

# THE CORRELATION BETWEEN THE STUDENTS' SIMPLE PAST TENSE MASTERY AND THEIR PARAGRAPH WRITING PERFORMANCE AT THE TENTH CLASS OF SMK MUHAMMADIYAH 1 METRO ACADEMIC YEAR 2011/2012

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**Abstract:** Writing is a language skill that is used for indirect communication to convey a message or information to the readers. In writing a text, we can explore our ideas, feelings and thoughts which are arranged in words, sentences, and paragraph by using eyes, brain and hand. In writing a text, we must be able to use a good language and we also must be able to arrange good sentences grammatically in order the readers understand about the content of our writing. Besides that, if the students will make a sentences or paragraph, they must have knowledge about tenses. The objectives of the research are to find out the students' simple past tense mastery and their paragraph writing performance and also to find out whether or not there is a correlation between the students' simple past tense mastery and their paragraph writing performance. The subjects of this research are the tenth grade of SMK Muhammadiyah 1 Metro (class XTKJ1 and class XP). In this research, the writer used descriptive quantitative method because the final score of variable is number and the analysis is using statistic. The writer tried to analyze the current data about students' simple past tense mastery and their performance in writing. In collecting data, the writer administered two kinds of test. They are simple past tense test and writing test. The simple past tense test are consists of 10 items of multiple choice and the writing test, the students choose one of topics from three topics. The result of this research shows that the students' simple past tense mastery was middle. It can be seen from the average of simple past tense test is 69.2. The students' performance in paragraph writing was middle. It can be seen from the average of paragraph writing performance test is 65.2. The conclusion above was from result of data analysis; it was found that paragraph writing performance affected by simple past tense mastery.

**Key Words :** Paragraph Writing Performance, The students' Past Tense Mastery.

English skills have four skills, listening, speaking, reading and writing. In Indonesia, it is the first foreign language that must be taught as the compulsory subject starting from elementary school, junior high school, senior high school, up

to university other higher education institution, it is hoped the student are able to speak, read and write English well, it can be seen that when the students are asked to answer the question by using English and also difficult to give ideas or opinion. Even though, the object of

teaching and learning English is to enable the student to use English as a communication it means that the students are able to use the language in communication.

Structure is very important to know, because it is one of the components of English material. The students will have difficulty in understanding language without knowing it well. A structure consists of rules which explain the particularities of the problem. So teacher should be careful in teaching tense.

Writing is a language skill that is used for indirect communication to convey a message or information to the readers. In writing a text, we can explore our ideas, feelings and thoughts which are arranged in words, sentences, and paragraph by using eyes, brain and hand. In writing a text, we must be able to use a good language and we also must be able to arrange good sentences grammatically in order the readers understand about the content of our writing. Thus, writing is basically the process of expressing ideas thoughts by using knowledge of structure and vocabulary to combine our ideas as a means communication. To express our mind in writing, it is not easy to make the readers understand about our writing. Many people who can speak well but they have difficulty to express their idea in writing. If they only can write their idea well, usually it happens after they practice to write intensively, such as at school, and college to learn their experience, because writing performance is a product of learning process and practice. In fact, some of students get difficulties in writing. The most of students have problems in mastering grammar which can be complicated. To make a sentence in English we need an understanding about English tenses. There are 12 tenses

and in this case simple past tense is used. It is a part of English grammar that important and it always connects with other grammar. English and Indonesia have different structure. So, the students must study about it seriously. Simple past tense is basic of them. Besides that, if the students will make a sentences or paragraph, they must have knowledge about tenses, the formula especially. But actually, the students often forget about formula. They only remember it when it is studying, but in other time they will forget it. So, the formulas are not only remembered but understood too. The difficultness students' in writing sometime make they forget to put of punctuation and translate their sentences in English. So, the students should have a good knowledge about tenses, in this case simple past tense especially. Writing performance can express our idea that heard, read and see in writing form. Writing performance is able to enrich vocabularies. The purpose of this research is to give information that writing performance affected by simple past tense. Simple past tense can help in writing performance.

