

The Effects of Simple Past Tense and Adverb Mastery Towards Students' Writing Skill in Recount Text

Anna Ropitasari ¹,

Language Faculty and Indraprasta PGRI University

Gustaman Saragih ²,

Language Faculty and Indraprasta PGRI University

e-mail: annamutazakky@gmail.com ¹, gustaman.saragih@unindra.ac.id ²

Abstract: This research is a kind of survey and aims to find out the effects simple past tense and adverb mastery towards students' writing skill in recount text. The observed population of this research is students from Private Vocational High School in Bogor Regency. The 60 sample was gained through random sampling. This research has 3 variables which are divided into 2 independent variables (simple past tense and adverb mastery) and 1 dependent variable (students' writing skill in recount text). The collection of the data is done by test score for independent and dependent variables. The gained data was then analyzed by using multiple regressions method. Previously, the prerequisite test before examining the regression test must be accomplished. The results of this research are: 1) There are any significant effects of simple past tense and adverb mastery jointly towards students' writing skill in recount text at Private Vocational High School in Bogor Regency. It is proved by Sig.= 0.000 < 0.05 and Fobserved = 23.380; 2) There is a significant effect of simple past tense mastery towards students' writing skill in recount text at Private Vocational High School in Bogor Regency. It is proved by Sig.= 0.019 < 0.05 and tobserved = 2.416; 3) There is a significant effect of adverb mastery towards students' writing skill in recount text at Private Vocational High School in Bogor Regency. It is proved by Sig.= 0.001 < 0.05 and tobserved = 3.407.

Key Words: Simple Past Tense; Adverb Mastery; Skill to Write Recount English Text

Introduction

Globalization era brought a lot of people want to learn with any reason. For instance, some people want to learn English to support their professional life, because it brings the effect to any level in society, we must be prepared to face all of changes in all sector. Such as, economy, education, technology, medicine, etc. in different case, the student wants to learn English because it is in the school curriculum. Where its aim to prepare students for their future. In addition, many people want to learn English because they live in target language community. So, they must learn to be able to communicate and interact with other people in the world.

English is an International language that became standard to create communication in the world. In fact, many institutions and company use English as their language. Thus, English is important to learn. To understand about English, we need to be mastering four skills, there are, speaking, listening, reading, and writing.

In term of English teaching, the Minister of Education and Culture Regulation No. 68, 69, 10/2013 about the basic competence of English states that English teaching in Vocational High School is focused on developing communicative competence. The objective that the students to able to communicate in the target language orally and in writing accurately and appropriately in the four language skills to support their competence. The achieve of the objective, it has been considered for a teacher, media, and materials. Therefore,



teacher must aware in provide student to master English four skills, namely: listening, speaking, reading, and writing because the four element is very influence in English process.

In this study, the writer focuses to research an error analysis on the use simple past and adverb mastery in recount text and this study related with writing skill of the students. Writing is one of four skills in English and important since writing can make us to express anything in a paper as a media, and writing can help us to remain our idea after we read or watch information. The most important, we can share the information to other people, not only that but by writing we can also share about our research because in create the research we need expertise to write, so that what is delivered can be accepted by others. Writing requires thinking and thinking is always complicated and hard. The writer produces words, sentences, paragraphs unified (Gorell and Laird in Anwar: 2014). Therefore, we need accuracy to make paragraph because the information that we deliver to make easier and understand the reader.

Writing is not only about express our idea on the paper but also writing needs well knowledge and hard thinking when student try to make a paragraph with good English grammar that start from the students must produce words, sentences at the same time. They seem to have problem in mastering English grammar especially about tenses. As productive skill, writing is not like speaking nor other receptive skills. Writing is the most difficulty skill for not only it needs a lot of vocabularies in composing paragraph but also grammatically correct in order to be comprehensible besides other writing's rules. Beside of that they still confused what the tenses that they must use to make a paragraph in their writing.

Tenses is a part of grammar which important and the function of the tenses is to explain the accident of the story happened. Tense is a tool that English speaker use to express time in their language, so we learn to think like a native speaker. One of tenses is Simple past, this tense explains the action which is happened in the past and finished in the past too. Furthermore, simple past used regular and irregular verb, or they can use verb be (was, were). According to Azar (2003) "The simple past is used to talk about activities or situations that began and ended in the past."

