Research Article

SIMPLE PAST TENSE AND VOCABULARY MASTERY ON EFL STUDENTS' WRITING SKILLS

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Abstract: This research is a kind of survey and aims to determine the effects of simple past tense and vocabulary mastery towards students' writing skills in recount text at SMPN Lebak Regency. The 67 samples were gained through the cluster, proportional, and random sampling. The gained data were then analyzed by using the multiple regressions method. These research results are: 1) There are any significant effects of simple past tense and vocabulary mastery jointly towards students' writing skills in recount text. It is proved by Sig.= $0.000 < 0.05$ and $F_{observed} = 24.561$; 2) There is a significant effect of simple past tense mastery towards students' writing skills in recount text. It is proved by Sig.= $0.000 < 0.05$ and $t_{observed} = 3.764$; 3) There is a significant effect of vocabulary mastery towards students' writing skills in recount text. It is proved by Sig.= $0.000 < 0.05$ and $t_{observed} = 4.974$.

Keywords: Simple past tense; Vocabulary mastery; Writing skills; EFL

Introduction

Language is essential in our life as a human. They can ask questions, share thoughts, ideas, feelings, and speak their minds through language. We can find the information we need and convey our ideas by language. Without language, people can join interact with each other in daily life or in learning something. Human activities cannot run well without language. Siahaan (2008) stated that language is a set of rules used as a tool of human communication. It means that by the language people communicate with others, it will not be difficult.

On the other hand, they can quickly join interaction in daily life or learning. One of the languages in the world is English. English is the most widely used in world society, but English is an international language, formally or informally, in many countries' parts. As one of the developing countries, Indonesia needs to communicate or interact with English to conduct social relationships, commercial, and educational activities.

In learning English, the students should master four skills. They are listening, speaking, reading, and writing. Among four language skills, writing is one of the fundamental English skills, but many students in schools encountered writing English text in many forms of text genres. Many factors affect students' difficulties in writing like vocabulary mastery, structure mastery, and translation ability in English. Harmer (2007: 44) stated that writing is the act of forming letters or combinations of letters making marks on a flat surface of some kind. On the other hand, writing is critical in many societies, and writing is also an essential tool for communication, learning, and self-expression.

Mastery of vocabulary is the essential thing that must be controlled by students in learning English. Vocabulary plays a vital role in oral communication. The more vocabulary possessed, the more quickly they will develop their four language skills. Vocabulary is also taught to support language skills. The students need to master spoken and written English to be able to communicate and socialize with the community. Vocabulary is one of the language components that are more important than others. A foreign language learner will speak fluently, and if he or she understands what he read or hear, they will write quickly if they have enough vocabulary. Therefore, we have a lot to add to our vocabulary so that we also

gain insight. There are various ways to learn vocabulary, such as watch movies, listen to music, read the news, read novels, and more.

The students of junior high school in Indonesia learn some kinds of texts. The texts are narrative, recount, and descriptive. One of the materials taught in the eighth-grade students of Junior High School is recount text. Recount text is different from other texts. It is a text that opens our minds to retell our experience or events in the past. Knapp in Silalahi (2005: 224) stated that recount text is written out to make a report about an experience of a series of related events. A recount is written out to inform an event or to entertain people. Recount text is the text telling an incident in the past.

In writing a recount text, grammar is an essential component that should be mastered by the students. The grammar used in the recount text is simple past tense. Brown and Pearson (2010:7-8) stated that we use the simple past tense to talk about action and situation, which we see as complete in the past. It means that simple past tense refers to complete an action that occurred in the past. Since the purpose of recount text is to retell our experiences or event that happened in the past, past tense should be utilized in the text. In short, students should master simple paste tense in writing a recount text.

One of the writer's language systems is vocabulary because vocabulary is vital in learning four skills in English: listening, speaking, reading, and writing. The students should recognize the different words, sentence patterns, and structures. To create good writing, the students have to be more careful and know the grammatical structures, vocabulary, pronunciation, spelling, and good paragraph development. Harmer (2005:18-20) stated that some aspects have to be discussed in vocabulary, namely; word meaning (synonym, antonym, connotation, denotation), extending words (idioms, word combination, and collocation), and word class (noun, verb, adjective, and adverb).