## **METHODOLOGY**

In this research, the writer used correlation study (product moment) that is one of quantitative descriptive design. So, Correlation study here means that the writer uses one group and takes the data in one time without giving any treatment. In doing this research, the writer used test to get the data of student's simple past tense mastery and their paragraph writing performance. Before the instrument was used, it had been tried out first. The main purpose of conducting it was to find out the validity, reliability, Normality items of past tense in a multiple choice test. The field of this research is the tenth class of SMK Muhammadiyah 1 Metro.

The data analyzed using quantitative data. Product Moment correlation coefficient as It was used formula of the Pearson follow:

$$r_{xy} = \frac{N(\Sigma XY) - (\Sigma X)(\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X)^2\}\{N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Explanation:

- $N$  = The number of the students in the sample
- $r_{XY}$  = The coefficient validity between X and Y
- $X$  = The number of x score (simple past tense)
- $Y$  = The number of y score (paragraph writing performance)
- $X^2$  = The number of squares of x scores
- $Y^2$  = The number of squares of y scores
- $XY$  = The total of X and Y.  
(Arikunto, 2006 :276)

Then from calculation result of interpreting the coefficient correlation according to Arikunto (2006:57) as follow:

- Between :0.800 – 1.00 is very high correlation
- Between :0.600 – 0.800 is high correlation
- Between :0.600 – 0.800 is high correlation
- Between :0.400 – 0.600 is enough correlation
- Between :0.200 – 0.400 is low correlation
- Between :0.00 – 0.200 is very lowcorrelation

## FINDING

### The Data Analysis of Students' Simple Past Tense Mastery

Based on the test of simple past tense mastery, here the writer would like to show the result of the average of simple past tense mastery.

Formula:

$$\begin{aligned} \bar{X} &= \frac{\sum X}{N} \\ &= \frac{3460}{50} = 69.2 \end{aligned}$$

From the result, the average of simple past tense mastery is 69.2.

In this research the writer use objective test of simple past tense test. That was multiple choice tests. The test consists of 10 item tests. The test consists three indicators, that are the students should be able to use simple past tense sentence in verbal sentences (X1), the students should be able to use simple past tense sentence in nominal sentences (X2), and the students should be able to change the form of simple past tense sentences in positive form to negative or interrogative sentences and arrange the sentence in simple past tense sentence (X3).

**The table of analysis indicators of simple past tense**

Indicators	X1	X2	X3
Rata-rata	0.69	0.71	0.68

Based on the table it can be seen that:

1. The high indicator on indicator X2 with 0.69.
2. The middle indicator on indicator X1 with 0.71.

3. The low indicator on indicator X3 with 0.68.

To find invariant frequency distribution of the students' simple past tense mastery, the writer would like to use the following formula:

$$I = \frac{NT - NR - 1}{k}$$

*Nurkancana 1983:114* ).

Explanation:

I : Interval

NT : The highest score

NR : The lowest score

k : Criterion

From the table above, it can be seen that the highest and the lowest score of students' simple past tense mastery. The

highest score is 90 and the lowest score is 40.

So the interval:

$$I = \frac{90 - 40 - 1}{3} = 16,333 \text{ Roundness } 17$$

From the result of interval, the writer would like to find how many students,

who get the high, fail and low as the following table:

**Table of the invariance frequency distribution of simple past tense mastery**

Internal	Categories	Frequency	Percentage (%)
74 – 90	High	21	42 %
57 – 73	Middle	18	36 %
40 – 56	Low	11	22 %
Total		50	100 %

Source: The Data Analysis of invariant frequency distribution of students' simple past tense mastery

From the table above, the writer made classification as follows:

1. There were 21 students or 42 % who got high score.
2. There were 18 students or 36 % who got middle score.
3. There were 11 students or 22 % who got low score.

### **The Data Analysis of Paragraph Writing Performance**

Based on the test of paragraph writing performance, here the writer would like to show the result of the average of paragraph writing performance.