Based on the pre-observation with the English teacher and some students in Private Vocational High School in Bogor Regency It was found that students of tenth grades felt confused to understand about simple past because they didn't know the meaning of the words. Although the teacher used interesting media, students still cannot distinguish among verb, adjective, noun and adverb. They usually change the adjective to verb form. The English teacher explain that the learning of grammar especially about tense is a bored activity learning, so most all of students in the class did not want to pay attention when the teacher explains about the material. In fact, the writing result is far from the teacher target. Because in 2013 curriculum the learning of tenses must intergraded with writing or reading activities.

Most of the students of tenth grade states that they were not confident to answer question or finish their assignment because they still think that English is hard to learn and understand. In the other hand, they still confused about verb. Most of the students are getting difficult in choosing the verb to write, so they got much mistakes. especially about regular and irregular verb, most of them cannot use the regular and irregular verbs correctly. This problem happened when the teacher asked them to write a recount text to tell their last holiday. They did not know how to write it, differentiated the word do not and did not, they also cannot put the word was/were in sentence correctly. In other student said that they confused about the adverb that they must choose to use in their writing.

It can be summed up the mistakes that found in the problem of students writing recount text are caused by some factors; first they translate their ideas in Indonesian sentences word by word into English sentences and it often made their sentences read unusual and wrong in English way.

The second factor is the students' knowledge. Probably they did not know the correct changing form of verb tense they wrote in their writing and they were confused to put to be in the non-verbal or verbal sentence they wrote. It could be caused by interference of the students' first language or their deficiency competence that reflected on how much the students had learnt the grammatical rules of the target language.

Recount text is one of the types of text in English that can be taught in teaching writing. The examples of recount texts include: a newspaper report, one's diary, biography or autobiography, letters and postcards, and conversation with friends. The structure of recount text is orientation, events, and reorientation.

Many students have a specific need that require them to work on writing skill, there are academic study, examination preparation and Business English are areas where written work is still important. At the most basic level, students are likely to be involved in taking down notes in lesson. This is the skill that is worth focusing on. Therefore, the teacher must work harder to teach writing to the students.

Therefore, based on the background above, the writer wants to conduct a research with the title: "The Effects of Simple Past Tense and Adverb Mastery Towards Students Writing Skill in Recount Text at Vocational High School in Bogor Regency".

1. Definition of Writing

Writing is making handwriting where the one who write gives a form for everything what he or she feels. Writing must be able in using written to give an idea or message. As Sanggam (2008:2) stated "The written productive language skill is called writing. It is the skill of researcher to communicate information to a reader or group of reader." Writing is very popular in English learning activities. Every people must be known about writing. Moreover, writing is a part of skill in English that must be mastered by everyone.

Yulianto et.al (2013:1) "Writing is the expression of ideas in the form of letters, symbols, or words. Writing is one of the language skill. It is about the way of sharing ideas, feeling, thoughts, desires, and experiences to the others in written form". Referring to the quote above, Yulianto et.al explained that writing not only expresses about idea but also, we can express about feeling, thought, desires and experiences to others. Therefore, writing is an activity where someone can express an idea or opinion on the paper. Besides, we can share information or knowledge to the reader. Not only express our idea but we need accuracy and carefully to arrange paragraph as well.

2. Definition of Recount Text

Anderson and Anderson (2003:48) stated that, "Speaking or writing about past events is called recount." They further explain that, "A recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred." (Anderson and Anderson, 2003:24).

Recount is very similar Narrative, so the thing that differentiates both is the schematic structure of the body paragraph. There is no complication among the participants in recount text instead in recount text explores the series of events which happened to the participants. However, it just focuses on the events themselves. The events will be told chronologically based on the time and place.

3. Definition of Simple Past Tense

Simple past is one of tense explain about the accident happened in the past. Besides, simple past was supported with verb from they are regular verb and irregular verb. Azar (2003:25) stated, "The simple past is used to talk about activities or situations that began and ended in the past." It means that, simple past explains the accident that star and end in the past and the accident did not discuss again today.

As Davidson (2017:208) said that, "The simple past tense is used to describe things that happened in the past or things that were true in the past." From the definition of the theory it can be understanding that the simple past tense is tense expressing an action, which is happened in the past and finished in the past too. the things are also happened in the past may be single, repeated or habitual actions. For example (He usually went by train). The simple past tense always describes events that have been carried out or completed in the past. For example (My parents lived in that house over there) from the sentences of the example can be explain that they don't live there any longer.