Writing is a complex process that needs much effort to be completed. Myles in Saadian (2014:1) stated that writing is a skill that requires learning and practicing. Furthermore, writing refers not only to the text in written form but also in the process of thinking, composing, and encoding language into such text.

The writer limited her study to know the effects of past tense and vocabulary mastery on students' writing recount text. One of the problems of writing recount text in English is that the students have difficulties producing coherent and understandable text. Many students cannot express and develop their ideas in order from although they know about the topic. They also cannot formulate the main ideas and supporting sentences in the text. They should be able to create a good recount text.

One of the most critical components in the English language in writing. Writing is written productive language ability. It is the ability to communicate information or ideas to the reader or group of readers, especially in the teaching and learning process; the students and the teachers spend most of their time teaching and learning for writing. Writing well is not an inborn skill; it is usually learned through a set of instructional practices. It involves formulating new ideas and transforming information, which by itself is a complex process. As a human being, writing ability is also needed when someone wants to write a note to a friend, letters of inquiry, and application to business and schools. Some people also communicate their thought in written form, in papers, reports, and so on. Therefore, people consider writing a complicated ability to develop because the components are related to each other. Writing has a much different meaning.

Harmer (2007: 4) stated that Writing as an activity consisting of several processes a writer has to go through in order to produce something in its final form for a wide variety of purposes". It means that writing is an action that involves discovering and organizing ideas, putting them on paper, and reshaping and revising them. In other words, Writing is a way to share the unspoken idea or feeling through the paper.

Recount text is a part of narrative text that retells past events, usually in how they happened. Many experts tried to define this recount text; Mulyono and Widayanti (2011: 16) in their book stated that "Recount genre is used to retell events to inform or entertain." Besides, Hyland (2003: 20) tells The purpose of a recount is to reconstruct past experiences by retelling events in original sequences". Based on the opinion above, the recount is speaking or writing about past events or a piece of text that retells past events, usually in how they happened in the real story.

Simple past tense is one of the tenses in grammar, which must be understood by the student in spoken or written. Simple past tense is very important for the students, especially in learning English, because it is used to talk about actions at a specific time in the past. Frost (2010:7) stated that a simple past is used for finished actions or situations that began and ended before. The definition explains that the simple past is a verb tense that is used to talk about things that happened or existed before now. The simple past is used to show that the event was done in the past. Example: 1). Jasmine walked downtown yesterday, 2). Jusuf ate breakfast this morning.

The simple past ends in –ed, but many important verbs are irregular. This means that the simple past does not end in –ed." Example: 1). Last month I went to Rome to see a friend of mine, 2). The police stopped me on my way home last night.

Both verbs walked and stopped were used in the past that verbs ended; they are called regular verbs. Verb ate and went to are called irregular verbs. Those activities in verbs past finished in the past. This means that the activities are not continuing to the present.

One cannot communicate effectively or express their oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. Vocabulary is one of the language aspects that should be learned by students or language learners. Learning vocabulary is essential because we can speak, write, and listen correctly if we have sufficient vocabulary. In learning vocabulary, we have to know the meanings, understand, and use them inappropriate ways. Vocabulary is a list or collection of words arranged in alphabetical order and explained; a dictionary or lexicon, either of a whole language, a single work or author, a branch of science, or the like; a wordbook.

In learning vocabulary, we automatically have to know the meaning of words and use them in sentences. Vocabulary learning is learning to discriminate, progressing the meaning of words in the target language from the meanings of their nearest' equivalent' in the mother tongue. It is also learning to make the most appropriate lexical choices for particular linguistic and situational context. Norma (2000: 17) stated that vocabulary mastery means the students can understand and use the vocabulary and know the meaning. It means that if students know the meaning and understanding the vocabulary means that they get well vocabulary mastery.

