List of the Talk

This presentation will discuss 4 parts, such as :
1. Introduction
2. Methodology
3. Finding and Discussion
4. Conclusion

Research Background

Language has emerged as the most important component of education on various levels. Speaking, listening, writing, and reading are the four skills to master a language. By writing, anyone can exchange messages regarding a piece of information. At the same time, it might be important because it is widely utilized in education and the workplace[6]. Writing is also taught at the junior school to university level. According to the 2013 curriculum, junior high school students, especially class VIII, must learn several texts. One of them is the Recount text.

This text is any written work that describes a historical event and unforgettable moment that happened in the past[11]. So the students have to use simple past tense as language features employed in recount texts. However, many students make errors in tense because they have no idea of the distinction between regular and irregular verbs[18]. From this, students proficient with the simple past will be better while composing recount texts than those not. It can be concluded that students' mastery of the simple past and their ability to write recount text are linked[19].

Research Gap

The distinguishes between this research and previous research is the participant

Research Questions

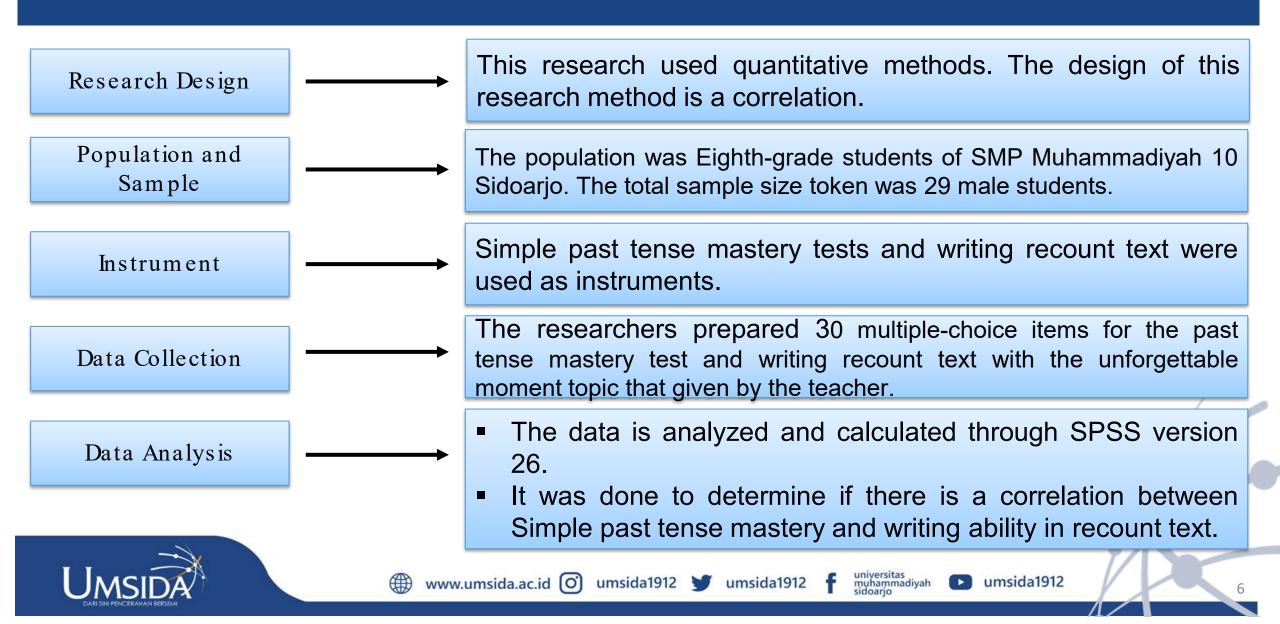Does the ability of students to create recount texts correlate with their command of the past tense?

Research Methodology

Research Design → This research used quantitative methods. The design of this research method is a correlation.

Population and Sample → The population was Eighth-grade students of SMP Muhammadiyah 10 Sidoarjo. The total sample size token was 29 male students.

Instrument → Simple past tense mastery tests and writing recount text were used as instruments.

Data Collection → The researchers prepared 30 multiple-choice items for the past tense mastery test and writing recount text with the unforgettable moment topic that given by the teacher.

