THE CORRELATION BETWEEN STUDENTS' UNDERSTANDING ON PAST TENSE AND THEIR ABILITY TO WRITE RECOUNT TEXT

A PAPER

Submitted to the English Education Study Program Faculty of Teacher Training and Educational Sciences Pakuan University as a partial fulfillment for the *Sarjana Pendidikan* examination

By

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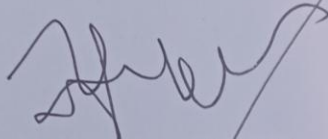
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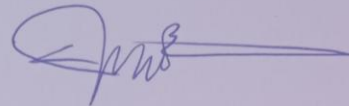
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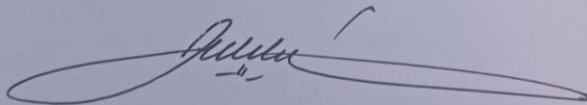NIK. 1.1011047560

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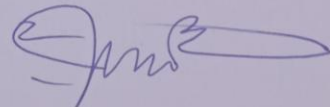
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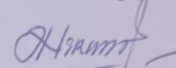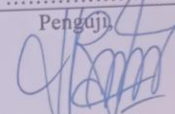
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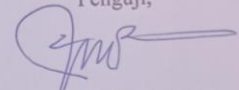
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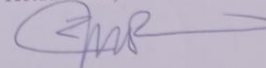
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DECLARATION

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Bogor, October 2019

Ika Setya Dewi A. H

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PREFACE

Bismillahirahmaanirrahim.

Alhamdulillaahirabbil'aalamiin, all the praise to Allah SWT the Lord of universe who has given the strength, health, blessing, kindness to the writer, so she could finish the paper entitled "The Correlation between Students' Understanding on Past Tense and Their Ability to Write Recount Text".

This paper is submitted to English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University as a partial fulfillment for the *Sarjana Pendidikan* examination.

The writer realizes that this paper is still far from being perfect, both in the content and in the writing. Therefore, she hopes that the paper will give positive effects and will be beneficial for her and also for people who read it. She all comments, correction, and suggestion to make the paper better.

Bogor, October 2019

The writer

ACKNOWLEDGEMENT

All praise is Allah SWT, the most Gracious, the most Merciful, who has given blessing, mercy and guidance. Because of His Graciuosness and Mercifulness the writer can complete the paper well.

She would like to express the deepest gratitude to: Dr. Yanti Suryanti, M.Pd as the first supervisor and Mursidah Rahmah, M.Pd the Head of the English Education Study Program as the second supervisor , who have been very patient to help her giving correction, suggestion, guidance and motivation so she could finish this paper.

The writer would also like to express her sincere appreciation to Drs. Deddy Sofyan, M.Pd. as the Dean of Faculty of Teacher Training and Educational Science, Pakuan University. The appreciation is also given to Cucu Mariam, M.Pd. as the academic counselor of class B, and to all of the lectures of English Language Education Study Program for giving the knowledge, guidance and valuable lesson.

With all the greatest love, this paper is dedicated to her beloved parents (Atikah and Harun) who always pray, motivate, advice, and give financial support. This is also for the sister and brother (Alya and Deva). This paper is also dedicated to her beloved husband, Asep Hidayat whom she can rely on through anything.

Special gratitude is also for the writer's best friend, known as Rempong Rangers: Rena, Restu, Tiara, Nuris, Chikita, Nova and Maya for experience, love,

motivation and everything who is the writer cannot express in the paper. Then for

Nina, Aul and Ipeh who always help and motivate the writer as well. The writer

hopes that Allah will bless them all.

ABSTRACT

Writing is one of English skills which enables students to write down their ideas. It is very beneficial because it can facilitate other activities during learning process. Among kinds of texts taught by the teacher during writing activities is recount text. Recount text is a text that retells about event, experience and action in the past. In writing recount text one of the grammar that student has to pay attention is past tense because tense determines when the event is happened. Therefore, tense has a significant role in enhancing students writing skill. The paper entitled "The Correlation between Students' Understanding on Past Tense and Their Ability to Write Recount Text" is intended to find out whether there is a correlation between students understanding on past tense and their ability to write recount text. The research population is the tenth grade students of Senior High School 10 Bogor, with 179 students as the sample. They were asked to do two tests, the first test was past tense test, divided into 2 parts: the first part consisted of 10 questions and the second part consisted of 20 questions. The second test was writing recount text, the students had to write down a recount text based on the topic given in 100-200 words. In conducting this research, the correlation method with Ex Post Facto design especially in Correlation Design using Pearson Product Moment formula was used. The result of r- calculated is (0,102) and the result of r- table is (0,147), so the value of r-table is higher than r-calculate. It means that the alternative hypothesis *(Ha)* is rejected. Therefore, there is very low correlation between students' understanding on past tense and their ability to write recount text. In conclusions, students who are good on past tense are not always good on writing recount text.

