

## **STUDENTS' VOCABULARY AND TENSES MASTERY IN CORRELATION WITH WRITING RECOUNT TEXT ABILITY AT JUNIOR HIGH SCHOOL LEVEL**

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**Abstract.** This research was done to know whether there is a correlation between students' vocabulary mastery and their ability in writing recount text, whether there is a correlation between students' tenses mastery and their ability in writing recount text, whether there is a correlation between students' vocabulary mastery and tenses mastery and whether there is the correlation between students' vocabulary mastery and tenses mastery with their ability in writing recount text. The method used is descriptive quantitative method. The population was 55 students in two classes. The sample taken was 28. The sampling technique was stratified proportional random sampling technique. The data were collected through test. In analyzing the data, the writer used multiple correlation formula. Based on the data analysis, the writer got the result  $r_{\text{count}} > r_{\text{table}} = 0.79 > 0.374$  for  $\alpha = 0.05$ .  $H_a$  was accepted. It shows that there is correlation between students' vocabulary mastery and tenses mastery with their ability in writing recount text. The writers concluded that the students were able to write text if they had mastered vocabulary and tenses. Therefore, English teacher should give more attention for the students to learn and to practice their ability in learning English.

**Key words:** Recount text, Tenses mastery, Vocabulary mastery, Writing ability.

### **A. INTRODUCTION**

Writing is the way to communicate a message from a writer to a reader for a purpose. One can explain or describe things and can get information through reading the written message. The components of language that can support the students writing ability are vocabulary and grammar. Vocabulary is one of the important language elements. The students should master vocabulary includes collection of words. The words that should be known by the students are not only as individual words, but also as group of word that have a meaning. The second component is tenses, Tenses are the basic element of English. Tenses are important in arranging the sentences. The writer should be able to use the tenses correctly. The lacks of tenses mastery in learning English will influence the ideas that are written. And it will be difficult to be understood by the reader. Moreover, mastering vocabulary and grammar are important in learning English because vocabulary is set of rule that have to be mastered by the students in studying English both orally and in written. It is supported by Thornbury (2002:13),

“Without grammar very little can be conveyed and without vocabulary nothing can be conveyed”. It means that in doing writing, someone should have enough grammatical knowledge and a large amount of vocabulary. And this research was done to know whether there is a correlation between students’ vocabulary mastery and their ability in writing recount text, whether there is a correlation between students’ tenses mastery and their ability in writing recount text, whether there is a correlation between students’ vocabulary mastery and tenses mastery and whether there is the correlation between students’ vocabulary mastery and tenses mastery with their ability in writing recount text.

## **B. LITERATURE REVIEWS**

### **Vocabulary**

Richards (2001:4) says that vocabulary is one of the components of language and one of the first things applied linguists turned their attention to. Meanwhile, Cameron (2001:75) states that “A person said to “know” a word if they can recognize it’s meaning when they see it”. From the definition, it can be concluded that vocabulary is a list of words expressing a wide range of meaning which mean by mastering vocabulary the students will know a lot of words in English. While Nation (2001:40) classified some indicators of vocabulary mastery which can be seen as follows:

1. Being able to recognize the word when it is heard
2. Being familiar with its written form so that it is met in reading
3. Recognizing that it is made up of the part under-develop- and -ed and being able to relate these parts to its meaning
4. Knowing that underdeveloped signal a particular meaning
5. Knowing what the word means in the particular context in which it has just occurred.
6. Knowing the concept behind the words which will allow understanding in a variety of context
7. Knowing that there are related words like overdeveloped backward and challenged
8. Being able to recognize that underdeveloped has been used correctly in the sentence in the which occurs
9. Being able to recognize that words such as territories and areas are typical collactions
10. Knowing that underdeveloped is not an uncommon word and is not pejorative word.

Therefore, the writer assumes that mastering vocabulary is important for the students who learn English as foreign language, because the students can recognize the word when it is heard. And vocabulary knowledge enables language use; language use enables the increase of vocabulary knowledge and language use and so on.

### **Tenses**

According to Bhatia (1995:95) the word tenses is derived from the Latin word Language “Tempus” which means time. Hence the tenses are taken by verb to indicate the time of the action. It means that tenses are very important to know about time and to know the correct structure in sentences. Joyce and Fees (2004:7) state that when you are writing, we need to let your readers know at time occur. It means that in learning English process, tenses are important to show time when the people want to make sentence or to communicate for other people in English. Tenses are also part of basic structure because of that master in language well, and people should understand and concern about structure especially tenses. Azar also adds (1992:5), “Tenses are verb that show time. Generally, tenses can be divided into present, past, and future tenses”. It means that many kinds of tenses and tense is a verb form based on the time of action. According to the statement above, the writer concludes that tenses mastery is the ability of someone in making sentence based on the role and pattern. Tenses have important role that should be mastered by students during learning English in order to communicate with other people in English. Based on the preliminary research done by the writer in MTs Madarijul Ulum, the students only learned 3 tenses; they are simple present tense, simple past tense and past continuous tense. Here are the tenses:

**1. Simple Present tense**

The usual time frame of the simple present tense is the extended present. The formula of simple present tense:

**2. Simple Past Tense**

Simple past tense describes activities or situation that began and ended in the past. The formula of simple past tense

**3. Past Continuous tense**

It expresses an activity that was in progress (was occurring, was happening) at the point of time in the past or at the point of another action.

