THE CORRELATION BETWEEN STUDENTS' MASTERY OF PAST TENSE AND WRITING NARRATIVE TEXT AT GRADE X OF SMA YAYASAN NASIONAL PETATAL 2019/2020

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ABSTRAK

The ability to write narrative, which constitues communicative competence, requires another supporting sub competences. The past tense should be acquired in order to be able to write recount well. The objective of the study is to reveal whether there is a correlation between students' mastery of past tense and their writing narrative text. Furthermore, it attempts to find out the extent to which the studets' mastery of past tense affects their ability to write narrative. To achieve the objectives of the study, the writer conducted a field research in which a test of past tense and that of writing narrative were administrated. The subjects of the study were the tenth graders of SMA Yayasan Nasional Petatal. There are 40 students is taken randomly as sample. The data were collected by giving multiple choice in past tense test item by asking the sample to write narrative paragraph. The data are analyzed by applying the Pearson Product Moment formula. The finding indicated that rxy was 0.81. this indicated that the calculated value of r is greater than the critical value at the level 5% = 0.312 and at levell 1% = 0.403. [0.81>0.312]. it means that the alternative Hypothesis (Ha) of the study is accepted and Null Hypothesis (Ho) is rejected. It can be conlude that there is any significant the correlation between students mastery of past tense and writing narrative text.

Keywords : *Correlation Study, Mastery of Past Tense, Ability to write Narrative.*

I. INTRODUCTION

English is an International language. Almost all countries have adapted English used as a compulsory subject at schools. The national education has decided that English as a foreign language taught in Indonesian schools. It learned started from primary schools up to university. People realize that teaching English at this level becomes very important and need much concern. Because learning English has complex problems for the junior high school, their writing ability is relatively low. As we know that language is the primary means our lives. People use language to communicate to other. Language involves some skills. The language skills are listening, speaking, reading and writing. Through language, people can express their ideas, wishes, thought, and desires. Most activities involving more than one person require a language. Therefore, plays a significant role in our life.

However, when people come from different countries with different conditions, cultures and backgrounds meet and speak and write different language. When they have to communicate and cooperate, they are confronted with a problem, they do not understand each other. Therefore, they have to master a certain language with which they can understand each other. They also

have to master the English grammar before they communicate. Grammar is the important component in English to improve the competence in using English. Grammar is the explanation that describes the rules for forming words and making sentence. From the explanation above the writer understands that grammar is the rules in a language for changing the form words and joining them into sentences. Because of these English cannot separate with grammar.

In Indonesia, English has a very important role in technological and scientific advances; instruments such as computer and internet use English. Meanwhile, a lot of text books, newspaper and magazines are printed in English. Consequently, people who want to have access to them should master English well.

Realizing the growing demand of English as an international means of communications, it is reasonable that our government places English as a crucial subject in our education system. In a school, the student learns English because it is one of required lessons taught. There are many materials are learned in English, one of them is write and understand a text. But the most popular text taught in this subject is about narrative text. It is suitable with the curriculum in the school. To be able to comprehend a text well the students have ability to write another text in the same genre. They have to be able write narrative text well. Then they to be able to use grammar in their writing. There are types of grammar and ways to comprehend text consist of noun, pronoun, adverb, tenses etc. But in this thesis the writer focus to one grammar in English tenses.

Narrative text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. In generally the tense that is often used in narrative is past tense form. We can see it from the definition about past tense is a tense used to describe actions or events which took place in the past.

Master the tenses of English is one aspect that influence students ability in writing narrative text. Thus they must master the tenses so that their writing is good.

Considering the Importance of grammar in a text construction, this research wants to conduct an investigation on the Correlation between students 'mastery of past tense and writing narrative text of grade X at SMA YAYASAN NASIONAL PETATAL in academic year 2019/2020.

II. RESEARCH DESIGN
Location
The location of the research will be conducted to the grade X students of SMA YAYASAN NASIONAL PETATAL in academic year 2019/2020. I choose this school as the object of the study because I want to know the correlation between students' mastery of past tense and writing narrative text.. Besides, it has good building and supporting facilities and it can actually support the teaching learning process.