4. Definition of Adverb Mastery

Adverb is a part of the sentence. Adverb typically express manner, time, place, frequency, degree, level of certainty, and so on. Adverbs describe how we do something." From the explanation above, it means



that, adverbs are content words that provide information about how, when, or where something happens. Support by Eastwood (2005:258) stated, “An adverb adds something to the meaning, it tells us how, when, or where something happened.” There some way how we use adverbs, there are: we usually make adverbs by adding -ly to the adjective, example soft became softly. When the adjective ends in -y, we take off the -y and add -ily, example heavy become heavily. When the adjective ends in -le we take off the -e and add -ly. Example, terrible become terribly. Some adverbs don’t end in-ly and have a different form from the adjective. Example, good become well. The last adverbs that describe how we do something usually go after the main verb. For the example, she writes clearly in her notebook.

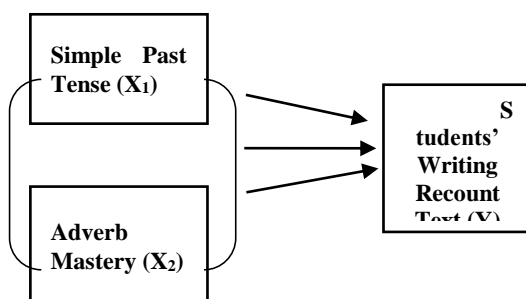
Method

This research is using quantitative method which answer the problems of the effects commonly found in student’s writing. Sugiyono (2017:7) said that, “Quantitative research can be interpreted as research methods based on positivism philosophy, used to examine in a particular population or sample, data collection using research instruments, quantitative data analysis or statistics, with the aim to test the hypothesis set”. The method of this research is quantitative research which the result of the research will be processed and analysed to make a conclusion. This mean that the research is emphasize in numeric.

Creswell (2017:171) stated the purpose of qualitative research is focus on relating or comparing variables or construct. The purpose of the research is describing the effect of simple past tense and adverb mastery toward students’ writing skill in recount text at Vocational High School in Bogor Regency. 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 (adverb mastery) which have interconnected and influenced the variable. Y as the dependent variable (students’ writing recount text). The method used a survey technique.

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

rx_1y : the effect of simple past tense toward students’ writing skill in recount text

rx_2y : the effect of adverb mastery toward students’ writing skill in recount text

Rx_1x_2y : the effect of simple past tense and adverb mastery jointly towards students’ writing skill in recount text

Results and Discussion

Results

The effect of simple past tense and adverb mastery towards students’ writing skill in recount text that consist of data description, analysis requirement data, research hypothesis test, interpretation, and research result

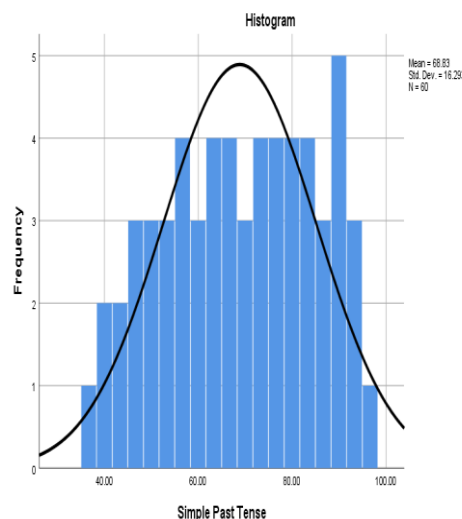
discussion. The was taken from test given to Vocational High School students in Bogor. The students were asked to answer 30 items related to their past tense, adverb mastery and writing skill in recount text.

In analysing the data, it is purposed on the hypothesis test that started by the research data description of three variables in the form of frequency distribution, the size of the central symptoms, histogram, and regression coefficient. To describe the effect of the variable, it is used simple regression and multiple regression. The assumption test for regression parameter test of the data research is done by normality test through Kolmogorov – Smirnov Method, and regression model linearity test.

1). The Data of Simple Past Tense (X₁)

The data of simple past tense was obtained from 60 students as the research samples. There are 30 questions given to the student as the instrument of simple past tense. Based on the following table, the minimum score is 36,67, the maximum score is 96,67, the mean is 68,83, the median is 70,00, the mode is 90,00, and the standard deviation is 16,29.