Methods

This research emphasizes the effects of simple past tense and vocabulary mastery on students' writing recount text. It means there are two independent variables and one dependent variable; variable X_1 as the first independent variable (simple past tense) and variable X_2 as the second independent variable (vocabulary mastery), which have interconnected and influenced the variable Y as the dependent variable (students' writing recount text). The method used a survey technique with correlation techniques with quantitative approaches. Therefore, this research would be seen clearly throughout the research design in the following figure:
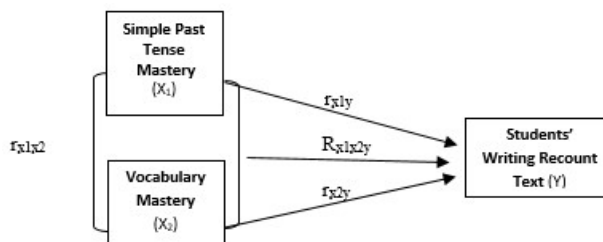
Figure 1: Research Design

Y: level of students' writing recount text

r_{x1y}: the effect of simple past tense mastery toward students' writing skill in recount text

r_{x2y}: the effect of vocabulary mastery toward students' writing skill recount text

R_{x1x2y}: the effects of simple past tense and vocabulary mastery altogether towards students' writing skill in recount text

To collect the data, the researcher finds out the field research. The data are students' simple past tense, students' vocabulary mastery, and students' writing skills in recount text. The data are collected by giving an objective test for the independent variable; there will be 30 numbers of multiple-choice questions. A set of written tests for dependent variables use four indicators: content, coherence, grammar, and vocabulary.

Results and Discussion

The researcher analyzed the data from the tests and questionnaires, either. The data was taken from the simple past tense test, vocabulary mastery test, and students' writing skills in recount text tests out of 67 respondents. All the data were previously found to be valid and reliable through the tryouts.

The description of the data of variables: simple past tense (X_1), vocabulary mastery (X_2), and writing skill (Y) would be depicted explicitly in the following table:

Table 1. Description of Research Data

Statistics

		Simple Past Tense	Vocabulary Mastery	Students' Writing Skill in Recount Text
N	Valid	67	67	67
	Missing	0	0	0
Mean		62,69	68,84	66,94
Median		63,00	68,00	65,00
Mode		59ᵃ	64	65
Std. Deviation		6,861	7,802	9,612
Skewness		-,142	,164	,071
Std. Error of Skewness		,293	,293	,293
Kurtosis		-,131	,343	,088
Std. Error of Kurtosis		,578	,578	,578
Range		30	40	45
Minimum		47	52	45
Maximum		77	92	90

a. Multiple modes exist. The smallest value is shown

1). The Data of Simple Past Tense (X_1)

The simple past tense level of the respondents is on the average 62.69 (*mean*), standard deviation 6.861, *median* (score at the center of distribution) 63, and *mode* (most frequently score in the data set) 59. The score of standard deviation is 6.861, which means equal to 35.6% from the average score. It shows that the disparity of simple past tense among the respondents is relatively low. So, we can conclude that the simple past tense level of the respondents is homogenous.

From the description of table 1 above, we either can see that the average score and *median* score is almost the same, by 62.69 and 63. It means that data of simple past tense level is quite representative. Meanwhile, the upper simple past tense level, which is lower than that of the average, indicates that the respondents who possess the upper-level of simple past tense are less than those of the upper-level ones.

Furthermore, the graph of frequency histogram illustrates the distribution of simple past tense scores as follows:
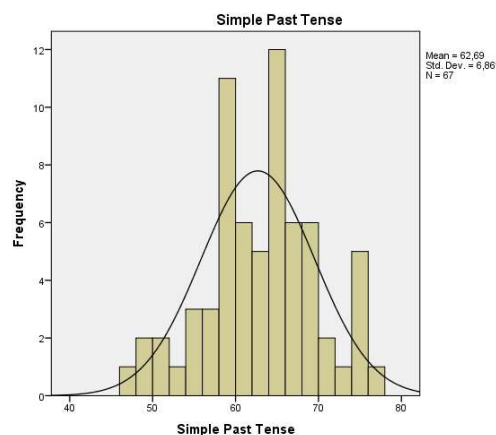

Figure 1. Histogram of Simple Past Tense

According to the histogram above, it can be concluded that the level of data spreading of the simple past tense of the respondents is relatively normal since the data which are scattered out of the normal curve are relatively small/negligible.