Keywords: past tense, writing recount text

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CHAPTER I

INTRODUCTION

A. Background of Study

There are four skills that students have to master, one of them is writing skill. Writing is one activity for the students to write their ideas. Based on Harmer (2004:33) "Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities". It means that writing is very beneficial for students during the learning process to support other activity.

In writing activities, there are many kinds of text that the teacher teaches such as descriptive text, procedure text, recount text, narrative text. One of the texts the writer discusses is recount text. Recount text is one of the texts that retells about events, experiences and actions that happens in the past (Djuharie, 2009:171). In writing good recount text, students should know the appropriate tense used.

In writing process there are many things that students have to pay attention to; one of them is grammar. In grammar there are tenses; past tense, present tense, and future tense. Tense is a form of verb that is used to show when an action happened, for example when students write recount text which is in general, the tense that is used is past tense form. Past tense tells about previous activities that was already happened. Students describe a past event or express their condition in

the past. It means that tense becomes an important point of English study because it really determines how the events take place.

In addition, grammar has a significant role in enhancing students' writing skill. When the students have grammatical error and they do not understand grammar, they could not create an appropriate text. So that is why the writer intends to conduct this research.

B. Reason for Choosing the Topic

Writing is one of activity for students to express their ideas, in writing there are many kinds of text than recount text is a text that teh writer discusses. Recount text is a text that retells about an experiences, events or actions that happend in the past, therefore student should know the appropriate tense used to write recount text.

The topic is chosen based on two reasons. First, grammar becomes one of the important things to master by the students. Understanding grammar well is needed by the students to construct correct writing.

Second, when students write a recount text, they ignore the grammatical rule although past tense is very important for students to master. Therefore, the writer wants to find out whether students' mastery of past tense will be useful for students to write correct recount text.

Students mastery in past tense is so important and helpful for them, for example they can create correct sentences using past tense. They can tell past

story to other in the right way, and know the rule of writing to create correct recount text.

C. Statement of the Problem

Based on the title, the research question is: Is there any correlation between students' comprehensions on past tense and their ability to write recount text.

D. The Aim of the Research

The aim of the research is to find out whether there is a correlation between students' comprehensions on past tense and their ability to write recount text.

E. Limitation of the Problem

The writer intends to investigate whether there is correlation between students understanding on past tense and their ability to write recount text. She limits the problem only personal recount text and past tense as the sentence structure.

F. Hypothesis

The hypothesis in this research is alternative hypothesis (*Ha*): There is a correlation between students' comprehensions on past tense and their ability to write recount text.

G. Operational Definition

There are several definitions related to the variables of this research, there are past tense and recount text.

5. Past tense is a verb tense used to talk about past event, past tense shows an action which in began, happened and ended in the past. Past tense use the past form for the verb at the sentense, in regular verb there are the addition of Ed and in irregular verb there are changing stuctured verb which is respect to the time. Students have to pay attention to the correct tense to creat corret writing text.

6. Recount text is a text that tells an experience or action which is happen in the past. It shows series of sequence to express the past event. Recount text constructed by the generic structure: orientation, events, reorientation. Then the student should agree with the language features: use of past tense, use of sequence, and use of adjective.

H. Research Significance

The writer expects this research has many benefits for many people especially for the teacher and the students.

5. For the Students, hopefully it makes the students realized that mastery on past tense is very important to support their writing ability. Then it can build their motovation to study about tense.

6. For English Teacher, hopefully the teacher can realize that tense is very importan thing to teach, and it is important for the teacher to ensure that the students understand the tense well.

7. For other Researcher, hopefully this research can give other researcher reference related to the correlation between student understanding on past tense and teir ability to write recount text.