Population
The population of the study the tenth graders of SMA

YAYASAN NASIONAL PETATAL in academic year 2019/2020. There are 156 students from 5 classes. The That is the number of the students from each class: X1 consist of 35 students, X2 consist of 31 students, X3 consist of 30 students, X4 consist of 30 students, and X5 consist of 30 students.

Sample

It should be noted that quantitative research focuses on studying sample and population and attempts to generalize the result of the study to the entire population from which the sample is drawn. Consequently, when it is unlikely for the researcher to study the population, carrying out research to a representative amount of sample is acceptable under certain requirements. Since it was impossible for this research to manage the whole population as the subject of the study, the researcher will be taken 25% of the population. That was equal to more or less 40 students.

Variables of the Study

A research is basically conducted in order to find out the relationship between two or more variables or the influence a variable has on another variable. Therefore, research variables are usually labeled independent variable and the dependent one. The former is one that affects the other, whereas the latter is one that the independent variable has effect on.

Scoring Technique

As the instrument used as the tool of research in this study will be in form of the objective test and essay type test, the scoring procedures of both tests were, of course, different. The past tense test consisted of 10 items and they are in the form of completion test. Thus, the writer scored 1 for each correct and 0 for the wrong answer.

The research needs to assert her that in figuring out the validity, reliability, and the item analysis of the writing test, the five components of scoring, i.e., fluency, grammar, vocabulary, content, and spelling were considered the test items. So, there were five items of essay test.

III. THE RESULT OF RESEARCH AND DATA ANALYSIS

The data of this study was obtained from the past tense and writing narrative text score. The mastery of past tense was indicated as (X) and writing narrative text was indicated as (Y) and the sum of the calculation between the past tense and writing test in narrative text was indicated as (XY). The data was shown in the following table.

Table 1. The Students' Scores Multiple Choice in Past Tense and Writing Narrative Text

No	Students' Name	Mastery of Past tense(X)	Writing Narrative Text (Y)
1	Andika	80	75
2	Agung Syahputra	100	85
3	Boby Rusandi	80	80
4	Cici Ramadhani	80	83
5	Darmawan	80	83
6	Darma Gunawan	80	85
7	Doli Pulungan	90	90
8	Dwi Purnama	90	80

9	Ellya Eka Putri	80	90
10	Fuji Lestari	80	80
11	Indah Juwita	100	90
12	Indah Syahfira	80	80
13	Leli Nastia	70	75
14	Lisa Agustina	80	75
15	Merisa	80	90
16	Monica Br. Silalahi	80	95
17	Neliyanti	80	78
18	Nindya Pulungan	80	84
19	Norma	80	85
20	Nurhayati	80	85
21	Nurul Huda	100	88
22	Pramono	70	75
23	Raka Indra	80	80
24	Rani Nurjannah	100	88
25	Rika	80	85
26	Sella Novia	100	95

27	Siti Rahmi	80	80
28	Sri Ayu Wardhani	100	88
29	Sri Rahayu	90	90
30	Syafira	100	95
31	Sulastri Purnama	90	85
32	Usman Marpaung	80	85
33	Wira Doli	70	80
34	Yana	80	83
35	Yuliana Saragih	80	85
36	Yurika Utama	100	90
37	Yusman Ardiansyah	90	80
38	Zafry Hanafi	100	85
39	Zuanda Siregar	80	90
40	Zulhamsyah Fitriah	90	85