2). The Data of Vocabulary Mastery (X$_2$)

The vocabulary mastery level of the respondents is on average 68.84 (*mean*), standard deviation 7.802, *median* (score at the center of distribution) 68, and *mode* (most frequently score in the data set) 64. The score of standard deviation is 7.802, which means equal to 12.9% from the average score. It shows that the disparity of vocabulary mastery among the respondents is relatively low. So, we can conclude that the vocabulary mastery level of the respondents is homogenous.

From the description of table 1 above, we either can see that the average score and *median* score is almost the same, by 68.84 and 68. It means that the data of vocabulary mastery level is quite representative. Meanwhile, the upper vocabulary mastery level, which is higher than that of the average, indicates that the respondents who process the upper-level vocabulary mastery are more than those of the lower-level ones.

Furthermore, the following graph of frequency histogram illustrates the distribution of vocabulary mastery scores:
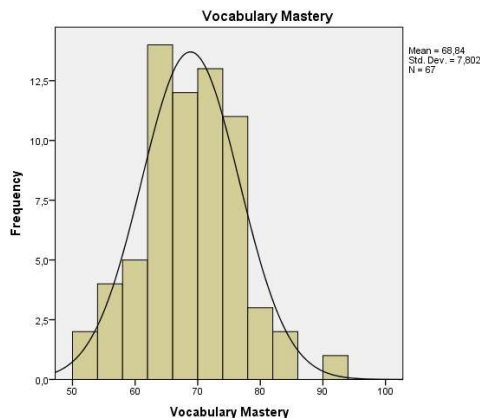

Figure 2. Histogram of Vocabulary Mastery

According to histogram two above, it can be concluded that the level of data spreading of vocabulary mastery of the respondents is relatively normal, since the data which are scattered out of the normal curve are relatively small/negligible.

3). The Writing Skill in Recount Text (Y)

The writing skill in recount text level of the respondents is on the average 66.94 (*mean*), standard deviation 9.612, *median* (score at the center of distribution) 65.00 and *mode* (most frequently score in the data set) 65. The score of standard deviation is 9.612, which means equal to 31.3% from the average score. It shows that the disparity of writing skills in recount text among the respondents is still low. It is concluded that writing skill in recount text level of the respondents is homogenous.

From the description of table 1 above, we either can see that the average score and *median* score is almost the same, by 66.94 and 65.00. It means that data of writing skills in recount text level is quite representative. Meanwhile, the upper writing skill in recount text level, which is lower than that of the average, indicates that the respondents who possess the lower-level writing skill in recount text are less than those of the upper-level ones.

Furthermore, the graph of frequency histogram illustrates the distribution writing skill in recount text scores as follows:
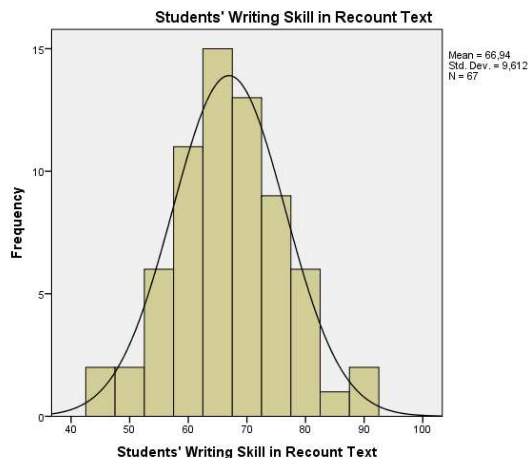
Figure 3. Histogram of Students' Writing Skill in Recount Text

According to histogram three above, it can be concluded that the level of data distribution of writing skill in recount text of the respondents is relatively normal, since the data which are scattered out of the normal curve are relatively small/negligible.

Prerequisite Tests for the Data Analysis

1). Normality Test Data

The normality test is used to test and determine whether the data normal or not so that $t_{observed}$, partial correlation, multiple-correlation, single-regression, and multiple-regression can be analyzed.