CHAPTER II

THEORETICAL FRAMEWORK

A. Past Tense

1. The Definition of Simple Past Tense

English tense is a part of structure that has important role in conveying messages. It shows the time of the action which was happened. In teaching and learning English as foreign language it needs grammar to speak and write in the correct way. Brown (2007: 422) said that grammar focus is very important to develop written English. Besides grammar has agreement and relationship of words in a sentence.

Tense is one part of grammar which is very important. It is a form of verb that is used to show when an action happened. Based on Azar (2011:26), "Past tense is used to talk about activities or situation that began and ended in the past." According to Frost (2010:7), "The simple past is used for finished action or situation that began and ended befor now." Meanwhile Azar (1999:27) states, "Simple past indicates that an activity or situation began and ended at a particular time in the past." In the other hand, Parrot (2010:219) said that past tense is one of the tenses that used to refer complete events, state, or action.

According to Saadian and Bagheri (2014:2) grammar allows learners to put their ideas into coherent sentence so they can sucessfully communicate in written form. Then Brown and Pearson (2010:7) said that we use simple past tense to talk about action and situation which we see as complete in the past. Since the

purpose of recount text is to tell experience or event that happen in the past, past tense should be used in the text. That is why students should master simple past tense to write correct recount text.

It can be concluded that past tense is a tense that indicates some situations or action which is began, happened and ended in the past time whether there is signal word or not. Then it very important to write correct recount text.

2. The Pattern of Simple Past Tense

There are some patterns of simple past tense: affirmative, negative and interrogative. As stated by Azar (1992:26), "There are three kinds of simple past tense form; Affirmative, negative, and Interrogative." In addition there are regular and irregular verb in the past tense. The patterns of that forms are followed:

a. Affirmative

Affirmative shows the positive statement.

Subject + Verb (in past form) + Complement

Subject + Verb (was/were) + Complement

Example:

I met him yesterday.

He was last night.

b. Negative

Negative shows the negative statement.

Subject + Auxiliary Verb (did) + Negacion (not) + Verb (infinitive) + Complement

Subject + Verb (was/were) + Negacion (not) + Verb (infinitive) + Complement

Example:

Rudi did not play football yesterday.

I was not angry.

c. Interrogative

Interrogative shows a question.

Auxiliary Verb (did) + Subject + Verb (infinitive) + Complement ?

Verb (was/were) + Subject + Verb (infinitive) + Complement ?

Question Word + Auxiliary Verb (did) + Subject + Verb (infinitive) + Complement ?

Example:

Did Mira work yesterday?

Was Nana at school yasterday?

When did you learn English?

d. Regular Verb

Regular verb are the verb which is only require the addition of ED to the present time, if the verb ends in E only add D.

Example: He walked 5 kilometers every day to school.

e. Irregular Verb

Irregular verb change the structure, present with respect to time. Past tense and past participle cannot predicted by rule.

Example: We went to my Grandmother home last year.

3. The Use of Simple Past Tense

Past tense has some usage, there are some usage of simple past tense below:

a. To talk about a particular action that began and enden in the past.

Example: He was not at the party last night.

My father built this company in 2009.

b. To talk a series of action in the past.

Example: He studied for an hour in the morning, worked all afternoon and return home until 10 at night.

I received a good news and immediately called my mother.

c. To talk long period of action in the past.

Example: He moved to Japan for a long time.

She did not eat meat for years

d. To talk habitual action.

Example : She always ate sandwitch everyday.

My mother never cooked a peace of cake in medium well.

B. Writing

1. Definition of Writing

Writing becomes usual activities for human being, especially for students. Writing becomes an important skill for students to master because almost all activities in the school relate to writing. For example; students write the materials the teacher gives, they create writing product for their assignment. Brown (2010: 259) said that writing skill, at least at basic levels writing skill is necessary to achieve many aspect of life. Related to the opinion Harmer (2001:79) states that writing can also be a quiet reflective instead of the rush and bother of interpersonal face- to- face communication.

Writing is communication tools, through writing, people can communicate with other people. They can express their feeling, express ideas and share informations. Meanwhile Brown (2007: 391) stated that writing is a result of process of thinking, drafting, and revising which is not every person has skill to write good writing naturally. Based on Myles in Saadian and Bagheri (2014:1) writing is the skill that requires learning and practicing. Moreover Nunan in Sokolik (2003:98) pointed out that writing is a combination of process and product.

