A CORRELATIONAL STUDY OF PAST TENSE AND COMPOUND WORD MASTERY TOWARD THE ABILITY IN COMPREHENDING NARRATIVE TEXT

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Abstract

This is a correlational research focuses on finding out whether there is a correlation of past tense and compound word mastery toward the ability in comprehending narrative text which conducted at the tenth grade of SMAN 1 Remboken, academic year 2018/2019. The population of this research was the tenth grade of SMAN 1 Remboken which consisted of 153 students. Random sampling technique was used to draw sample consisted of 30 students. The researcher administered three kinds of tests in the form of written namely grammar test, vocabulary test, and reading comprehension test. to find out the validity and reliability of the tests, the instruments used were tested. The result of the tests showed that there was a significant correlation of past tense and compound word mastery toward the ability in comprehending narrative text. Pearson product-moment correlation coefficient established a positive correlation among the variables with score 0.892 and the probability values obtained is 0. Since the value of significance $0 < 0.05$, it can be decided that the hypothesis H0 was rejected and H1 was accepted. As the result, there was a positive correlation of past tense and compound word mastery toward the ability in comprehending narrative text at tenth grade of SMAN 1 Remboken, academic year 2018/2019.

Keywords: correlation, past tense, compound word, comprehending narrative text

INTRODUCTION

The ability to comprehend any kinds of text can be improved if we learn the aspects related to comprehend it. In this research, to comprehend narrative text well, the mastery of vocabulary and grammar are necessary. As one of the materials in English lesson, narrative text has been taught in senior high school at the first and second year students based on K13 curriculum. To comprehend a text means to get the meanings or ideas in the text and if the text is narrative, the mastery of past tense as part of grammar must be considered, and to master the grammar, students' stock of vocabulary will be the basic of all.

In learning of grammar, tense is a component of it that quite complicated element to learn, especially in Indonesia since tense system does not occur which resulted as negative perception by students to say that English is a difficult subject. However, tense is still an important aspect that must be learned in mastering grammar.

The words in English can be combined in various ways which called compound word. As a part of vocabulary, "Compound word is a word that composed of two or more separate words that are combining to make a new word" (Wisniewski: 2007). When combined word is formed, then it has new meaning in a new word and of course cannot be interprated separately.

The researcher found that the tenth grade students at SMA 1 Remboken still have difficulties in comprehending narrative text because their lack of grammar. Another problem was the difficulties in comprehending compound word since it cannot be interpreted separately. To find out the correlation of past tense and compound word mastery toward the ability in comprehending narrative text, the researcher formulated following research questions:

a. Is there a positive correlation between mastery of past tense and the ability in comprehending narrative text?

b. Is there a positive correlation between mastery of compound word and the ability in comprehending narrative text?

c. Is there a positive correlation among past tense and compound word mastery toward the ability in comprehending narrative text?

The purposes of this study are:

a. To calculate whether there is a positive correlation between past tense mastery and the ability in comprehending narrative text.

b. To calculate whether there is a positive correlation between compound word mastery and the ability in comprehending narrative text?

c. To calculate whether there is a positive correlation among past tense and compound word mastery toward the ability in comprehending narrative text.

It is hypothesized that there is a significant correlation of past tense and compound word mastery, toward the ability in comprehending narrative text. The better students understand past tense and compound word, the better their performance in comprehending narrative text. In contrast, the worse students understand past tense and compound word, the worse their performance in comprehending narrative text.

The researcher delimits this study only focused on the correlation among simple past tense, compound word, and the ability to comprehend narrative text at the tenth grade

students of SMAN 1 Remboken, academic year 2018/2019.The materials used to measure past tense mastery, compound word mastery and reading comprehension were conducted by the researcher based on the appropriate materials used in that school and supporting material from internet.

THEORETICAL BASIS

Grammar

The definition of grammar would possibly be as many definitions as the number of linguists who managed to define it. It means there are so many definitions about it but still convey the same ideas. Jeffrey and Stacy (2003:16) stated, "Grammar of a language is a set of rules that organize parts of the structures. Grammar determines how words are arranged in units forming meaningful language." Some of native speaker rarely care about the statement "grammar is a set of rules" derived from language rules. However, this make them communicate each other without misunderstanding. They do not realize that when they express something through speaking or writing, all of those have patterns and they keep applying the patterns in their daily communication. It is related to Radford (1990: 3-4), grammar is a model of those linguistic abilities of native speakers of language which enable them to speak and their language fluently.

According to Harmer (2001:12) "Grammar as the description of the ways in which words can change their forms and can be combined into sentences in language. People cannot use words unless they know how the words should be put together." It means that we should master the structure of a language to be able to comrehend and even to construct a foreign language text well.