Mastering tenses are important for students in order to know the pattern and the rules of words structure. By focusing on grammatical structures it will help students to get feedback on the way the teacher teach particular sentence. Without grammar students will get confused, especially in combining between one word with other words.

## **Writing**

Harmer states (2001:79) “Writing is a form of communication to deliver thought or to express feeling through written form”. It means that the students can do communication indirectly; the students can also express their idea in written form. Furthermore Murcia (2001:207) said that “Writing is one of communicative activity needs to be encouraged and nurtured during the language learner course of study”. It means that the teacher has crucial role in teaching writing process. We as students’ facilitator have duty to help students in teaching learning process especially in writing. Brown claims that “Written products are often the result of thinking, drafting, and revising procedures”(2001:335). Based on the statement

above, the writer assumes that the result of writing, students can express their ideas, and tell about even which experience them in writing.

The purposes of writing is to deliver what we think, and what we experiences for the reader. It is supported by Lindreman (1983:11), "Writing is a process of communication, which uses conventional graphic system to convey a message to reader. It means that we can convey a message or advices in writing. So, most people get the information that useful of writing. Brown (2001:343) stated that there are some indicators for writing ability, those are:

1. Produce graphemes and orthographic pattern of English
2. Produce writing at an efficient rate speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order pattern.
4. Use acceptable grammatical systems (e.g., tense, agreement, pluralization, pattern, and rules).
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.
7. Use the rhetorical forms and conventions of written discourse.
8. Appropriately accomplish the communicative the functions of written texts according to form purpose.
9. Convey links and connections between events and communicative such relation as main idea, supporting idea, new information, generalization, and explication.
10. Distinguish between literal and implied meanings when writing.
11. Correctly convey culturally specific reference in the context of the written text.
12. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonym, soliciting peer and instructor feedback, and using feedback for revising and editing.

By the theory above, the writer would like to take several indicators in order to make instrument of writing recount text and to develop frame of thinking, the indicators are: Produce an acceptable core of words and use appropriate word order patterns, use acceptable grammatical systems (e.g., tense, agreement, pluralization, patterns and rules), and use cohesive devices in written discourse.

### **Recount Text**

Recount text is text that tells about what had happened in sequent of events. According to Emilia (2011:74) "Recount is kinds of text that tell the event or experience in the past". It means that recount text is a text that telling the reader about one story based on the experiences someone and past time. There may be Re-Orientation at the end which summary summarize the event. It supported by (Anderson, 1998:24) "The purpose of recount text is to give the audience a description of what occurred and when it occurred." The social function of recount text is to retell events for the purpose of informing or entertaining. Anderson (1998:24). The Generic Structure Of Recount Text Are:

1. Title (Optional)

**Orientation:** Make some list and plan of orientation. In the orientation students at least introduce the main character, to make it easier they can make some questions: who involved in this story? Where it happened? And when it happened?

2. **Events:** In series of event, the students write the events chronologically. It begins with the first event, followed by the second event to the last event.

3. **Re-orientation:** In reorientation, the students draw a conclusion or give a comment about the story, but not all recount text closed by reorientation. It's optional.

And the language feature is usually found in recount text are (Anderson, 1998):

1. A personal recount uses past tense
2. A personal recount also uses connectors to put the events in order
3. A personal recount describes events. So, there are many action verb or action words used.
4. A personal recount use mainly first person pronoun (I or We)
5. Descriptive words to give details about who, what, when, where and how
6. Action verbs show the occurrence or events such as, stayed, climbed, etc.
7. Action verbs show the occurrence or events such as, stayed, climbed, etc.

### C. RESEARCH METHOD

In this case, the writer described or presented the data in numerical form and analyzed through the use of statistic. Descriptive quantitative research is also used to describe and to test relationship between vocabulary and tenses with writing ability. The population in the research was eighth class students of MTs Madarijul Ulum Teluk Betung Barat Bandar Lampung that consists 55 students. In taking the sample, the writer used stratified proportional random sampling technique, because the population is heterogeneous. The writer used an objective test that is multiple choice tests. The total of the test item is 50 items. The score of each item is 2. The lowest score is 0 and the highest score is 100.