In the other hand, Harmer (2007:329) said that some students are extremely unconfident and unenthusistic writers. There may be many reasons for this: perhaps they have never written many in their first language (s). Perhaps they think that they do not have anything to say and come up with ideas. In addition, Siburian (2013:33) states "Writing is a process of formulating and organizing

ideas in right words to deliver the aim and present them on a piece of paper". It means that writing ia one of the ways to express feelings, ideas, arguments and thoughts in the form of wordd in sentences.

Based on all definitions above, it can be concluded that writing is a communication activity for the people to: express their feeling, express ideas, and share informations which is very useful and needed for life.

2. Genres of Writing

There are some classifications of writing based on the genre as mentioned in Brown (2004: 219).

a. Academic Writing

Academic writing has a relationship with the learning process. Teacher and student will produce it as a part of learning process. Academic writing includes papers and general subjects, reports, essays, compositions, academically focused journals, short-answer test responses, theses, and dissertations.

b. Job-related Writing

Job related writing is usually related to office activity. It can be used for communicating each other who involved in their business. Job related writing includes messages (e.g., phone messages), letters or emails, memos (e.g., interoffice), reports (e.g., job evaluations, project reports), schedules, labels, signs, advertisements, announcements, manuals.

c. Personal Writing

Personal writing relates to daily activity of someone. Personal writing is needed by someone to complete their goals. It includes letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents (e.g., checks, tax forms, loan application), forms, questionnaires, medical reports, immigration documents, diaries, personal journals, fiction (e.g., short stories, poetry

3. The Process of Writing

According to Nunan (2005:102) there are five steps in the writing process: prewrite, write, revise, edit, and publish.

1. Prewrite

In this important first step, children are given opportunity to prepare to write and to collect their thoughts and ideas. If done properly, it can ease children into writing without any hesitation or worry.

2. Write

Children write down all of their ideas. They do not worry about form or correctness or even the order. The objective is to get the ideas on paper as quickly as possible.

3. Revise

The initial piece of writing or examined or reworked so that the ideas are logical and flow together.

4. Edit

Learners (with the help of their teachers, caregivers, or classmates) proof-read their works to make sure that there are not any grammatical or spelling errors.

5. Publish

The writing piece is rewritten in a published or presentable form, in a student-made book, on special paper, and/or on computer so that it can be displayed or shared.

C. Recount text

1. Definition of Recount Text

There are so many kind of texts, one of the is recount text. Recount text is a text type learned both in junior and senior high schools. Based on Anderson (1998: 24), "Recount is a piece of text that retells past events, usually in the order in which they occured. Besides, Hayland (2003:20) told the purpose of recount is to reconstruct past experience by retelling events in original sequence. In the other hand, Knapp et. al, (2005:224) say, "Recount text, basically is written out to make a report about an experience of a series of related event". Djuharie (2009:171) mentions that recount text is one of the texts that retells about events, experiences and actions that happen in the past. Derewianka (1990: 14) states "In a Recount we reconstruct past experience. A Recount is the unfolding of a sequence of events over time. People are using language to keep the past alive and help to interpret experience".

Based on some experts above, it can be concluded that recount is a text that tells about an experience in the past with series of the sequence that help people to express the past event.

2. Types of Recount Text

There are three types of recount text. Based on Derewianka (1990:15) "There are three types of recount. Those are: personal recount, factual recount, and imaginative recount"

a.   Personal recount

Retell an event that the writer was personally involved in events.

(1)   It uses personal pronoun (I, we).

(2)   It can be a journal diary.

b.   Factual Recount

It is a recording of an incident.

(1)   Use of the third person pronouns (he, she, it, they).

(2)   It can be science experiment, police report.

c.   Imagination Recount

It is about an imaginary role and give details of events

(3)   Usually writen in the firs person.

(4)   It included personal reaction/ thoughts.

3. Generic Structure of Recount Text

To write recont text students should agree with the greneric structure. Stated by Boardman (2008:287) the generic structure of recount text are:

a. Orientation : introducing the participants, place and time.

 b. Events   : describing series of event that happened in the

 past.

 c. Reprientation   : A conclusion of the events, stating personal

 comment of the writer to the story.

4. Language Feature of Recount Text

Besides the generic structure, the students should agree with the language features, as stated by Mulyono and Widayanti (2011:16):

a. Use of past tense

Recount text is a text that tells someone experience and of course it used past tense.

b. Use of sequence makers or enumerators

This text using sequence makers such as: first, second, then, after that, etc to show sequence.

c. Use of adjective

The text using adjective to show personal attitudes, such as: wonderful, sad, happy, etc.