Past Tense

Past tense is a tense that express the activity or events which took place in the past time. While Riyanto (2006: 165) mentions past tense as a tense that shows the event, or the action, activity or work, which is done in the past, in the simple form and known the time when the event or the work happened. It is clear that past tense is used to indicate something, activity or event that happened in the past and it is showed by the past form of the verb.

Simple Past Tense

Simple past tense generally expresses events or situations that existed or happened at a particular point in the past. They began and ended in the past. So, they have nothing to do with the present. The simple past tense formed by using the simple past form of the verb. For regular verbs, the past form is made by adding –ed to the simple form (want + ed = wanted, enjoy + ed = enjoyed); for irregular verbs, the past forms are more or less idiosyncratic

(write – wrote, catch – caught). The same form is used for all persons except with the verb be (They were…., She was….). Negative statements and yes/no questions in the simple past tense include the word "did" and "did not" and the verb form used is the simple form of the verb (Lina did not go to Manado; Did you find your Phone?).

Simple past tense is used to indicate an action completed in the past. For instance, "Marry received her letter two days ago". Sometimes this tense used without an adverb of time. In such cases the time might be either implied or indicate by the context, for instance, "I did not sleep well". Simple past tense also used for habitually actions in the past, for instance, "He studied many hours every day; Lina stayed with her family quite often when she was a child".

Beside past activities, regular and irregular verbs, "to be", and adverb of time; the use of positive, negative, and interrogative sentences are also counted which related to habitually actions.

Past Continuous Tense

In general, past continuous tense which also called past progressive is a tense that commonly describes an action that was in progress during a particular time in the past. For intances, "at midday last Saturday, He was working with His computer." It is also describes about an event that was in progress when another event interrupted or when two or more events were still in progress at the same time in the past. For instances, "the girl was crossing the road when a car knocked her down.", "My mother was talking on the phone while I was watching television."

Bernard Comrie (1995) stated that past continuous tense is used to describe that someone was in the middle of doing something in a particular time. The event or situation had already started before the present time or this time but had not finished yet. For instance, "Layla was doing homework" or "Johnson was cooking the supper". Past continuous and the simple past can be used together in order to say something that happened in the middle of something else. For instance, "It was raining when I got home".

Past Perfect Tense

According to William Safire (2003), past perfect tense used to express a finished action that took place before another completed action in the past. This tense is formed by "had" and participle that used for all subjects. Past perfect tense can be used to express completed action in the past. Usually, the word "just" is used to show an action that occurred immediately before the time of speaking. For example, "when Lina arrived, I had just left". When "since or for" is used, the past perfect tense shows an action that began in the past or was still continuing for period of time before something in the past. For instance, "we had had a car for ten years before it broke down."

For conditional sentence, past perfect tense is used to indicate the things that impossible, for instance, "if you had told me, I would have helped you". When it is used with "if only, wish, etc.", it expresses a past wish that was not realized like in sentence "I wish that I had brought my notebook with me." It is also used with "as if" when referring to an area or imaginary event in the past. For instance, "he talks about London as if he had been there himself".

Past Perfect Continuous Tense

Past perfect continues which also called past perfect progressive is used to show that something started in the past and continued up until another time in the past (Ann Raimes: 1998). The past perfect continuous tense is formed by "had been"+ the present participle. For instance, "She was tired because she had been working since morning" it shows that at the time of speaking, her activity of working still continued.

Past perfect continuous also used to indicate duration before something in the past. "for ten minutes", "for a week" are durations which can be used with past perfect continuous. However, the duration of the time does not continue until now, but it stops before something else in the past. For instance, "We had been talking for over an hour before Lina arrived", "Elisabeth had been teaching at the university for more than twenty years before she retired".

Compound Word

Compound word is a word composed of more than one independent word which can be seen to be used in all kinds of contexts, such as newspaper, articles, course books, daily communication, and so on.

Wisniewski (2007) stated that compounding is a process of putting words together to build a new one that does not denote two things, but one and that is pronounces as one unit. Compound word consists of more than one word element, but its meaning is not always the sum of the meaning components. For instances, a *blackboard* is not must colored black but could be grey or brown. Furthermore, the meaning of a compound sometimes lose the connection with the meanings of its components, for example; *deadline*, a word that has nothing to do with death or a line.

Kinds of Compound Word

Compound word has three forms according to Aazar and Hagen (2009):
1.   Closed form or combined words. For instances: snow and man = snowman, black and board = blackboard, key and board = keyboard, note and book = notebook, etc.
2.   Hyphenated form, for instances: six-pack, daughter-in-law, etc.
      Word uses hyphens (-) in order to avoid confusion or false meaning, for instance: old-

furniture salesman, part-time teacher, etc. Hyphens are also used to describe the age of a person, such as my seven-year-old son. However, if the age is placed after the person, it will become: my son is seven years old.