Data Analysis →
- The data is analyzed and calculated through SPSS version 26.
- It was done to determine if there is a correlation between Simple past tense mastery and writing ability in recount text.

UMSIDA
DARI SINI PENCERAHAN BERSEMI

Research Findings

The score of Simple Past Tense Mastery Test and writing recount text

No	Simple Past Tense
	Nilai
Students 1	84
Students 2	87
Students 3	70
Students 4	60
Students 5	60
Students 6	100
Students 7	94
Students 8	60
Students 9	90
Students 10	60
Students 11	60
Students 12	100
Students 13	97
Students 14	60
Students 15	90
Students 16	100
Students 17	90
Students 18	94
Students 29	80
Students 20	84
Students 21	94
Students 22	60
Students 23	60
Students 24	94
Students 25	67
Students 26	60
Students 27	70
Students 28	77
Students 29	60

No	Simple Past Tense
	Nilai
Students 1	84
Students 2	87
Students 3	70
Students 4	60
Students 5	60
Students 6	100
Students 7	94
Students 8	60
Students 9	90
Students 10	60
Students 11	60
Students 12	100
Students 13	97
Students 14	60
Students 15	90
Students 16	100
Students 17	90
Students 18	94
Students 29	80
Students 20	84
Students 21	94
Students 22	60
Students 23	60
Students 24	94
Students 25	67
Students 26	60
Students 27	70
Students 28	77
Students 29	60

Research Findings

1. The result of Simple Past Tense Mastery Test

Table 3.1 Simple Past Tense Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	91-100	8	27,6	27,6	27,6
	81-90	6	20,7	20,7	48,3
	61-80	5	17,2	17,2	65,5
	0-60	10	34,5	34,5	100
	Total	29	100	100	

2. The result of Recount text test

Table 3.2 Recount Text Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	91-100	8	27,6	27,6	27,6
	81-90	8	27,6	27,6	55,2
	61-80	7	24,1	24,1	79,3
	0-60	6	20,7	20,7	100
	Total	29	100	100	

Research Findings

3. Correlation between Simple Past Tense Mastery and Writing Recount Text

Table 3.3 Correlation

		Simple Past tense	Recount Text
Simple Past tense	Pearson Correlation	1	,848**
	Sig. (2-tailed)		,000
	N	29	29
Recount Text	Pearson Correlation	,848**	1
	Sig. (2-tailed)	,000	
	N	29	29
**. Correlation is significant at the 0.01 level (2-tailed).			

Research Discussion

Students' capacity to write in the simple past tense as a recount text and their mastery of tenses were found to be significantly positively correlated in this study with the correlation coefficient (0.848, sig 0.000< 0.05). These findings are comparable to relevant previous studies :

- Yendriani and Lestari's research showed that students' proficiency with the simple past tense and ability to compose recount paragraphs were significantly correlated.And Romansyah's research also revealed a relationship between students' mastery of the past tense, self-motivation, and their ability to retell texts in writing.

- This study shows a very high relationship between the two variables, with a higher correlation coefficient (0.848) than previous studies (0.832) and (0.325). Therefore, this study supports the previous study's findings.

Conclusion

As seen from the findings covered in the preceding chapter, it can be concluded that the simple past tense has the big power to help students in creating recount text. This is also supported by the calculation result that has been obtained. The correlation coefficient (0.848, sig value 0.000< 0.05). The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means that there is a positive correlation with a powerful correlation category between mastery of simple past tense and writing recount text.

UMSIDA
DARI SINI PENCERAHAN BERSEMI

Suggestion

- learners have to learn more diligently. Even if some students receive outstanding results on past tense and recount text assessments, they still need to study more about grammar and other texts.

- The teacher should go over tenses relevant to text kinds, such as simple past and recount text, and how they work in sentences.

- Teachers additionally have to motivate, stimulate, and provide additional opportunities for students in the teaching and learning process so that students' command of grammar and writing improves significantly.

- For future research, It is hoped that it can continue existing research with a different focus, like focusing on the factor that made the different result of this study.

UMSIDA

DARI SINI PENCERAHAN BERSEMI