From the calculation above, it can be concluded that students’ simple past tense at Vocational High School in Bogor Regency is enough good. It can be seen by the mean score is 68,83. Furthermore, to know it clearly, the data description is drawn into the following histogram:



Picture 1 The Histogram and Polygon of Simple Past Tense

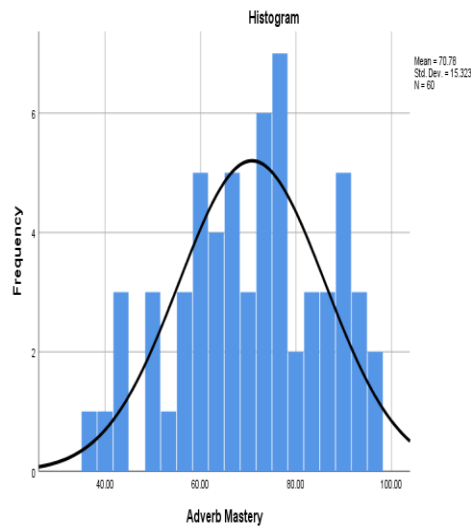
From the above histogram and polygon frequency, it can be concluded that the data score of students’ simple past tense at Vocational High School in Bogor Regency has normal distribution.

2). The Data of Adverb Mastery (X₂)

The data of adverb mastery was obtained from 60 students as the research samples. There are 30 questions given as the instrument of adverb mastery. Based on the following table, the minimum score is 36,67, the maximum score is 96,67, the mean is 70,77, the median is 73,33, the mode is 76,67, while the standard deviation is 15,32.

From the calculation above, it can be said that the students’ adverb mastery at Vocational High School in Bogor Regency is enough good. It is indicated by the mean score which is 70,77. Furthermore, to know clearly, the data description is drawn into the following histogram:





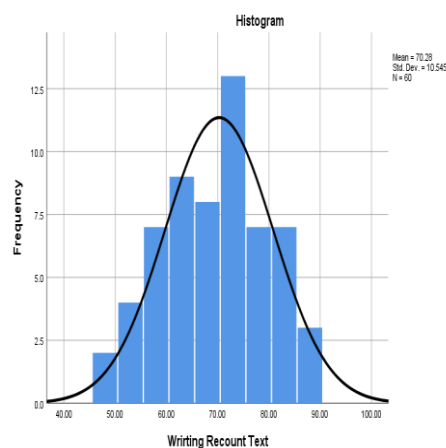
Picture 2 The Histogram and Polygon of Adverb Mastery

From the above histogram and polygon frequency. It can be concluded that the data score of students' adverb mastery at Vocational High School in Bogor Regency has a normal distribution.

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

The data students' recount writing skill are obtained from the score of 60 students which become sample in this research. The minimum score is 48 and maximum score is 90. The average score is 70,28, median is 80,00, mode is 75,00 and standard deviation is 10,54.

From the result of statistics above, it can be stated that the students' recount writing skill at Vocational High School in Bogor is good because they have 70,28 as their average score. It is higher than standard criteria of those schools. They have 68 as minimum English score. Then, it can be seen that the average score and median score is almost the same. They are 70,28 and 71,00. It means that the data of students' recount writing skill is quite representative. Furthermore, to know it clearly, the data descriptive is drawn into the following histogram:



Picture 3 Histogram Polygon of Students' Recount Writing Skill

Based on the histogram and frequency polygon above, it can be concluded that the students' recount writing skill of the eleven grade students of SMK Nida El Adabi and SMK Mulia Buana in Bogor Regency have normal distribution.

B. Prerequisite Tests for the Data Analysis

1). Normality Test Data

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 1 The Recapitulation of Normality Test

		Simple Past		Writing
		Tense	Adverb Mastery	Recount Text
N		60	60	60
Normal	Mean	68.8333	70.7778	70.2833
Parameters ^a	Std. Deviation	16.29302	15.32304	10.54465
b				
Most	Absolute	.087	.083	.073
Extreme	Positive	.072	.050	.058
Differences	Negative	-.087	-.083	-.073
Test Statistic		.087	.083	.073
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

According to the criteria of the program, the set of data is classified as normal if p value (significance/Sig) is above 0,05. From the table above, we can see that all the Sig. Value for simple past tense, adverb mastery, and students' writing skill in recount text are consecutively by 0,200, 0,200, and 0,200. Therefore, we can conclude that all the data are already distributed normally as values of significance are all higher than 0,05.