3.   Open form or individual word for instances: post office, real estate, etc.
       the researcher only focused on closed form of compounds in this research since it is the simplest compound for the level of senior high school and mostly appears in simple text. It can help the students only focus on one pattern of compound word.

Narrative Text

    "Narrative text is a text which tries to tell an event or story as if as the reader or listener look and experience that event directly." (Keraf, 2007:135). Narrative is a description of skill of telling a story with a social function to entertain the readers with actual or imaginary experience (Nazwa, 2012:29). The definitions above can be concluded that narrative is description of events especially in a fables, novel, legend, or a process of skill in telling a story. It means, narrative tells us about the event which happened in the past in order to entertain the readers. A Narrative text consists of following generic structures according to Isdaryanto, (2011:12):

a.   Orientation: introducing the participants and informing the time and place.

b.   Complication: describing the rises crises which the participants have to do with.

c.   Resolution: showing the way of participant to solve all the crises.

d.   Re-Orientation: describing a closing words like the moral value in the story.

RESEARCH METHODOLOGY

Research Design

    This research is a correlation research. According to Gay (1981:142), "Correlation research attempts to determine whether, and to what degree a relationship exists between two or more variables". In this research the expected data already collected in order to determine the relationship between two variables or more.

Variable

    "A variable is defined as something that varies from one case to another case. The dependent variable is a variable which one observes and measures to determine the effect of the independent variable. Independent variable or the major variable is the variable which is selected manipulated and measured by the researcher" (Suharsimi,2002:98).

    Three variables were used in this research, they are the past tense mastery as first independent variable (X_1), Compound word mastery as second independent variables (X_2), and the ability in comprehending narrative text as dependent variable (Y).

X_1

X_2 ⟶ Y

$X_1 + X_2$

X_1 : Past tense mastery

X_2 : Compound word mastery

Y : Ability in comprehending
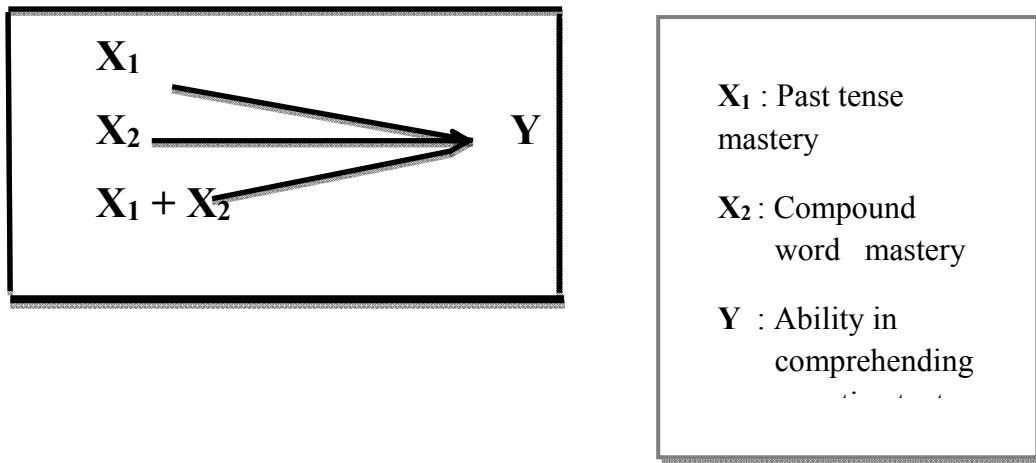
Population and Sample

"Population is the group to which a research would like to have a result of study to be generalized" (Gay, 1981:10). The population of this research was the tenth grade of SMAN 1 Remboken consisted of 153 students.

"Sample is a group of subject selected from population" (Mcmillan and Schumacher, 1984:32). The sample was taken from a class of the first year students of SMAN 1 Remboken consisted of 30 students, academic year 2018/2019.

Theory of Roscoe (1975) was used in drawing the sample "In the multivariate research (including multiple correlation analysis), the formula of the sample size is ten times the number of variables in the study; A sample can be taken randomly to adjust to the situation when the population is homogeny".

Data Collection and Analysis

To have the empirical data in this research, three kinds of test were administered, namely grammar test, vocabulary test and reading comprehension test. All the tests were given to the research sample in the form of written.

In data analysis, the researcher computed the data by following the formula of Pearson Product Moment Correlation Coefficient by Shavelson (1981).

In order to find out the correlation of past tense and compound word mastery toward the ability in comprehending narrative text. The data was counted by using Statistical Package for Social Science (SPSS). SPSS is a comprehensive computer system for analyzing data. It can take data from almost any type of file and use them to generate tabulated reports, charts, and plots of distributions and trends, descriptive statistics, and complex statistical analysis in one click.

RESULT AND DISCUSSION

As the hypothesis, H0 means there is no significant correlation between the variables; H1 means there is a significant correlation between the variables. If the probability(sig) > 0.05 means that H0 is accepted; if the probability(sig) < 0.05 means that H0 is rejected and H1 is accepted.