### D. FINDINGS AND DISCUSSION

#### Findings

#### The Correlation between $X_1$ and $X_2$

To find out and to prove whether there is correlation between  $X_1$  and  $X_2$ , the writer used Product Moment formula. Based on the result of calculation above, with  $N=28$  for significant level 5%, it was obtained  $r_{\text{count}} = 0.785$  that was higher than  $r_{\text{table}} = 0.374$  so there is correlation between students' vocabulary mastery and tenses mastery.

#### The Correlation Between $X_1$ and Y

To find out and to prove whether there is correlation between  $X_1$  and Y, the writer used Product Moment formula. Based on the result of calculation above, with  $N=28$  for significant level 5%, it was obtained  $r_{\text{count}} = 0.745$  that was higher than  $r_{\text{table}} = 0.374$ . So there is correlation between students' vocabulary mastery and their ability in writing recount text.

### **The Correlation Between $X_2$ and Y**

To find out and to prove whether there is correlation between  $X_2$  and Y, the writer used Product Moment formula. Based on the result of calculation above, with  $N=28$  for significant level 5%, it was obtained  $r_{\text{count}} = 0.75$  that was higher than  $r_{\text{table}} = 0.374$ . So there is correlation between students' tenses mastery and their ability in writing recount text.

### **The Correlation between $X_1$ and $X_2$ with Y**

To find out and to prove whether there is correlation between  $X_1$  and  $X_2$  with Y, the writer used Product Moment formula. The result of calculation showed with  $N = 28$  for significant level 5%, it was obtained  $r_{\text{count}} = 0.79$  that was higher than  $r_{\text{table}} = 0.374$ . So there is a significant correlation between students' vocabulary mastery and students' tenses mastery with their ability in writing recount text.

### **Discussion**

Based on the result of the research, if the students master in vocabulary both the meaning of the words and the use of them based on the context, they will be easy to transfer their feeling, idea and thought. It is supported by Brown (2001:342) who says "Good writer will learn to take advantage of the richness of English vocabulary." From the score that the students got in this research, if their vocabulary score is high, their writing recount text score is also high. Overall, the average score of students' vocabulary mastery is 68.07 and students' ability in writing recount text is 67.36. The highest score of students' vocabulary mastery is 80 and the score of students' ability in writing recount text is 80. It can be concluded that there is correlation between students' vocabulary mastery and students' ability in writing recount text.

If the students master the tenses, they are able to arrange the sentences based on good pattern. It makes the reader understand what the writer means. So, if the students master in the tense, they can transfer their feeling, thought and ideas clearly. Tenses are also important in writing to make the readers know at what time things occurred. It was supported by Joyce and Feez (2004:7) who state that "When you are writing, you need to let your readers know at what time things occur. One way to show the time is through the tense of the verb groups." The score that the students got in this research, if their tenses are high, their writing recount text score is also high. Overall, the average score of students' tenses mastery is 65.43 and the students' ability in writing recount text is 67.36. The highest score of students' tenses mastery is 78 and the highest score of students' ability in writing recount text is 80. It can be concluded that there is correlation between students' tenses mastery and students' ability in writing recount text.

In writing recount text, the students have to master vocabulary both the meaning of the words and also able to use them appropriately based on the context. Besides that, mastering tenses is also important to make the sentences arranged well based on good pattern. The result of students' test which showed that the hypothesis test the correlation between students' vocabulary mastery and tenses mastery with their ability in writing recount text is 0.79 which means that there is very high correlation between students' vocabulary mastery and tenses mastery with their ability in writing recount text.

Based on the research, the lack of the students' vocabulary mastery and tenses mastery can cause the students' difficulties in expressing their ideas in writing, in this case writing recount text. To increase the students' achievement in English subject especially in vocabulary mastery, tenses mastery and ability in writing recount text, in learning and teaching process should concern the technique which is suitable for the students. The proper teaching technique is useful to prevent the students' boredom in learning and teaching process. And the reader should improve and develop their writing ability. Before that, the reader should master vocabulary and tenses because there are components of language in learning English. It is important for the reader if they have ability in writing skill, it helps them to get many words and to use appropriate tenses when they make some written texts.

## **E. CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the result of the data analysis and hypothesis test by using multiple correlation formula, the writer concluded that there is a positive and significant correlation between students' vocabulary mastery and their ability in writing recount text, there is a positive and significant correlation between students' tenses mastery and their ability in writing recount text, there is a positive and significant correlation between students' vocabulary mastery and tenses mastery and there is a positive and significant correlation between students' vocabulary mastery and tenses mastery and their ability in writing recount text.

### **Suggestion**

The writers suggest the students to increase their vocabulary mastery and tenses mastery with practice reading book or writing some letter every day. So that make them became easy to produce writing text and the teacher should give more exercises how to make their students master in vocabulary and tenses mastery, then use them into appropriate English sentences both spoken and written.

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