D. Related Research

There are three journals related to this research. The first journal is written by Tulak et. al, (2015) entitled "Correlation Between Mastery of Simple Past Tense and the Ability in Writing Recount Text at the Tenth Grade". The result shows that students understanding on past tense has significant correlation with the ability to write recount text. This research was conducted in senior high school 1 Toruqe with the result that t-counted (3.568) was higher than t-table (2.750).

The second journal is written by Munawwaroh (2014) entitled "Correlation between the Mastery of Simple Past Tense and the Writing Ability of Recount Text of the Tenth grades of *MA* Qudsiyyah Kudus in the Academic Year

2013/2014". The result of the research shows that the correlation of students mastery on simple past tense and the ability of writing recount text have significant corellation. It shows that the mean for the mastery of simple past tense is 58.2 and the standard deviation is 16.38. From the data of mean, it can be categorized low. Then, the mean for the writing ability of recount text is 41.33 and the standard deviation is 12.15. From the data of mean, it is categorized low. From those data, 0.95 is gotten for the coefficient r_{xy}. Because of the coefficient r_{xy} is not equal with 0, the null hypothesis (H_0) is rejected and the alternative hypothesis (*Ha*) is confirmed.

The last journal is a research conducted by Hidayah (2007) entitled "A Correlation between Students' Mastery of Past Tense and their Achievement in Writing Recount". The result shows that 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 says "There is no correlation between students' mastery of past tense and their achievement in writing recount" was rejected.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Methodology and Design

In this research, correlation method is used to investigate the correlation between student understanding on past tense and their ability to write recount text. There are two variables in this research: the first variable is students' understanding on past tense (X) and trhe second variable is students' ability to write recount text (Y). Ex- Post Facto design is used to investigate the correlation between those variables. The design is as follows:

Tx ⟶ Ty

Tx: Students' understanding on past tense

Ty: students; ability to write recount text

B. Population and Sample

The population of this research is the first grade of Senior High School 10 Bogor. There are nine classes of the first grade students. The numbers of the populationn are 324 students. Quota sampling technique with Taro Yamane formula as cited by Sarwono (2006:120) is used to get the sample. The formula is as follows:

$$n = \frac{N}{Nxd^2 + 1}$$

n = Total of sample

N = Total of population

d² = Precision needed (0,05)²

The number of the sample is decided as follows:

$$n = \frac{324}{324(0,05)^2 + 1}$$

$$n = \frac{324}{324(0,0025)^2 + 1}$$

$$n = \frac{324}{1,81} = 179$$

Based on the result of the calculation above, the number of the sample are 179 students.

C. Data Collection Technique

To collect the data, the students were given two kinds of test. The first test is to assess students' understanding on past tense and the second test is to assess students ability to write recount text. The first test contains of 30 test items and devided into two parts. In the first part, the students are asked to change 10 sentences into past form, every correct answer is given 1 point. In the second part the students are asked to answer 20 short essay questions, every correct answer is given 1 point and incorrect answer is 0. To get the final result students point gotten are devided by maximum point and the result multiplied by a hundred, the test will be scored based on Brown (2007).

Assessment of past tense for part 1

$$Final\ score = \frac{\text{The total number of correct answer x 100}}{\text{The highest score}}$$

Assessment of past tense for part 2

$$Final\ score = \frac{\text{The total number of correct answer x 100}}{\text{The highest score}}$$

For the second test, the students are asked to write recount text based on the topic that the writer given. The test will be scored based on scoring rubric from Brown (2004:286)

Table 3.1
Scoring Rubric

Organization

Score	Description
5	EXCELENT TO GOOD: Appropriate title, effective introductory, topic is tated,leads to body, transitional expression used, arrangement of material shows plan, conclusion logical and complete.
4	GOOD TO ADEQUATE: Adequate title, introduction, conclusion, body of essay is acceptable, but some evidence may be lacking, some ideas are not fully developed, sequence is logical but transitional expression may be absent or misused.
3	ADEQUATED TO FAIR: Mediocre or scant introduction or conclusion, problems with the order of ideas in body, the organization may not be fully supported by evidence given, problems of organization

	interfere.
2	UNACCEPTABLE- NON: Shaky or minimally recognizable introduction, organization can be barely be seen, severe problems with ordering of ideas, lack of supporting evidence. Conclusion weak or illogical, inadequate effort at organization.
1	Absence of introduction or conclusion; no apparent organization of body; severe lack of supporting evidence; writer has not made any effort to organize the composition (could not be outlined by reader).