The Data Analysis

No	Students' Name	(X)	(Y)	X2	Y2	X.Y
1	Andika	80	75	6400	5625	6000
2	Agung Syahputra	100	85	10000	7225	8500
3	Bobi Rusandi	80	80	6400	6400	6400
4	Cici Ramadhani	80	83	6400	6889	6640
5	Darmawan	80	83	6400	6889	6640
6	Darma Gunawan	80	85	6400	7225	6800
7	Doli Pulungan	90	90	8100	8100	8100
8	Dwi Purnama	90	80	8100	6400	7200
9	Ellya Eka Putri	80	90	6400	8100	7200
10	Fuji Lestari	80	80	6400	6400	6400
11	Indah Juwita	100	90	10000	8100	9000
12	Indah Syahfira	80	80	6400	6400	6400
13	Leli Nastia	70	75	4900	5625	5250
14	Lisa Agustina	80	75	6400	5625	6000
15	Merisa	80	90	6400	8100	7200
16	Monica Br. Silalahi	80	95	6400	9025	7600
17	Neliyanti	80	78	6400	6084	6240
18	Nindya Pulungan	80	84	6400	7056	6720
19	Norma	80	85	6400	7225	6800
20	Nurhayati	80	85	6400	7225	6800
21	Nurul Huda	100	88	10000	7744	8800
22	Pramono	70	75	4900	5625	5250
23	Raka Indra	80	80	6400	6400	6400
24	Rani Nurjannah	100	88	10000	7744	8800
25	Rika	80	85	6400	7225	8800

26	Sella Novia	100	95	10000	9025	9500
27	Siti Rahmi	80	80	6400	6400	6400
28	Sri Ayu Wardhani	100	88	10000	7744	8800
29	Sri Rahayu	90	90	8100	8100	8100
30	Syafira	100	95	10000	9025	9500
31	Sulastri Purnama	90	85	8100	8100	7650
32	Usman Marpaung	80	85	6400	7225	6800
33	Wira Doli	70	80	4900	6400	5600
34	Yana	80	83	6400	6889	6640
35	Yuliana Saragih	80	85	6400	7744	6800
36	Yurika Utama	100	90	10000	8100	9000
37	Yusman Ardiansyah	90	80	8100	6400	7200
38	Zafry Hanafi	100	85	10000	7225	8500
39	Zuanda Siregar	80	90	6400	8100	7200
40	Zulhamsyah Fitriah	90	85	8100	7225	7650
SN =40		$\sum X$ =3410	$\sum Y$ =3380	$\sum X2 = 294100$	$\sum Y2$ =288846	$\sum XY$ =291280

From the data above, the highest score of students mastery oaf past tense 100 and the lowest is 70. The highest score of writing test in narrative paragraph is 95 and the lowest score is 75. The difference of the highest score and the lowest score of the students mastery of past tense is 30 and students score in writing narrative paragraph is 20. On the average, of the students score in mastery of past tense are good, the score in writing narrative paragraph is good too. In such case, some students have glaring different score. From example, the student who got 100 for mastering of past tense only got 85 for writing narrative paragraph.

From the both scores it was concluded that the highest students' score in the writing habit better their score the composition test and vice versa.

1. The mean, variance and standard deviation of students' mastery of past tense from the questionnaire score could be calculated, mean, variance and standard deviation.

   in which : N = 40

$\sum X^2 = 294100$
$\sum X = 3410$

a. Mean $Xx = \frac{\sum x}{N}$

$= \frac{3410}{40}$

$= 85$

b. Variance $Sx^2 = \frac{N(\sum x^2) - (\sum x)^2}{N(N-1)}$

$= \frac{40.294100 - 3410^2}{40(40-1)}$

$= \frac{11764000 - 11628100}{40(39)}$

$= \frac{135900}{1560}$

$= 87.11$

c. Standard Deviation $Sdx = \sqrt{sx^2}$

$= \sqrt{87.11}$

$= 9.33$

2. The mean, variance and standard deviation in writing narrative paragraph, in which : N = 40

$\sum Y^2 = 288846$
$\sum Y = 3380$

a. Mean $Xy = \frac{\sum y}{N}$

$= \frac{3380}{40}$

$= 84.5$

b. Variance $Sy^2 = \dfrac{N(\sum y^2) - (\sum y)^2}{N(N-1)}$

$$= \dfrac{40.288846 - (3380)^2}{40(40-1)}$$

$$= \dfrac{11553840 - 11424400}{40(39)}$$

$$= \dfrac{129440}{1560}$$

$$= 82.97$$

c. Standard Deviation $Sdy = \sqrt{sy^2}$

$$= \sqrt{82.97}$$

$$= 9.10$$

d. The standard deviation in mastery of past tense and writing narrative paragraph.

