

**THE CORRELATION BETWEEN STUDENTS' MASTERY ON
SIMPLE PAST TENSE AND VOCABULARY TOWARD THEIR
ABILITY TO WRITE RECOUNT TEXT AT FIRST YEAR OF
SMAN 12 PADANG**

THESIS

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One
(S1) Degree at the English Department of Bung Hatta University*



By

ASHAASTRI

1310013121028

**ENGLISH DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
BUNG HATTA UNIVERSITY
PADANG
2017**

ACKNOWLEDGMENTS



Alhamdulillahirabbil' alamin

First, the researcher would like to express her great thanks to Allah SWT, for giving her chance and blessing her days and effort in accomplishing her thesis entitled “The Correlation between the First Year Students’ Mastery on Simple Past Tense and Vocabulary toward Their Ability to Write Recount Text at SMAN 12 Padang”. Moreover, she would like to extend Salawat and Salam to the prophet Muhammad SAW who has guided human being to straight way and correctness. The primary aim of this thesis was to complete a partial fulfillment of requirements for getting the strata one (S1) degree of the Faculty of Teacher Training and Education of Bung Hatta University.

The researcher would like to express her deepest gratitude and appreciation to Drs. KhairulHarha, M.Sc. as the first advisor as well as Dean of Teacher Training and Education Faculty, and Drs. Syamsul Huda, M.Pd. as the second advisor for spending their time, giving advices in guiding and supporting her for improvement of this thesis. After that, the researcher wants to say thanks to Yusrizal, M.Si. as the Dean and the Vice Dean of the Faculty of Teacher Training and Education of Bung Hatta University, to Dra. Ernati, M.Pd. as the Chairwoman of the English Department, and Dra. Lisa Tavriyanti, M.Pd. as the Secretary of The English Department, and also for all her lecturers who have taught and encouraged her for four years.

Next, the researcher extends her great thanks to her beloved parents; her lovely father, Hendry Bin Rajab and her beautiful mother, Fatmawati, who have been loving, supporting, encouraging and praying for her in every situation. The researcher also thanks her beloved brother and sister (Wahyu Amirul and Wiwin Azura), and also her cousins (Agnes Dwi Septya, Sri Afni, and Rama Yuliza) who have given contribution and support to her in finishing this thesis. And last, the researcher wants to say thanks to her beloved best friends who have supported her for four years; Nur Ristya Sandy, Laura Syahril, Adella Irma Anandita, Lailatu Subha, Aidil Hadi, Wulandari, Irana Dwi Jayanti, Lailitha Ovie Fernani, Adri Yesi, Vineke Richia, Yuni Tri Afriani, Vineke Richia, and Sinta Frestisia.

Finally, the researcher hopes that research can be useful for everyone, especially to those who deal with improving quality of English teaching in the future. The researcher realizes that this thesis is not perfect yet. Therefore, she welcomes any suggestion and criticism from the readers to improve this thesis. Any mistakes found in this thesis remain the researcher.

Padang, July 2017

Researcher,

ABSTRACT

Astri, Asha (2017) : *The Correlation between the First Year Students' Mastery on Simple Past Tense and Vocabulary toward Their Ability to Write Recount Text at SMAN 12 Padang.*

Advisors : **1. Drs. KhairulHarha, M.Sc**

2. Drs. Syamsul Huda, M.Pd

Type of this research was correlational study. This research aimed to find out correlation between students' mastery on simple past tense and vocabulary toward their ability to write recount text at first year of SMAN 12 Padang. The hypothesis of this research was that if there was a significant correlation between students' mastery on simple past tense and vocabulary toward their ability to write recount text at first year of SMAN 12 Padang. Numbers of population was 221 students. They were distributed into seven classes. The researcher took two classes as sample and the sample was 63 students by using stratified cluster random sampling technique, because the members of population were in different strata (exact class and Social class), they are distributed in groups or classes, they were homogeneous; they had the same syllabus, time allocation and materials. The classes selected as sample were classes X IPA 1 and X IPS 3. The researcher collected data by using grammar test, vocabulary test, and writing test. To analyze the data, the researcher used the Pearson Product Moment Formula and Multiple Correlation Formula.