Table 2
The Recapitulation of Normality Test

One-Sample Kolmogorov-Smirnov Test

		Simple Past Tense	Vocabulary Mastery	Students' Writing Skill in Recount Text
N		67	67	67
Normal Parameters[a,b]	Mean	62,69	68,84	66,94
	Std. Deviation	6,861	7,802	9,612
Most Extreme Differences	Absolute	,068	,105	,117
	Positive	,055	,105	,117
	Negative	-,068	-,105	-,107
Kolmogorov-Smirnov Z		,560	,863	,960
Asymp. Sig. (2-tailed)		,912	,446	,315

a. Test distribution is Normal.

b. Calculated from data.

To test the normality test of the data distribution using SPSS version 20.0 for Windows, normality tests can be obtained. Each sample data would be tested its normality through hypothesis as follows:

H_0: sample data is distributed normally

H_1: sample data is not distributed normally

According to that program's criteria, the set of data will be classified as normal if the *p-value* (significance/*Sig*.) above 0.05. As a consequence, H_0 is accepted, which means sample data is distributed normally. The score of the *p-value* is the number in *Asymp. Sig* (*2-tailed*) column of output from the calculation through *SPSS version 20.0 for Windows*, as stated in Table 2 above.

From the table, we can see that all the *Sig* value for simple past tense, vocabulary mastery, and writing skill in recount text are stated consecutively by 0.912, 0.446, and 0.315. As a consequence, H_0 is accepted. We can conclude that all data are already distributed normally since the values of significance are all higher than 0.05.

2). Linearity Test

The linearity test is an assumption in the regression analysis. It means that the regression line between X and Y forms whether or not in the linear line. If the line is not linear, it can not be automatically continued to the next step.

The test of linearity in this survey research will follow the hypothesis as follows:

H_0: the regression line between variable X and variable Y is linear

H_1: the regression line between variable X and variable Y is not   linear

The regression line's linearity test has been calculated by using *SPSS version 20 .0 for Windows*. According to the normal assumption, the data set will be classified as linear in the regression line if *Sig*. value is higher than 0.05, which means the H_0 is accepted, and automatically H_1 is rejected. (Nurgiantoro *et al*., 2009:329). The *Sig*. value is a number which is located in *Sig*. The column of *Deviation from Linearity* in the ANOVA table results from the linearity test calculation through *SPSS version 20.0 for Windows*.

a. The linearity of Regression Line the Effect of Simple Past Tense Mastery (X_1) towards Students' Writing Skill in Recount Text (Y)

The linearity test result of regression line the effect of simple past tense (X_1) towards students' writing skill in recount tense (Y) is stated in the following table:

Table 3

Linearity Test Result of Regression Line

The Effect of Simple Past Tense (X_1) and Students' Writing Skill in Recount Text (Y)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Students' Writing Skill in Recount Text * Simple Past Tense	Between Groups	(Combined)	3335,797	26	128,300	1,858	,038
		Linearity	1314,509	1	1314,509	19,037	,000
		Deviation from Linearity	2021,288	25	80,852	1,171	,321
	Within Groups		2761,964	40	69,049		
	Total		6097,761	66			

Based on Table 3 above, the *Sig* value from *Deviation from Linearity column* is 0.321. It means that the value is higher than 0.05. As a consequence, H_0 is accepted, and automatically H_1 is rejected. In other words, the regression line, which indicates the effect of simple past tense (X_1) towards students' writing skills in recount text (Y), is linear.

b. The linearity of Regression Line the Effect of Vocabulary Mastery (X_2) towards Student's Writing Skill in Recount Text (Y)

The linearity test result of regression line the effect of vocabulary mastery (X_2) towards students' writing skill in recount text (Y) is stated in the following table:

Table 4

Linearity Test Result of Regression Line

the Effect of Vocabulary Mastery (X_2) and Students' Writing Skill in Recount Text (Y)

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Students' Writing Skill in Recount Text * Vocabulary Mastery	Between Groups	(Combined)	2559,631	9	284,403	4,582	,000
		Linearity	1884,372	1	1884,372	30,358	,000
		Deviation from Linearity	675,259	8	84,407	1,360	,234
	Within Groups		3538,130	57	62,072		
	Total		6097,761	66			

Based on Table 4 above, the *Sig* value from *Deviation from Linearity column* is 0.234. It means that the value is higher than 0.05. As a consequence, H_0 is accepted, and automatically H_1 is rejected. In other words, we can say that the regression line, which indicates the effect of vocabulary mastery (X_2) towards students' writing skills in recount text (Y), is linear. To sum up, the regression line both simple past tense and vocabulary mastery towards students' writing skills in recount text, which illustrates the effects are stated in the linear position according to *SPSS version 20.0 for Windows* computation.

