

## **Effects of Vocabulary and Past Tense Mastery on EFL Students' Recount Writing Skill**

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### **Abstract**

*This study investigates the effects of vocabulary and past tense mastery on EFL students' recount text writing skills. The research involved 125 eighth-grade students, representing 22% of the total population of 602 learners from private junior high schools in North Jakarta. Using a quantitative method with multiple correlation analysis, two independent variables—vocabulary mastery and past tense mastery—were examined in relation to one dependent variable, writing skill. The results revealed a positive and significant combined influence of vocabulary and past tense mastery on recount text writing skills (Sig. = 0.000 < 0.05;  $F = 64.302 > 3.07$ ), with a multiple correlation coefficient of 0.716 and a contribution of 51.3%. Vocabulary mastery had the strongest individual effect ( $t = 9.016$ ; 45.12% contribution), while past tense mastery contributed 6.21%. These findings suggest that strengthening both linguistic competencies enhances students' ability to construct effective recount texts.*

**Keywords:** Vocabulary mastery; past tense mastery; recount text; writing skills; EFL students.

### **Abstrak**

Penelitian ini bertujuan untuk menganalisis pengaruh penguasaan kosakata dan past tense terhadap keterampilan menulis teks recount siswa EFL. Penelitian melibatkan 125 siswa kelas VIII, yang mewakili 22% dari total populasi sebanyak 602 siswa di beberapa SMP swasta di Jakarta Utara. Metode penelitian yang digunakan adalah kuantitatif dengan analisis korelasi ganda, yang melibatkan dua variabel bebas—penguasaan kosakata dan penguasaan past tense—serta satu variabel terikat yaitu keterampilan menulis. Hasil penelitian menunjukkan adanya pengaruh positif dan signifikan antara penguasaan kosakata dan past tense secara simultan terhadap keterampilan menulis teks recount (Sig. = 0,000 < 0,05;  $F = 64,302 > 3,07$ ), dengan koefisien korelasi sebesar 0,716 dan kontribusi sebesar 51,3%. Penguasaan kosakata memberikan pengaruh terbesar ( $t = 9,016$ ; kontribusi 45,12%), sedangkan penguasaan past tense berkontribusi sebesar 6,21%. Temuan ini menegaskan pentingnya peningkatan penguasaan bahasa dalam keterampilan menulis siswa.

**Kata kunci:** Penguasaan kosakata; past tense; keterampilan menulis; teks recount; siswa EFL.

## **INTRODUCTION**

English is an international language in almost every country and is considered a universal language (Emirates, 2022). According to the survey, 74 percent of the



world's 1.5 billion people speak English as a second language (Eberhard et al., 2022). In communication, English is used in everyday conversation, government discussions, and as a medium of instruction in education. To keep up with other countries, English is taught in various educational institutions, both formal and informal. For example, in India, it is taught from elementary school to university, as well as in courses.

For example, in Korea, English is taught from elementary school to university, and they need more English-speaking people to thrive in the global world. Similarly, in Malaysia, English is used in the media, commerce, politics, education, and tourism, helping to develop a predicted vision for Malaysia's future (Aini & Nohantia, 2020). Meanwhile, in Singapore, English is the first language even though Malay is the national language, because English is seen as the language that makes Singapore one of the world's cosmopolitan business and government leaders (Roinah, 2022).

Based on the curriculum in Indonesia, stipulated by the Minister as stated in Permendikbud No. 12 of 2024 concerning the curriculum for Early Childhood Education (PAUD), Elementary Education Level, and Secondary Education Level, which implements an independent curriculum with the main concept of freedom of thought (Yuridka & Nazaruddin, 2024). And preparing students to face modern challenges is structured with quality learning with character development, knowledge acquisition, and skill improvement (Melani et al., 2023). Essentially, the position of English for students is very important to balance and compete in globalization, to be on par with other countries in education (Aini & Nohantia, 2020). Although English is still considered a foreign language or EFL (English Foreign Language), (Handayani, 2016; Agustin, 2015; Mardika, 2008), the fundamental concept in teaching can begin with introducing and improving vocabulary as an important part of learning English (Azizah, 2020; Raveloaririnina & Tou, 2017; Sulistiana et al., 2019).

Meanwhile, the past tense refers to things that happened in the past, events, or memories of the past. In general, the past tense is a tense that expresses events or situations that occurred in the past. Lubis (2014) and the tense used to describe past actions or events (Guspari & Sabri 2021), but irregular verbs in the past tense use a specific time in the past, such as "yesterday" or "last year".

Furthermore, in the past tense, verbs are usually changed to the past tense by adding the suffix -ed, such as "borrow" becomes "borrowed". Students experience difficulty in determining the subject, predicate, and object in active and passive sentence tenses, and the ability to master vocabulary is needed in writing recount text sentences as a creative process for students (Sudrajat, 2017).