Formula:

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{3260}{50} = 65.2$$

From the result, the average of paragraph writing performance is 65.2.

To find invariant frequency distribution of paragraph writing performance, the writer would like to use the following formula:

$$I = \frac{NT - NR - 1}{k}$$

(Nurkancana 1983:114).

Explanation:

I : Interval  
 NT : The highest score  
 NR : The lowest score  
 k : Criterion

From the table above, it can be seen that the highest and the lowest score of students' paragraph writing performance. The highest score is 80 and the lowest score is 50.

So the interval:

$$I = \frac{80 - 50 - 1}{3}$$

= 9,667 Roundness 10

From the result of interval, the writer would like to find how many students, who get the high, fail and low as the following table

**Table of The invariance frequency distribution of paragraph writing performance**

Simple Past Tense	Paragraph Writing Performance			Total
	High	Middle	Low	
High	13	8	-	21
Middle	2	9	7	18
Low	-	2	9	11
Total	15	19	16	50

Source: The Data Analysis of invariant frequency distribution of paragraph writing performance

From the table above, the writer made classification as follow:

1. There were 15 students or 30 % who got high score.
2. There were 19 students or 38 % who got middle score.
3. There were 16 students or 32 % who got low score.

**The Data Analysis of Variant Frequency Distribution of Students' Simple Past Tense Mastery and Paragraph Writing Performance**

To know how many students, who get high, fair and low whether in the simple past tense mastery and paragraph writing performance, the writer would like to analysis variant frequency distribution of

the students' simple past tense mastery and paragraph writing performance. It is base on table. To be clear see the following table:

**Table of The invariance frequency distribution of students' simple past tense mastery and paragraph writing performance**

Internal	Categories	Frequency	Percentage (%)
71 – 80	High	15	30 %
60 – 70	Middle	19	38 %
50 – 59	Low	16	32 %
Total		50	100 %

Source: The data analysis of frequency distribution of students' simple past tense mastery and paragraph writing performance

From the table above, the writer made classification as follow:

1. There are 13 students who got high score in simple past tense mastery and paragraph writing performance.
2. There are 8 students who got high score in simple past tense mastery but got fair score paragraph writing performance.
3. There are 2 students who got fair score in simple past tense mastery but got high paragraph writing performance.
4. There are 9 students who got fair score in simple past tense mastery and paragraph writing performance.
5. There are 7 students who got fair score in simple past tense mastery but got low score in paragraph writing performance.
6. There are 2 students who got low score in simple past tense mastery but got fair score in paragraph writing performance.
7. There are 9 students who got low score in simple past tense mastery and paragraph writing performance.

2. The students' paragraph writing performance will be high, fair and low if the students' simple past tense mastery are high, fair and low.
3. The students' paragraph writing performance will be fair and low if the students' simple past tense mastery will be fair and low.

### CONCLUSION AND SUGGESTION

Based on the objective of the research and the result of the analysis, the writer concludes the result that the first conclusion was the average of simple past tense mastery test was 69.2, with middle criteria. It means that the students quite master simple past tense in verbal sentences, nominal sentences, change and arrange simple past tense. It was proved by the highest score of simple past tense test was 90 and no one of students got score under 40. The second conclusion that the average of paragraph writing performance test was 65.2, with middle criteria. It means that the students quite master paragraph writing performance in expressing the idea, read and see in writing form and enrich vocabularies. It was proved by the highest score of

From the description above, it can be seen that:

1. The students' paragraph writing performance will be high and fair if

paragraph writing performance test was 80 and no one of students got score under 50.

The conclusion above was from result of data analysis, it was found that paragraph writing performance affected by simple past tense mastery.

Based on the result and conclusion of the research stated previously, the writer proposes some suggestions for the teacher and student. To make the students have good performance in paragraph writing, it would be better for teacher to give their students much knowledge about simple past tense. Teacher must apply many techniques to improve the students' simple past tense mastery. In order to have good writing performance, the students have to master simple past tense. The students should improve their simple past tense because it is an important element in writing. The students should have motivation to study again and they must be active in the class.

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