Testing of Hypothesis

The recapitulations of the entire test can be seen in the set of the following tables:

Table 5

The Recapitulation Result of Multiple Correlation Coefficients of the Effects of Simple Past Tense and Vocabulary Mastery towards Students' Writing Skill in Recount Text

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,659[a]	,434	,417	7,342

a. Predictors: (Constant), Vocabulary Mastery, Simple Past Tense

Table 6

The Recapitulation Result for Regression Coefficient Significant Test of the Effects of Simple Past Tense (X_1) and Vocabulary Mastery (X_2) towards Students' Writing Skill in Recount Text (Y)

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2647,916	2	1323,958	24,561	,000[b]
	Residual	3449,846	64	53,904		
	Total	6097,761	66			

a. Dependent Variable: Students' Writing Skill in Recount Text

b. Predictors: (Constant), Vocabulary Mastery, Simple Past Tense

Table 7

The Recapitulation Result for Linear Regression Equality Test of the Effects of Simple Past Tense (X_1) and Vocabulary Mastery (X_2) towards Students' Writing Skill in Recount Text (Y)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-5,463	10,461		-,522	,603
	Simple Past Tense	,507	,135	,362	3,764	,000
	Vocabulary Mastery	,590	,119	,479	4,974	,000

a. Dependent Variable: Students' Writing Skill in Recount Text

Based on the three tables above, the testing of the hypothesis is formulated both statistically and verbally in the following:

1). The Effects of Simple Past Tense (X_1) and Vocabulary Mastery (X_2) towards Students' Writing Skill in Recount Text (Y)

H_0 : $ß_1 = ß_2 = 0$

H_1 : $ß_1 \neq 0, \ ß_2 \neq 0$

Explanation:

H_0: There are no effects of simple past tense and vocabulary mastery   altogether towards students' writing skill in recount text

H_1: There are effects of simple past tense and vocabulary mastery altogether towards students' writing skill in recount text

Refer to Table 5 above, and we can see that the coefficient correlation of the effects of independent variables: simple past tense (X_1) and vocabulary mastery (X_2) altogether towards dependent variable: the students' writing skill in recount text (Y) is 0.659. It indicates that among variables have a fair effect, as stated by Samian (2012), if $R_{observed}$ is closely to 1, the correlation tight will get stronger.

Furthermore, according to the recapitulation above, we may get that coefficient correlation value is significant. In other words, there is a significant bound effect among the independent variables: Simple Past Tense (X_1) and Vocabulary Mastery (X_2) towards Students' Writing Skill in Recount Text (Y). Meanwhile, the coefficient of determination simple past tense and vocabulary mastery variables contribute to students' writing skill in recount text variable is 0.434. It indicates that independent variables' contribution is simple past tense and vocabulary mastery altogether towards the dependent variable: students' writing skill in recount text is about 43.4%. The other factors determine the rest (for about 56.6%).

According to the regression analysis, which is used to test the hypothesis, we may get the data set stated in Table 6 and Table 7 above. Refer to this, and we may set the regression line equality that represents the effects of independent variables: simple past tense and vocabulary mastery towards the dependent variable: students' writing skill in recount text in the following equation:

$= -5.463 + 0.507X_1 + 0.590X_2$

where:

$\hat{Y}$: dependent variable

X: independent variables

so -5.463 is a value of constant while both 0.507 and 0.590 are values of the regression coefficient.

To test the significance of the regression line, we have to look at the recapitulation of Table 6. according to general criteria, the significance of the regression is obtained if Significance (*Sig*) is less than 0.05, which implies H_0 is rejected or if $F_{observed}$ is more than F_{table}, which affects H_0 is rejected. The coefficient of regression is stated significant, or we may say that there is a significant effect of independent

variables: simple past tense (X_1) and vocabulary mastery (X_2) altogether towards the dependent variable: students' writing skill in recount text (Y). As we know, *Sig value* is a number stated in the Sig column in Table 6, while Fobserved is a number stated in F column on Table 6. The value for F_{table} is the value of F on the distribution table in 5% real degree, with the numerator degree (k) = two and the denominator degree (n – k – 1) = 64, where n is the total number of respondents. In contrast, k is the total number of independent variables.