After analyzing the data, the researcher found that the value of r table at significant level α 0.05 and degree of freedom $n-2$ was 0.248. It means that r counted (0.63) was higher than r table (0.248). Then, the value of r table at significant level α 0.05 and degree of freedom $n-2$ was 0.248. It means that r counted (0.61) was higher than r table (0.248). Last the value of coefficient correlation of three variables was .62 and f counted was 18.732 (α 0.05) and the degree of freedom (df) $n-k-1$ (60), value of f table was 3.15. It means that f counted (18.732) was bigger than f table (3.15). Therefore, the relationship between three variables was significant. It means that the alternative hypothesis stating "there is a significant correlation between students' mastery on simple past tense and their ability to write recount text, there is a significant correlation between students' mastery on vocabulary and their ability to write recount text, there is a significant correlation between student's mastery on simple past tense and vocabulary toward their ability to write recount text at first year of SMAN 12 Padang" was accepted.

The researcher proposed suggestions. It is necessary for the teacher to improve students' simple past tense mastery, vocabulary mastery, vocabulary

mastery toward their ability in write recount text. Next, students should study more about simple past tense, vocabulary and writing recount text, as well as do more exercises on them. Last, the researcher suggests the next researcher to conduct a study related to other form of language features used in recount text.

key words : *Correlation, Simple Past Tense, Vocabulary, Writing Ability.*

TABLE OF CONTENTS

ACKNOWLEDGMENTS	i
ABSTRACT	iii
TABLE OF CONTENTS	v
LIST OF FIGURE	ix
LIST OF TABLE	x
LIST OF APPENDICES	xi

CHAPTER I INTRODUCTION

1.1Background of the Problem	1
1.2Identification of the Problem	3
1.3Limitation of the Problem	4
1.4Formulation of the Problem	4
1.5Hypotheses	5
1.6Purpose of the Study	6
1.7Significance of the Study	6
1.8Definition of Key Terms	7

CHAPTER II REVIEW OF RELATED LITERATURE

2.1Simple Past Tense	8
2.1.1Definition of Simple Past Tense	8
2.1.2Forms of Verb of Simple Past Tense	9
2.1.3Use of Simple Past Tense	12
2.2Vocabulary	13

2.2.1	Definition of Vocabulary.....	14
2.2.2	Kinds of Vocabulary.....	14
2.2.2	Importance of Vocabulary.....	18
2.3	Writing	20
2.3.1	Definition of Writing.....	20
2.3.2	Criteria of Good Writing.....	21
2.3.3	Steps of Writing.....	23
2.4	Recount Text	25
2.4.1	Definition of Recount Text.....	25
2.4.2	Generic Structure of Recount Text.....	26
2.4.3	Language Feature of Recount Text	27
2.4.4	Function of Recount Text.....	27
2.4.5	Example of Recount Text.....	28

CHAPTER III RESEARCH METHOD

3.1	Research Design	30
3.2	Population and Sample	31
3.3	Instrumentation.....	33
3.3.1	Grammar Test.....	33
3.3.2	Vocabulary Test.....	37
3.3.3	Writing Test.....	42
3.4	Techniques of Collecting Data	43
3.4.1	Techniques of Collecting Data on Students’ Mastery on Simple Past Tense	44
3.4.2	Techniques of Collecting Data on Students’ Mastery on Vocabulary	44

3.4.3 Techniques of Collecting Data on Students’	
Ability to Write Recount Text.....	45
3.5 Techniques of Analyzing Data	47
3.6 Testing Hypothesis	49
CHAPTER IV FINDINGS AND INTERPRETATION	
4.1 Findings	51
4.1.1 Correlation between Students’ Mastery	
on Simple Past Tense and Their Ability to	
Write Recount Text	51
4.1.2 Correlation between Students’ Mastery on	
Vocabulary and Their Ability to Write Recount Text.....	51
4.1.3 Correlation between Students’ Mastery on	
Simple Past Tense and Vocabulary toward	
Their Ability to Write Recount Text	52
4.2 Testing Hypothesis	52
4.3 Interpretation	53
4.3.1 Correlation between Students’ Mastery	
on Simple Past Tense and Their Ability to Write	
Recount Text.....	53
4.3.2 Correlation between Students’ Mastery	
on Vocabulary and Their Ability to Write	
Recount Text.....	54
4.3.3 Correlation between Students’ Mastery	
on Simple Past Tense and Vocabulary toward	
Their Ability to Write Recount Text.....	54

