sample consisted of 30 students selected by applying random sampling technique. The data were collected by using questionnaire and tests. In analyzing the data, the researcher used Pearson’s-Product Moment Correlation Coefficient and Significance of Coefficient Correlation formula, using 0.05 significant level with 28 (20-2) degree of freedom (df). The result of data analysis shows that the t-counted (3.533) was higher than the t-table (2.048). It means that there is a significant correlation between the grammar mastery

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<sup>49</sup> Siti Meutia Sari, *A Correlation between Simple Past Tense Mastery and Writing Narrative Text Mastery*. Jurnal Ilmiah Program Studi Pendidikan Bahasa Inggris Vol. 11, No 1. English Department, Graha Nusantara University, Indonesia. 2020

andwriting skill of the fifth semester English education students of Tadulako University Palu.<sup>50</sup>

Thirdly, the previous research conducted by Tiyas Evi Hidayah. The objective of the study is to reveal whether there is a correlation between students' mastery of past tense and their achievement in writing diary. Furthermore, it attempts to find out the extent to which the students' mastery of past tense affects their achievement in writing diary. This research applied correlational research design. The sample consisted of 50 students selected by applying random sampling technique. The instrument by using writing and grammar tests. In analyzing the data, computed by using Pearson Product Moment correlation formula. The obtained r value was 0.724, while the critical value of r for two-tailed test with  $\alpha = 5\%$  and  $df = 48$  was 0.284. Because r value was higher than the critical value, the correlation coefficient was significant. Thus, the null hypothesis saying "There is no correlation between students' mastery of past tense and their achievement in writing diary" was rejected. The obtained regression equation was  $Y = 18.585 + 0.774 X$  and the determination coefficient was 0.525. This indicates that 52.5% of the variation of students' achievement in writing diary was accounted for by the relationship with their

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<sup>50</sup> Aninda Khairunisa. *The Correlation between Students' Grammar Mastery and Writing Skill*. E-Journal of English Language Teaching Society (ELTS) Vol.6 No.3. 2018

mastery of past tense, while the remaining 47.5% was probably due to other relevant factors, which was excluded in this study.<sup>51</sup>

### **C. Corelation between Students' Mastery of Past Tense and Their Ability in Writing Recount Text**

A good writing has produced by an aspect of measurement of writing skill. Grammar is one of five measurements that play important. Grammar is the rules of how words are combined, arranged, or changed to show certain kinds of meaning.<sup>52</sup> Grammar deals with the form of sentences and smaller units such as clauses, phrases, and words.<sup>53</sup> It means that by learning grammar students can express meanings in the form of phrases, clauses and sentences.

Grammar as the description of the ways in which words can changes their forms and can be combined into sentences in that language.<sup>54</sup> It is relevant to statement by Purpura points out that grammar plays a central role in language teaching, as it influences the success of foreign language learning. It means grammar seems to be influenced all the English skills.<sup>55</sup> In short, grammar is plays an important role in English especially in writing skill.

Moreover, the role of grammar becomes more important in the four language skill especially in writing. But, in fact writing skill in many school is still low.

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<sup>51</sup> Tiyas Evi Hidayat, A Correlation between Students' Mastery of Past Tense and Their Achievement in Writing Ability. *English Teaching Journal: A Journal of English Literature, Linguistics, and Education*. Vol.6, No.1.2018

<sup>52</sup> M Swan, *Practical English Usage. 3rd Edition*. (Oxford:Oxford University Press, 2005).p.19

<sup>53</sup> Rodney Huddleston & Geoffrey Pullum, *A Students's Introduction to English Grammar*. (New York: Cambridge University Press,2010).p.1

<sup>54</sup> Harmer.*Op.Cit.* p.12

<sup>55</sup> James E Purpura, *Assessing Grammar*. (Cambridge: Cambridge University Press,2004).P.78

Writing is difficult to be mastered. It is impossible for the learners to perform their English well if their grammar is poor. They would be found any difficulties in expressing or mastering their language skills because of having limited grammar. Therefore, grammar mastery must be priority in English language teaching and learning in writing. Without mastering grammar, the learners would be difficult to master writing skill.

In relation to the writing, since it is an active and productive skill that students learning to write in a foreign language. Having ideas only is not enough for the writers. The writer needs to arrange the ideas in such a way that they will make sense for the reader. This process of arranging ideas requires the mastery of grammar.