Meanwhile, related to writing a recount text in this study as a type of essay whose content reports events, incidents or activities carried out by someone, or in the form of someone's experience, has the purpose of informing or entertaining. Because, the structure of the recount text is Orientation, namely the introduction in the form of introducing the characters, time and place, Event, a series of events or incidents and finally Reorientation, a closing that is an expression that indicates the event or incident has been completed. Personal comments on the events described are optional (Sudrajat, 2017). The purpose of a recount text is to give the reader a

brief overview of what happened and when it happened, and to explain the time information that mentions the date of the event (yesterday, two days ago, last year) or the sequence over two months, a day, or an hour, (lionny & Kusumadewi, 2022).

## **METHOD**

This research was conducted at SMP Swasta di Jakarta Utara tahun pelajaran 2024/2025 academic year, consisting of SMP AL-Khairiyah Petang and SMP AR Raudah, North Jakarta. The research subjects, who will serve as sample members, were eighth-grade students. Then was conducted over a four-months period, from February 2025 to May 2025 in the 2024/2025 academic year, starting with the school survey and data collection, proposal preparation, and the completion of the research report.

The research method used was a quantitative survey with a relational approach. Descriptive research is a type of research that aims to determine the value of independent variables without comparing or relating them to other variables. It also examines the relationships between variables that can be measured numerically and analyzed statistically, in an empirical, objective, measurable, rational, and systematic manner (Sugiyono, 2013). According to Ridwan (2009, 65), the descriptive survey method is a research method that takes samples from a population and uses questionnaires as a data collection tool.

"A questionnaire is a series of written questions used to obtain information from respondents in the form of reports about themselves or things they know" (Arikunto, 2006, 151). The data from the questionnaire results were then analyzed descriptively.

The survey research method is an observational effort to obtain clear information regarding a particular problem. This research was conducted extensively and sought direct results that could be used for descriptive action, namely describing things that contain facts, classifications, and measurements. Based on the above understanding, the author concludes that the descriptive survey method is suitable for this study because it is in line with the research objective to obtain an overview of the influence of vocabulary mastery and the simple past tense on recount text writing skills in SMP Swasta di Jakarta Utara. The research method used is a quantitative approach.

## **RESULT AND DISCUSSION**

### **A. Data Description**

Description of analytical data from the results of calculations and tests carried out with the help of a computer through the SPSS 22 application program, from all complete data, namely 125 respondents in three research variables, in the form of vocabulary mastery skills (X1), past tense (X2), and recount text writing skills (Y). The following is the analysis and interpretation of the data, which includes



descriptive statistics, correlation values, and regression results to determine the degree of relationship, significance levels, and contribution of each independent variable toward students' overall writing proficiency in recount texts.

**Table 1** Vocabulary Mastery, Past Tense, and Writing Recount Text

|                | <i>Vocabulary Mastery</i> | <i>Past Tense</i> | <i>Writing Recount Text</i> |
|----------------|---------------------------|-------------------|-----------------------------|
| N Valid        | 125                       | 125               | 125                         |
| Missing        | 0                         | 0                 | 0                           |
| Mean           | 16.90                     | 18.52             | 17.90                       |
| Median         | 17.00                     | 19.00             | 18.00                       |
| Mode           | 19                        | 19                | 17                          |
| Std. Deviation | 4.356                     | 3.860             | 4.495                       |
| Variance       | 18.975                    | 14.897            | 20.207                      |
| Range          | 20                        | 24                | 22                          |
| Minimum        | 5                         | 5                 | 6                           |
| Maximum        | 25                        | 29                | 28                          |
| Sum            | 2113                      | 2315              | 2237                        |

#### 1. Data Analysis of Recount Text Writing Skills (Y)

The recount text writing skill data obtained from the instrument used to measure recount text writing skills yielded scores ranging from 6 to 30. Based on the data processing results, the number of respondents analyzed was 125 students. The table shows an average (mean) of 17.90, indicating that students generally have a positive perception of the recount text learning method, with a score quite close to the maximum score of 28. This means that students' perceptions tend to be in the high category, with a minimum score of 6 and a maximum score of 28. The standard deviation is 4.495, the median is 18.00, and the mode is 17, the most frequently occurring score, showing consistent performance across student achievement levels.

**Table 2** Writing Recount Text

|                |         |        |
|----------------|---------|--------|
| N              | Valid   | 125    |
|                | Missing | 0      |
| Mean           |         | 17.90  |
| Median         |         | 18.00  |
| Mode           |         | 17     |
| Std. Deviation |         | 4.495  |
| Variance       |         | 20.207 |
| Range          |         | 22     |
| Minimum        |         | 6      |
| Maximum        |         | 28     |
| Sum            |         | 2237   |

Based on the table above, the average recount text writing skill of 17.90 for students at private Islamic junior high schools in North Jakarta is included in the sufficient category with a maximum value of 28 (Bloom, Madras & Hating, Alam



Tia Mardian, 2014: 3, regarding the interpretation of the average value). This finding indicates that most students demonstrate moderate proficiency in expressing past experiences through written texts. It also reflects that, while students possess basic writing competence, further instructional support is needed to enhance their vocabulary range, grammatical accuracy, and narrative coherence to achieve higher levels of writing performance and align with curriculum expectations.