Based on Table 6 above, we can see that *Sig value* is stated by 0.000 < 0.05, and F_o is stated by 24.561. As a consequence, H_0 is rejected, and automatically the H_1 is accepted. It means that the coefficient of regression is significant. In general, we may say that there are significant effects of independent variables: simple past tense and vocabulary mastery jointly towards the dependent variable: students' writing skills in recount text (Y).

From the recapitulation of a test result, either correlation or regression, we can conclude that there are effects of simple past tense (X_1) and vocabulary mastery (X_2) altogether towards students' writing skills in recount text (Y).

2) The Effect of simple past tense mastery (X_1) towards Students' Writing Skill in Recount Text (Y)

H_0 : $\beta_1 = 0$

H_1: $\beta_1 \neq 0$

Explanation:

H_0: There is no significant effect of simple past tense towards students' writing skill in recount text

H_1: There is a significant effect of simple past tense towards students' writing skill in recount text

To test the hypothesis above, we can simply see from the numbers stated in t column or Sig column in the row of simple past tense in Table 7. According to the general assumption, the significance of the regression is if $t_{observed}$ is higher than t_{table} or *Sig value* (0.000) is less than 0.05, it brings consequence that H_0 is rejected, and H_1 is accepted. There is a significant effect of the independent variable X_1 towards the dependent variable Y. *Sig* value is the number stated in the *Sig* column for the row of simple past tense (Variable X_1) in Table 7. Meanwhile, $t_{observed}$ value is the number stated in t column for simple past tense (Variable X1) in table 7. The value of t_{table} for 5% real degree and degree of freedom (df = n – 2) is 65, where n is the total number of respondents.

Refer to Table 7 above, and we can see that Sig value is stated by 0.000 < 0.05 and is stated by 3.764. It brings the consequence that H_0 is rejected, and automatically H_1 is accepted. It means a significant effect of independent variable X_1 (simple past tense) towards the dependent variable Y (students' writing skill in recount text).

From the tabulation of the correlation test, regression test, and linear model above, we can conclude that there is a significant effect of independent variable X_1 (simple past tense) towards the dependent variable Y (students' writing skill in recount text).

3). The Effect of Vocabulary Mastery (X_2) towards Students' Writing Skill in Recount Text (Y)

H_0 : $\beta_2 = 0$

H_1: $\beta_2 \neq 0$

Explanation:

H_0: There is no significant effect of vocabulary mastery towards students' writing skill in recount text

H_1: There is a significant effect of vocabulary mastery towards students' writing skill in recount text

To test the hypothesis above, we can simply see from the numbers stated in the t column or *Sig* column in the row of vocabulary mastery in Table 7. According to the general assumption, the significance of the regression is if $t_{observed}$ is higher than t_{table} or *Sig value* is less than 0.05, it brings the consequence that H_0 is rejected, and H_1 is accepted. There is a significant effect of the independent variable X_2 towards the dependent variable Y. *Sig value* is the number stated in the *Sig* column for the row of vocabulary mastery (Variable X_2) in Table 7. Meanwhile, $t_{observed}$ value is the number stated in t column for vocabulary mastery (Variable X2) on Table 7. The value of t_{table} for 5% real degree and degree of freedom (df = n – 2) is 65, where n is the total number of respondents.

Refer to Table 7 above. We can see that *Sig value* is stated by 0.000 < 0.05, and it is stated by 4.974. It brings the consequence that H_0 is rejected, and automatically H_1 is accepted. It means that there is

a significant effect of independent variable X_2 (vocabulary mastery) towards the dependent variable Y (students' writing skill in recount text).

From the tabulation of the correlation test, regression test, and linear model above, we can conclude that there is a significant effect of independent variable X_2 (vocabulary mastery) towards the dependent variable Y (students' writing skill in writing the recount text.