As mentioned above, to write text correctly the students should master grammar. It is because grammar also plays a significant role in enhancing students' writing skills. It strengthened with the theory by Saadian & Sadegh propose that grammar allows learners to put their ideas into coherent sentences. The students can succeed in a written form.<sup>56</sup> It means that, by learning grammar, learners can transfer meanings in the form of phrases, clauses, and sentences. Besides, Morenberg states if the students have a good mastery of grammar, they can manage words to become fully understood sentences.<sup>57</sup>

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<sup>56</sup> H Saadian & M Bagheri, *The Relations Between Grammar And Vocabulary Knowledge And Iranian EFL Learners' Writing Performance*. International Journal Of Language Learning And Applied Linguistics World.Vol.7.2014

<sup>57</sup> Max Morenberg, *Doing Grammar*. (New York: Oxford University Press, 2009).p.108

In the line with previous statement, Erkan & Saban state that writers compositions and low knowledge about grammatical is the most challenges for the students.<sup>58</sup> It can be concluded that if students have enough mastery of past tense it became make a good writing of recount text and vice versa. In other words, tense between mastery of grammar especially past tense and writing ability as always have correlation. In this case, simple past tense refers to complete action that occurred in the past.

In this case, the researcher analyzed the correlation between students' mastery of past tense and their writing ability because for many students writing is difficult to be mastered. It can be concluded that if students have enough mastery of grammar it became make a good writing and vice versa. In other words, based on the explanation above, between grammar and writing the researcher assumes about variable probability has correlation. It is because grammar is one of five criteria on writing measurement.

#### **D. Frame of Thinking**

In teaching learning English, grammar mastery becomes a fundamental part especially in writing skill. In this case, grammar mastery especially simple past tense is the most important factor to writing in recount text. It is because mastery of past tense as actions or states that usually occurred or completed in the past. Grammar enables people to understand the very words they are

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<sup>58</sup> D. Y Erkan & A I Saban. *Writing Performance Relative To Writing Apprehension, Self-Efficacy In Writing, And Attitudes Towards Writing: A Correlation Study In Turkish Tertiary-Level EFL*. Asian EFL Journal, Vol.5 no.4. 2011. p.165

reading as well as to speak or write words or sentences of their own.<sup>59</sup> It means that, the role of grammar becomes essential because people have to use a grammar correctly to make sure other people understand what they are written.

Besides, writing is a complex process. It is supported by Richard and Renandya state “writing is the most difficult skill for second language and foreign language learners”.<sup>60</sup> To be a good writer, students must require more attention to their writing. A writer has to master the components of language, such as spelling, vocabulary, punctuation, and grammar to be successful in writing. One of aspect of language is grammar. So that, to produce the great writing in recount students should master past tenses.

Moreover, Erkan & Saban state that writers' compositions and low knowledge about grammatical is the most challenges for the students.<sup>61</sup> It can be concluded that if students have enough mastery of past tense, they can make a good writing of recount text and vice versa. In other words, tense between mastery of grammar especially past tense and writing ability as always have correlation. In this case, simple past tense refers to complete action that occurred in the past.

Considering the important of grammar in writing ability, the researcher used recount text as an independent variable. Recount text is a text that telling the

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<sup>59</sup> Richard Veit, *Discovering English Grammar*. (Boston: Houghton Mifflin. 2000). p.26

<sup>60</sup> Richard & Renandya., *Op. Cit.* p.303

<sup>61</sup> D. Y Erkan & A I Saban. *Writing Performance Relative To Writing Apprehension, Self-Efficacy In Writing, And Attitudes Towards Writing: A Correlation Study In Turkish Tertiary-Level EFL*. *Asian EFL Journal*, Vol.5 no.4. 2011. p.165

reader about one story, action, or activity.<sup>62</sup> In other words, In other words, the story of the recount is a type of text that retells events or experiences in the past. It aims to entertain or inform readers or hearers. Therefore, the simple past tense is found in the recount text that contains past tense in the writing process. It is a supporting statement by Anderson that recount text use past tense.<sup>63</sup> In addition, the students require to master grammar especially simple past tense to write or to arrange the word or sentences in a recount text. If students have enough mastery of past tense, they can make good writing of recount text.

#### **E. Hypothesis**

Based on the frame of theory and frame of thinking above, the hypothesis has been formulated as follow:

H<sub>a</sub>: There is a correlation between students' mastery of past tense and their writing ability in recount text at the first semester of the eighth grade of SMP Negeri 3 Bandar Lampung the academic year of 2020/2021.

H<sub>o</sub>: There is no correlation between students' mastery of past tense and their writing ability in recount text at the first semester of the eighth grade of SMP Negeri 3 Bandar Lampung in the academic year of 2020/2021.

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<sup>62</sup> Emi Emilia. *Pendekatan Genre Based dalam Perngajaran Bahasa Inggris: Petunjuk untuk Guru.* (Bandung: Rizqi Press, 2011). p.92

<sup>63</sup> Mark Anderson & Kathy Anderson. *Text Types in English 1 and 2.* (South Yarra:Macmillan Education Australia, 1997). p.55

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