2). Linearity Test

According to the criteria of the program, the set of data is classified as normal if p value (significance/Sig) is above 0,05. From the table above, we can see that all the Sig. Value for simple past tense, adverb mastery, and students' writing skill in recount text are consecutively by 0,200, 0,200, and 0,200. Therefore, we can conclude that all the data are already distributed normally as values of significance are all higher than 0,05.

a. The Regression Linearity of the Effect of Variable X1 toward Y

The output of regression linearity between adverb mastery (X1) on writing skill in recount text (Y).

Table 2 Linearity Test Result of Regression Line The Effect of Simple Past Tense (X₁) and Students' Writing Skill in Recount Text (Y)

		ANOVA Table					
		Sum of	Mean				
		Squares	Df	Square	F	Sig.	
Simple Past	Between (Combined)	8950.878	17	526.522	3.295	.001	
Tense *	Groups	Linearity	6317.299	1	6317.299	39.534	.000
Writing Skill	Deviation	2633.579	16	164.599	1.030	.447	
in Recount	from						
text	Linearity						
Within Groups		6711.411	42	159.796			
Total		15662.289	59				



Referring the output above, the score of Deviation from Linearity is $F_0 = 1,030$ and $Sig. 0,447 > 0,05$. This score shows that the equation of regression linear between simple past tense and writing skill in recount text creates a linear relation. It means that the better of students' simple past tense, the better of students' writing skill in recount text as well.

b. The Regression Linearity of the Effect of Variable X2 toward Y

The output of regression linearity between adverb mastery (X2) on writing skill in recount text (Y).

Table 3 Linearity Test Result of Regression Line the Effect of Adverb Mastery (X2) and Students' Writing Skill in Recount Text (Y)

ANOVA Table						
		Sum of Squares		df	Mean Square	Sig.
Adverb	Between (Combined)	8450.697	18	469.483	3.563	.000
Mastery *	Groups Linearity	5587.509	1	5587.509	42.406	.000
Writing Skill	Deviation from	2863.188	17	168.423	1.278	.254
in Recount	Linearity					
text	Within Groups	5402.246	41	131.762		
	Total	13852.943	59			

Referring the output above, the score of Deviation from Linearity is $F_0 = 1,278$ and $Sig. 0,254 > 0,05$. This score shows that the equation of regression linear between adverb mastery and writing skill in recount text creates a linear relation. It means that the better of students' adverb mastery, the better of students' writing skill in recount text as well.

C. Testing of Hypothesis

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

Table 4 The Recapitulation Result of Multiple Correlation Coefficients of the Effects of Simple Past Tense and Adverb Mastery towards Students' Writing Skill in Recount Text

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.671 ^a	.451	.431	7.95142

Table 5 The Recapitulation Result for Regression Coefficient Significant Test of the Effects of Simple Past Tense (X1) and Adverb Mastery (X2) towards Students' Writing Skill in Recount Text (Y)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2956.356	2	1478.178	23.380	.000 ^b
	Residual	3603.827	57	63.225		
	Total	6560.183	59			

a. Dependent Variable: Writing Recount Text

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



Table 6 The Recapitulation Result for Linear Regression Equality Test of the Effects of Simple Past Tense (X_1) and Adverb Mastery (X_2) towards Students' Writing Skill in Recount Text (Y)

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	35.515	5.188		6.846	.000
Simple Past Tense	.199	.082	.307	2.416	.019
Adverb Mastery	.298	.087	.433	3.407	.001

a. Dependent Variable: Writing Recount Text

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

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

Tested Hypothesis

H_0 : $\beta_{y1} = \beta_{y2} = 0$

H_1 : $\beta_{y1} \neq 0; \beta_{y2} \neq 0$

Means:

H_0 : there is no any significant effect of students 'simple past tense and adverb mastery towards students' writing skill in recount text.

H_1 : there are significant effect of students' simple past tense and adverb mastery towards students' writing skill in recount text.

Table 4.10 shows that there are any significant effects of simple past tense and adverb mastery jointly towards writing recount skill. It is proven by output score of Sig. = 0,000 < 0,05 and $F_0 = 23,38\%$.