Interpretation of the Research Findings

This research is conducted to determine the effects of simple past tense and vocabulary mastery altogether towards the students' writing skills in recount text. Overall the interpretation is stated as follows:

1). The Effects of Simple Past Tense and Vocabulary Mastery altogether towards Students' Writing Skill in Recount Text

From the data description gained after analyzing the correlation, we may get the correlation coefficient, which is stated by 0.659, and the coefficient of determination stated by 43.4%. From the calculation by using *SPSS version 20.0 for Windows*, it is proved that the coefficient of correlation is significant. It means that there are effects of independent variables: X_1 (simple past tense) and X_2 (vocabulary mastery) altogether towards the dependent variable Y (students' writing skill in recount text). Refer to the same calculation, we may drag a conclusion that simple past tense contributes less influential than vocabulary mastery towards recount writing skill in recount text since the t_o of simple past tense is $(3.764) < t_o$ of vocabulary mastery (4.974). Indeed vocabulary mastery has an essential role in helping students get the best achievement in school subjects, which in this test is represented by students' writing skills in recount text. Having a good vocabulary mastery does not mean that someone would automatically write the recount text. It must be enhanced by simple past tense so that he/she would be able to write down the recount text as well. Even though the simple past tense effect is not as strong as simple past tense; yet that would be a supportive inner modality for a student to take an advanced activity to be able to write well. Meanwhile, from the regression analysis, we may get the linear regression equation as follows:

$$\hat{Y} = -12.849 + 0.310X_1 + 0.234X_2.$$

The constant number stated by -5.463 shows that at the lowest level of simple past tense and vocabulary mastery, it will be easy for a student to achieve the skill in recount writing. While scores of regression coefficient stated consecutively by 0.507 and 0.590, they show us about the affirmative correlation of independent variables X_1 (simple past tense) and X_2 (vocabulary mastery) altogether towards dependent variable Y (students' writing skill in recount text). They also show that each score increment for the simple past tense level will affect the recount writing skill level as many as 0.507. Each score increment for vocabulary mastery will affect the level of recount writing skill as many as 0.590.

Thus, it can be concluded that the higher level of simple past tense and vocabulary mastery, it would automatically be the higher level of someone to write recount text well in English. Overall, both quantitative information and theoretical review above show that both simple past tense and vocabulary mastery affect the students' writing skills in recount text.

2). The Effect of Simple Past Tense Mastery towards Students' Writing Skill in Recount Text

From the hypothesis test, it is attained that the *Sig value* is 0.000 and $t_{observed}$ is 3.764, while t_{table} is 2.00. Because *Sig* < 0.05 and $t_{observed} > t_{table}$, as the consequence H_0 is rejected, which means there is a significant effect of independent variable X_1 (simple past tense) towards the dependent variable Y (students' writing skill in recount text).   To sum up, both the quantitative information and theoretical review stated previously, the researcher concludes that the simple past tense level brings an affirmative and significant effect on the students' writing skills in recount text.

3). The Effect of Vocabulary Mastery towards Students' Writing Skill in Recount Text

From the hypothesis test, it is attained that the *Sig value* is 0.000 and $t_{observed}$ is 4.974, while the t_{table} is 2.00. Because Sig < 0.05 and $t_{observed} > t_{table}$, as the consequence H_0 is rejected, which means there is a significant effect of independent variable X_2 (vocabulary mastery) towards the dependent variable Y (students' writing skill in recount text). From both the quantitative information and theoretical review above, the researcher concludes that vocabulary mastery may positively affect the students' skill in recount text.

Conclusions

1. There are any significant effects of simple past tense and vocabulary mastery on students' writing skills in recount text at State Junior High Schools in Lebak Regency. It is proved by the score of $Sig = 0.000 < 0.05$ and $F_o = 24.561$.
2. There is a significant effect of simple past tense mastery towards students' writing skills in recount text at state Junior High Schools in Lebak Regency. It is proved by the score of $Sig = 0.000 < 0.05$ and $t_o = 3.764$.
3. There is a significant effect of vocabulary mastery on students' writing skills in recount text at state Junior High Schools in Lebak Regency. It is proved by the score of $Sig = 0.000 < 0.05$ and $t_o = 4.974$.

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