Content

Score	Description
5	EXCELENT TO GOOD: Essay addressed the assigned topic, the ideas are concrete and thoroughly developed, no extraneous material, essay reflect thought.
4	GOOD TO ADEQUATE: Essay addressed the issue but misses some points, ideas can be more fully developed, and some extraneous material is present.
3	ADEQUATED TO FAIR: Developed of ideas not complete or essay is somewhat off the topic, paragraph are not divided exactly right.
2	UNACCEPTABLE- NON: Ideas incomplete, essay does not reflect careful thinking or was hurriedly eritten, inadequate effort in area of content.
1	Essay is completely inadequate and does not reflect college-level work; no apparent effort to consider the topic carefully.

Grammar

Score	Description
5	EXCELENT TO GOOD: Native- like fluency in English grammar, correct use of relative clauses, prepositions, modals, articles, verb forms,

	and tense sequencing, no fragments or run on sentences.
4	GOOD TO ADEQUATE: Advance proficiency in English grammar, some grammar problems do not influence communication, although the reader is aware to them, no fragments or run on sentences.
3	ADEQUATED TO FAIR: Ideas are getting through to the reader, but grammar problems are apparent and have a negative effect on the communication, run on sentences or fragments present.
2	UNACCEPTABLE- NON: Numerou serious grammar problems interfere with communication of the writer's ideas, grammar review of some areas clearly needed, difficult to read sentence.
1	Severe Grammar problems interfere greatly with the message;reader can't understand what the writer was trying to say; unintelligible sentence structure.

Punctuation, Spelling and Mechanics

Score	Description
5	EXCELENT TO GOOD: Correct use of English writing coventions, left and right margins, all needed capitals, paragraph indented, punctuation and spelling very neat.
4	GOOD TO ADEQUATE: Some problems with writing coventions or punctuation, occasional spelling errors, left margin correct, paper is neat and legible.
3	ADEQUATED TO FAIR: Uses general writing coventions but has errors, spelling problems distrsct reader, punctuation errors interfere with ideas.
2	UNACCEPTABLE- NON: Serious problems with format on paper, parts of essay not legible, errors in sentence punctuation and final functuation,

	unacceptable to educate readers.
1	Complete disregard for English writing conventions; paper illegible; obvious capitals missing, no margins, severe spelling problems

D. Data Analysis

To find out the result, the collected data must be analyzed. There are some steps in analyzing the data, the steps are:

1. To assess students' understanding on past tense and their ability to write recount text.

2. To find out the average point of X and Y variables it should calculating the mean of students' understanding on past tense and their ability to write recount text by using the formula:

$$fX = \frac{\sum X}{N} \qquad\qquad Y = \frac{\sum Y}{N}$$

Note:

3. To measure the correlation between students' understanding on past tense and their ability to write recount text coefficient correlation between them the writer calculate the corellation coefficience value (r_{xy}) using the Pearson Product Moment formula.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}$$

Note:

rxy : Correlation coefficient between variables X and Y

$\sum X$: Total of variable X

$\sum Y$: Total of variable Y

$\sum XY$: Multiplication between X and Y

X^2 : Squared of X

Y^2 : Squared of Y

N   : Total of respondents

Table 3.2

The Correlation Coefficience Level (r_{xy})

Value of Product Moment (r)	Interpretation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Average
0.60 – 0.799	High
0.80 – 1.000	Very High

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Calculating the Interval Data

After the data were collected, the writer got the score of students understanding on past tense and their ability to write recount text. She analyzed the data and calculated the two variables.

From the result of the test, the highest score of students understanding on past tense is 97.5 and the lowest is 55, while the highest score of students ability to write recount text is 85 and the lowest score is 67.5.

2. Calculating the Mean

To find out the average score of variables X and Y, the mean should be calculated. The calculation is follows:

a.   The Mean of Variable X

$$X = \frac{\sum X}{N} = \frac{14627,5}{179} = 817.18$$

b.   The Mean of Variable Y

$$Y = \frac{\sum Y}{N} = \frac{13227,5}{179} = 738.97$$

Based on calculation above the result of variables X and Y is different. The average score of variable X is higher that score of variable Y. It means that the students are better in understanding past tense than writing recount text.