In addition, table 4.11 shows the double regression line equation of $\hat{Y} = 35,515 + 0,199 X_1 + 0,298 X_2$. It means that every increase of 1 score of simple past tense can improve the students' writing skill in recount text for 0,199 and every increase of 1 score of adverb mastery improves the students' writing skill for 0,298. Table 4.9 also shows that variables of simple past tense and adverb mastery jointly have given contribution of 0,451% towards writing skill in recount text.

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

Tested Hypothesis

H_0 : $\beta_1 = 0$

H_1 : $\beta_1 \neq 0$

Means:

H_0 : there is not any significant effect of students' simple past tense on students' writing skill in recount text.

H_1 : there are significant effect of students' simple past tense on students' writing skill in recount text.

Table 4.11 shows that there are significant effects of simple past tense on students' writing skill in recount text. It is proved by Sig. = 0,019 < 0,05 and $t_0 = 2,416$.

The contribution of simple past tense variable towards the variable of students' writing skill in recount text can be stated in following formula:

$KD = \text{Value of } \beta_{x1y} \times \text{Value of partial correlation } (r_{x1y}) \times 100 \%$

$KD = 0,307 \times 0,582 \times 100\% = 17,86 \%$



According to the calculation above, simple past tense gives contribution of 17,86 % towards the increase of students' writing recount text.

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

Tested Hypothesis

H_0 : $\beta_2 = 0$

H_1 : $\beta_2 \neq 0$

Means:

H_0 : there is no any significant effect of students' adverb mastery on students' writing skill in recount text.

H_1 : there are significant effect of students' adverb mastery on students' writing skill in recount text.

Table 4.11 shows that there is significant effect of adverb mastery on students' writing skill in recount text. It is proved by Sig. $0,001 < 0,05$ and $t_o = 3,407$.

The contribution of adverb mastery variable on the variable students' writing skill in recount text can be stated in following formula:

$KD = \text{Value of } \beta_{x_2y} \times \text{Value of partial correlation } (r_{x_2y}) \times 100 \%$

$KD = 0,433 \times 0,628 \times 100\% = 27,19 \%$

According to the calculation above, adverb mastery gives contribution of 27,19 % towards the increase of students' writing recount text.

Discussion

From the result of this research, it can be considered that good writers especially in recount text may effectively create a composition in case they may use simple past tense as one of the tense in grammar and use adverb appropriately. It is in line with Thornburry statement that grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking, where tense is a part of grammar.

As stated in chapter I, that there are three purposes of the present research. The first, the effects of simple past tense and adverb mastery jointly towards students' writing skill in recount text. The second, the effect of simple past tense mastery towards students' writing skill in recount text, and the third, the effect of adverb mastery towards students' writing skill in recount text. Based on these aims the findings of the study were discussed as follows.

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

From the data description gained after analyzing the correlation, the score of Fobserved 23,358 and Sig. = $0,000 < 0,05$ which means that there are significant effect of simple past tense and adverb mastery on students' writing in recount text. The other fact, table 4.9 shows that variables of simple past tense and adverb mastery have given contribution of 45,1 % on students' writing skill in recount text.

In conclusion, the two independent variables of simple past tense (X_1) and adverb mastery (X_2) jointly have given effect significantly on the increase of students' writing skill in recount text at Private Vocational High School in Bogor Regency.

Writing is the expression of ideas in the form of letters, symbols, or words. Writing is one of the language skill. It is about the way of sharing ideas, feeling, thoughts, desires, and experiences to the others in written form (2013:1). Therefore, writing is an activity where someone can express an idea or opinion on the paper. Consequently, the writer should resemble their scientific work with correct grammar and systematic sentences.

The grammar makes and helps the students to know the meaning of certain message in a language. Without grammar, a language wouldn't work, because people could not communication effectively. Grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking. Therefore, when we can improve our grammar, it will make easier for our reader to understand our writing.

One of the categories of grammar is tense. In English, Tense is important matter, because all occurrence, event, or action, which is in a sentence must as recording to time of happening. It will be easier for the writer to write their essay. If we would be known about time in a story or paragraph essay, we would be learned about tenses firstly. Tense is tool that English speaker use to express time in their language, so you learn to think like a nature speaker.