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions	55
5.2 Suggestions	56
REFERENCES	57
APPENDICES	61

LIST OF FIGURE

Figure 3.1 :Research Design	31
--	-----------

LIST OF TABLE

Table 2.1 : The Generic Structure of Recount Text	29
Table 2.2 : The Language Features of Recount Text	29
Table 3.1: The Distribution of the First Year Students at SMAN 12 Padang	32
Table 3.2: Spesification of the Test in Grammar Test	33
Table 3.3: Spesification of the Test in Vocabulary Test	38
Table 3.4: Criterion of Scoring	45

LIST OF APPENDICES

Appendix 1 :Grammar Test (Try Out)	61
Appendix 2 :Key Answer of Grammar Test (Try Out).....	63
Appendix 3 :Students' Score of Grammar Test (Try Out) Item	64
Appendix 4 :The Analysis of Reliability of the Grammar Test (Try Out)	66
Appendix 5 :Calculating of Coefficient Correlation of Grammar Test (Try Out)	67
Appendix 6 :The Item Difficulties of Grammar Test (Try Out).....	68
Appendix 7 :The Item Discrimination of Grammar Test (Try Out)	69
Appendix 8 :The Analyzing Item Difficulty and Discrimination of Grammar Test (Try Out)	70
Appendix 9 :Vocabulary Test (Try Out).....	71
Appendix 10 :Key Answer of Grammar Test (Try Out).....	74
Appendix 11 :Students' Score of Vocabulary Test (Try Out) Item	75
Appendix 12 :The Analysis of the Reliability of the Vocabulary Test (Try Out)	77
Appendix 13 :Calculating of Coefficient Correlation of Vocabulary Test (TryOut)	78
Appendix 14 :The Item Difficulties of Vocabulary Test (Try Out).....	79
Appendix 15 :The Item Discrimination of Vocabulary Test (Try Out)	80
Appendix 16 :The Analyzing Item Difficulty and Discrimination of Vocabulary Test (Try Out).....	81
Appendix 17 :Grammar Test (Real Test).....	82
Appendix 18 :Key Answer of Grammar Test (Real Test)	84
Appendix 19 :Students' Score of Grammar Test (Real Test) Item	

(X IPA 1).....	85
Appendix 20 :Students’ Score of Grammar Test (Real Test) Item	
(X IPS 3)	87
Appendix 21 :Vocabulary Test (Real Test)	89
Appendix 22 :Key Answer of Grammar Test (Real Test)	92
Appendix 23 :Students’ Score of Vocabulary Test (Real Test) Item	
(X IPA 1).....	93
Appendix 24 :Students’ Score of Vocabulary Test (Real Test) Item	
(X IPS 3)	95
Appendix 25 :Writing Test	97
Appendix 26 :The Calculating of Reliability Coefficient of Writing	
Recount Text	98
Appendix 27:The Scorers of Writing Recount Text	101
Appendix 28:The Students’ Score of Grammar Test, Vocabulary Test, and	
Writing Recount Text Test.....	103
Appendix 29:The Coefficient Correlation Between Students’ Mastery	
on Simple Past Tense and Writing Recount Text	105
Appendix 30:The Coefficient Correlation Between Students’ Mastery	
on Vocabulary and Writing Recount Text	106
Appendix 31:The Coefficient Correlation Between Students’ Mastery	
on Simple Past Tense and Vocabulary.....	107
Appendix 32:The Coefficient Correlation Between Students’ Mastery	
on Simple Past Tense and Vocabulary toward Writing	
Recount Text	108