From the statistical calculation above, it was obtained:

✓ Mastery of past tense test

Sdx = 9.33

N = 40

Sx^2 = 87.11

✓ Writing narrative paragraph test

Sdy = 9.10

N = 40

Sy^2 = 82.97

By applying formula $S^2 =$

$$= \dfrac{(Nx-1)(Sdx) + (Ny-1)(Sdy)}{(Nx+Ny)-2}$$

$$= \dfrac{(40-1)(9.33) + (40-1)(9.10)}{(40+40)-2}$$

$$= \dfrac{718.77}{78}$$

$$= 9.215$$

$S = \sqrt{s^2}$

$$= \sqrt{9.215}$$

$$= 3.03$$

3. The calculation of the correlation between students' mastery of past tense and writing narrative text :

N = 40

$\sum X$ = 3410

$\sum x^2$ = 294100

$\sum Y$ = 3380

$\sum y^2$ = 288846

$\sum XY$ = 291280

Rxy =

$$\dfrac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{(N(\sum x^2) - (\sum x)^2)(N(\sum y^2) - (\sum y)^2)}}$$

$$= \dfrac{40(291440) - (3410)(3380)}{\sqrt{(40(294100) - (3410)^2)(40(288846) - (3380)^2)}}$$

$$= \dfrac{11651200 - 11525800}{\sqrt{(11764000 - 11628100)(11553840 - 11424400)}}$$

$$= \dfrac{125400}{\sqrt{(135900)(129440)}}$$

$$= \dfrac{125400}{(368.646)(359.777)}$$

$$= \dfrac{125400}{132630.35}$$

$$= 0.94$$

The Hypothesis Test

Having calculated the coefficient correlation between two variables, the value of calculated Rxy was 0.94. he r table with the subject N=40 at the level significance 5% = 0.312 and the level 1% = 0.403. it showed that r-value was greater than r table (0.94 > 0.312) at the level of significance 1%. It implied that Hypothesis Alternative (Ha) was accepted and Null Hypothesis (Ho) was rejected. So, it can be concluded that there was significance Correlation Between Students' Mastery of Past Tense and writing Narrative text.

Research Finding and Discussion

Having analyzed the data, the obtained coefficient correlation was 0.94. From this finding we can verify the scores of correlation between students' mastery of past tense in writing narrative text test were significantly correlated each other.

Arikunto (2013:319) assert the categories of coefficient correlation were as the following :

$0.80 \leq r \leq 1.0$ = correlation is high

$0.60 \leq r \leq 0.8$ = correlation is sufficient

$0.40 \leq r \leq 0.6$ = correlation is rather low

$0.20 \leq r \leq 0.4$ = correlation is low

$0.01 \leq r \leq 0.2$ = correlation is very low

It has been mentioned that the value of calculation r = 0.94. From the quotation above, it was found that there was significant correlation between students' mastery of past tense and writing narrative text.

IV. CONCLUSION AND SUGGESTION

Conclusion

Having the data been analyzed in the previous chapter, some conclusions are drawn as the following:

There is significance the correlation between mastery of past tense and writing narrative text, which indicated by the correlation value rxy = 0,94 it means that r significance 5% and (0,94 > 0.403) at the level of significance 1%. The correlation between students' mastery of past tense make them easier in writing narrative text. Therefore, the alternative hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected. It can be concluded that a correlation between students' mastery of past tense (X) and writing narrative text (Y) at grade X of SMA YAYASAN NASIONAL PETATAL in academic year 2019/2020 is significant.

Suggestions

Based on the conclusion above, it is suggested that mastery of past tense in writing text are:

1. English teacher is a motivator and stimulator. The teacher should try to attempt and motivate the students' to improve and their ability in past tense mastery.
2. The teacher should motivate the student to increase their ability in writing narrative text by various media in doing practice.

A teacher should know and able to implement a good method in teaching writing because it is quite complicated to learn.

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