The other component is students need to be rich their adverb. Adverb is a part of the sentence. Adverb typically express manner, time, place, frequency, degree, level of certainty, and so on. it is support by "Adverbs describe how we do something." When the students can be rich adverb it will be help the students to avoid the difficulties in writing.

In writing skill, by knowing tense that one in the grammar and can adverb mastery well, students will be easier to express their ideas and feeling. Beside that, the students will be easy to choose and use appropriate words contextually when they write in English.

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

From the hypothesis test, it is attained that it can be concluded that simple past tense gives significant effect on students' writing skill in recount text. This fact is proven by the research output of $t_{test} = 2,416$ and $Sig. 0,019 < 0,05$. The calculation research also shows that variable of simple past tense gives contribution of 17,86 % towards writing skill in recount text. In brief, the result has proved that simple past tense gives significant effect towards the increase of students' writing skill in recount text at Private Vocational High School in Bogor Regency.

This finding is supported by Hornby (1995), defines tense as any of the forms of the verb that may be used to indicate the time of the action or state expressed by the verb. From those statements above, it can be concluded that verb indicates the tense of a sentence in English. By knowing the tense of the sentence, student can know when the events happen because the different forms can show the difference in time.

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

From the hypothesis test, it is attained that it can be concluded that adverb mastery gives significant effect on students' writing skill in recount text. This fact is proven by the research output of that $t_{test} = 3,407$ and $Sig. 0,001 < 0,05$. The calculation result also shows that variable of adverb mastery gives contribution of 27,19 % on writing skill in recount text. In brief, the research result has proved that adverb mastery gives significant effect on the increase of students' writing skill in recount text at Private Vocational High School in Bogor Regency.

Adverb is a part of the sentence. Adverb typically express manner, time, place, frequency, degree, level of certainty, and so on. Adverbs describe how we do something. From the explanation above, it means that, adverbs are content words that provide information about how, when, or where something happens and make the sentence in the essay more clearly.

Based on the opinion above, it can be concluded that adverbs are a large group of words, which can describe how, where, or when an event occurred. Adverb can also state that speaker's point of view about events, the intensity of adjectives or others function in order to be able to speak or write appropriately and descriptively.

Conclusions

Based on the result of hypothesis test and, some conclusions are obtained as follow:

1. There are any significant effects of simple past tense and adverb mastery jointly on students' writing skill in recount text at private vocational high school in Bogor regency. This is proved by the $Sig. 0,000 < 0,05$ and the value of $F_{observed} = 23,380$. The output also shows the two independent variables of simple past tense and adverb mastery jointly have given contribution of 45,1 % on the variable of writing skill in recount text.
2. There is significant effect of simple past tense mastery towards students' writing skill in recount text at private vocational high school in Bogor regency. That is proved by $Sig. 0,019 < 0,05$ and $t_o = 2,416$. The



variable of simple past tense gives contribution of 17,86 % in increasing students' writing skill in recount text.

3. There is significant effect of adverb mastery on students' writing skill in recount text at private vocational high school in Bogor regency. This is proved by Sig. $0,001 < 0,05$ and $t_o = 3,407$. The variable of adverb mastery gives contribution of 27,19 % in increasing students' writing skill in recount text.

References

- Anderson, K., & Anderson, M. (2003). *Text Types in English 2*. South Yarra: MacMillan education Australia PTY LTD.
- Anwar, S. (2014). *An error analysis on the use of simple past tense in students' narrative writing (A case study at first grade students of SMA Dua Mei Ciputat)*.
- Azar, B.S (2003). *Fundamentals of English Grammar, Third Edition*. New York: Pearson Education.
- Creswell, J.W. (2017). *Research Design Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*. Yogyakarta: Pustaka Pelajar.
- Davidson, G. (2017). *Verb and Tense*. Learners Publishing.
- Eastwood, J. (2005). *Oxford Learner's Grammar (Grammar Finder)*. New York: Oxford University Press.
- Hornby, A. S. (1995). *Oxford Advanced Learner's Dictionary*. London: Oxford University Press.
- Sanggam, S. (2008). *The English Paragraph*. Yogyakarta: Graha Ilmu.
- Sugiyono, Prof. Dr. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Penerbit Alfabeta.
- Yulianto, et.al. (2013) *Developing Writing Skill of the Eight Grade Students Through Recount Text*. In *E-Journal of English Teaching Society (ELTS)*, ISSN 2331-1841.