To find out whether there is a correlation between students' mastery of past tense (X_1) and their ability in comprehending narrative text, the researcher used pearson product moment formula in Statistical Package for Social Sciences (SPSS) to count the multiple correlation, also considering the table 1 bellow to measure the strength of correlation.

Table 1. Strength of Correlation (Sarwono:2006)

Strength of Correlation	
Size of R	**Interpretation**
0.76 to 1.00	Very high correlation
0.50 to 0.75	High correlation
0.26 to 0.49	Moderate correlation
0.00 to 0.25	Low correlation

Table 2. Correlation

		X_1	Y
Past Tense Mastery (X_1)	Pearson Correlation	1	**,886****
	Sig.		,000
	N (sample)	30	30
Reading Ability (Y)	Pearson Correlation	**,886****	1
	Sig.	,000	
	N (sample)	30	30

Table 2. SPSS calculation result of the correlation between variable X_1 and Y.

Based on the table 2, it can be seen that the correlation coefficient between students' past tense mastery(X_1) and their ability in comprehending narrative text(Y) is 0.886 which has very high correlation around $0.76 - 1$. The significance value is 0 which is < 0.05 means that the null hypothesis (H0) "there is no significant correlation between the variables" is rejected.

Table 3. Correlation

		X_2	Y
Compound Word Mastery (X_2)	Pearson Correlation	1	**,537****
	Sig.		,002
	N (sample)	30	30
Reading Ability (Y)	Pearson Correlation	**,537****	1
	Sig.	,002	
	N (sample)	30	30

Table 3. SPSS calculation result of the correlation between variable X_2 and Y.

Based on the table 3 above, it can be seen that the correlation coefficient between students' compound word mastery(X_2) and their ability in comprehending narrative text(Y) is 0.537 which has high correlation around $0.50 - 0.75$. The significance value is 0 which is < 0.05 means that the null hypothesis (H0) "there is no significant correlation between both variables" is rejected.

Table 4. SPSS calculation result of the correlation among variable X_1, X_2 to Y.
Model Summary

Model	R	Std. Error of the Estimate	Change Statistics	
				Sig. F Change
1	**,892ª**	4.994		**,000**

The table 4 above can be seen that all the data needed was calculated clearly by SPSS. In the model summary, the correlation of past tense mastery (X_1) and compound word mastery (X_2) simultaneously toward the ability in comprehending narrative text (Y) is 0,892 which shows a very high correlation. The standard error is 4,994. The smaller the value, the more accurate the correlation in predicting the dependent variable. The probability values (sig. F chance) obtained is 0. Since of the value of significance 0 < 0.05, it is decided that the hypothesis H0 is rejected and H1 is accepted, means that there is a positive correlation of predictors variables simultaneously toward the criterion variable.

DISCUSSION

Based on the Product Moment result, it is decided that there was a positive and significant correlation between past tense mastery and reading ability; between compound word and reading ability; past tense and compound word mastery toward the ability in comprehending narrative text at the tenth grade students of SMAN 1 Remboken, academic year 2018/2019. It was proven by the value Pearson R= ,892

This fact implied that past tense and compound word mastery give a useful contribution to the ability in comprehending narrative text. Based on the result, the researcher concluded that the alternative hypothesis (H1) is accepted. The better the students understand past tense and compound word, the better their ability in comprehending narrative text. In contrast, the worse the students understand past tense and compound word, the worse their ability in comprehending narrative text.

Conclusion

Based on the result and discussion, it can be concluded as follows:
1.   A seen on the result and discussion, the correlation coefficient between students' past tense mastery(X_1) and their ability in comprehending narrative text(Y) is 0.886 which has very high correlation. The significance value was lower than the level significance meaning that the null hypothesis (H0) "there is no significant correlation between

both variables" was rejected, and H1 was accepted. The conslusion is there was a significant correlation between past tense mastery and ability in comprehending narrative text.

2. The correlation coefficient between students' compound word mastery(X_2) and their ability in comprehending narrative text(Y) is 0.537 which has medium to high correlation. The significance value was lower than the level of significance which means that the null hypothesis (H0) "there is no significant correlation between both variables" was rejected, and H1 was accepted. The conclusion is there was a positive correlation between compound word mastery and the ability in comprehending narrative text.

3. The correlation of past tense mastery (X_1) and compound word mastery (X_2) simultaneously toward the ability in comprehending narrative text (Y) is 0,892. Tthe value of significance was lower than the level of significance. Means that the hypothesis H0 was rejected and H1 was accepted. The conclusion is there was a significance correlation of past tense and compound word mastery toward the ability in comprehending narrative text at SMA N1 Remboken, academic year 2018/2019.

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