3. Calculating Correlation Coefficient Value

After the writer obtained the score of two variables, she calculates the data to find out the correlation coefficient value using Pearson product moment formula. According to Sudijono (2014:206), the Pearson product moment formula is presented below.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}$$

The calculation of the formula is :

$$r_{xy} = \frac{179 \ 1081865 - 14267,5 \ (13227,5)}{[179 \ 1214426 - 14627,5 \ ^2. \ 179 \ 981891,2 - (13227,5)^2]}$$

$$= \frac{193653835 - 193485256,25}{217382234 - 23716900 \ . \ 175758524,8 - 174966756,25}$$

$$= \frac{168578,75}{3418497,75 \ . \ 791768,55}$$

$$= \frac{168578,75}{2706659006695,7}$$

$$= \frac{168578,75}{1645192,70}$$

$$= \ 0.102$$

Based on the result of the calculation, it is found that r_{xy} is 0.102.

4. Hypothesis testing

After the correlation coefficient was obtained, the writer compared the value of r- calculated and r- table to find out whether the hypothesis is accepted or not. The degree of freedom is calculated using the following formula:

d. f = N – 2

d. f = 179 – 2

$$= 177$$

The correlation value from the table with N= 177 and significant level at 0.5 is 0.147. The result of rxy (0.102) is lower than the r table (0.147) therefore the alternative hypothesis (*Ha*) of the research is rejected. It means that there is no significant correlation between students understanding on past tense and their ability to write recount text.

Additionally there are another point that affect the result of students work. First, students have problem in writing recount text, they can not express their ideas to write their past experience. It can be seen in the result that some students just write singke paragraph only. Second, there are many mistakes in using appropriate grammar and structure in their recount text. Third, there are inappropriate timing and situation which is affect the result of the students work.

B. Discussion

After calculating all of the data, the writer found that the mean of variable X is 817.8 than the mean of variable Y is 738.97. Meanwhile, the degree of

freedom of this research is 177, it can be found from the correlation coefficient table (r_{table}) with the level of error significant is 0.05.

According to the calculation, the correlation coefficient value is 0.102. It is concluded that there is no significant correlation between students understanding on past tense and their ability to write recount text. The interpretation table based on Sugiyono (2012:184) shows the interpretation of the correlation value.

Table 4.1
The Interpretation of Correlation Coefficient (r)

Value of R Product Moments	Interpretation
0.800-1.000	Very high correlation
0.600-0.799	High correlation
0.400-0.599	Average correlation
0.200-0.399	Low correlation
0.00-0.199	**Very low correlation**

The interpretation table shows that the correlation level is very low. The correlation value from the calculation is 0.102 while the correlation value from the r table with d.f = 177 at the significant level 0.05 is 0.147. It means that the Alternative Hypothesis (*Ha*) is rejected because the value of *rxy* (0.102) is lower than the critical value of r table (0.147). It can be concluded that there is very low correlation between students understanding on past tense and their ability to write recount text. It does not guarantee that the students who are good at understanding past tense always good at writing recount text.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research, it can be concluded that the correlation between students understanding on past tense and their ability to write recount text is very low. The result of the correlation coefficient value is 0.102. Then the value table of significant level of 0.05 is 0.147. The value of rxy (0.102) is lower than the value of significant level of 0.05 (0.147).

So the alternative hypothesis is rejected. It means that there is no significant correlation between students understanding on past tense and their ability to write recount text. Based on the result of the research, it does not guarantee that the students who are good at understanding past tense are not always good at writing recount text.

Based on the result of the research, it does not guarantee that the students who are good at understanding past tense are not always good at writing recount text it can be seen in student writing result which is many students got low score. In addition several factor affect the student result such as the situation of the student when the test held, and the students comprehension of the materials.

B. Suggestion

After finding the result, the writer would like to give suggestion for the students, the teacher and other researcher. For the students, they should do exercise more about past tense to make them understand well about past tense and also practice more in writing recount text.

For the teacher, from the result of the test which is many students just wrote one paragraph only in their work, the teacher should give the student exercise to increas their writing skill. For other researchers they should manage the time of the class when they do the research, it is important to held the research in quite and appropriate time which is affect to the students result.

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