Table 3 Mean and interpretation

| Mean (NR)                    | Interpretation |
|------------------------------|----------------|
| $90 \leq \text{NR} \leq 100$ | Very Good      |
| $80 \leq \text{NR} \leq 90$  | Good           |
| $70 \leq \text{NR} \leq 80$  | Fair           |
| $60 \leq \text{NR} \leq 70$  | Poor           |
| $0 \leq \text{NR} \leq 60$   | Very Poor      |

Find out the description, the average and median values are close to the same value, that is 17.90 and 18.00. This shows that the score data for the ability to write recount texts in this study is representative, consistent, and normally distributed, indicating that students' performance levels are stable across the sample. Therefore, the collected data can be considered valid and reliable for further statistical analysis and interpretation of writing proficiency outcomes.

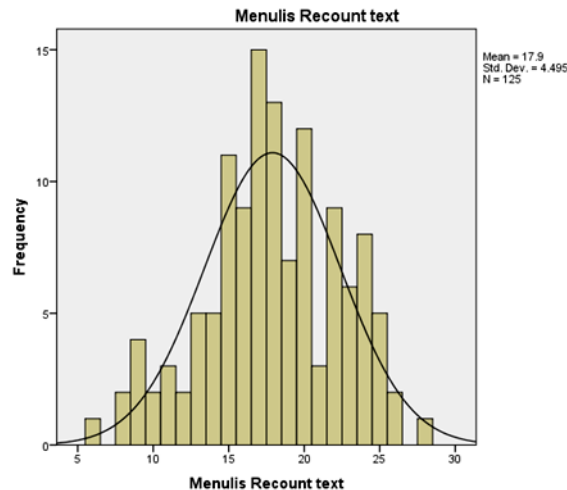


Figure 1 Writing Recount Test

Based on the distribution table and histogram, it can be concluded that the score data for the recount text writing skills of students at private Islamic junior high schools in North Jakarta are in the sufficient category and have a normal distribution.

## 2. Vocabulary Mastery Data Analysis (X1)

The vocabulary mastery data obtained from the number of valid items in the vocabulary mastery instrument was 30 items, and the 125 respondents in the table

had an average of 16.90, indicating that students generally have a positive perception of vocabulary learning methods, with a score quite close to the maximum score of 25, meaning students' perceptions tend to be in the high category, with a minimum score of 5 and a maximum score of 25. The standard deviation was 4.356, the median was 17.00, and the mode was 19, the most frequently occurring score.

The data above shows that the average vocabulary mastery is 16.90 for students at a private Islamic junior high school in North Jakarta, and is included in the Sufficient category. (Bloom, Mardaus & Hating, in Tia Mardian, 2014:3, regarding the interpretation of average values). Based on the distribution table and histogram, it can be concluded that the vocabulary mastery score data of students at SMP Islam Swasta di Jakarta Utara is in the sufficient category and has a normal distribution.

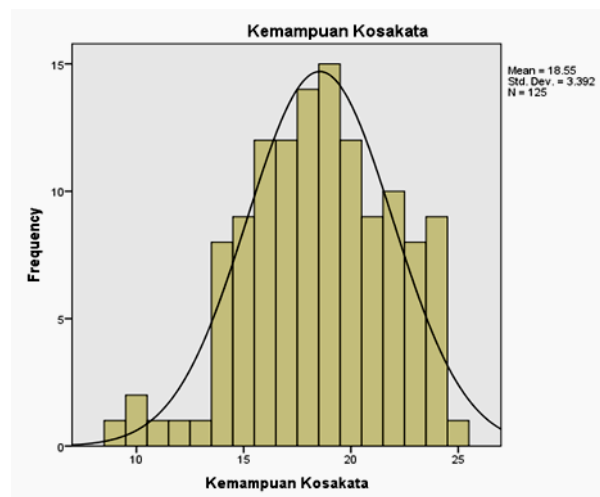


Figure 2 Vocabulary Mastery

### 3. Past Tense Data Analysis (X2)

Past tense ability data obtained from the number of valid items in the vocabulary mastery instrument was 30 items, and the 125 respondents in the table had an average of 16.78. This indicates that students generally have a positive perception of the past tense learning method, with a score approaching the maximum score of 25. This means that students' perceptions tend to be in the sufficient category, with a minimum score of 4 and a maximum score of 25. The standard deviation was 4.497, the median was 17.00, and the mode was 19, the most frequently occurring score.

Based on the table above, it shows that the average mastery of the past tense is 16.78 for students at a private Islamic junior high school in North Jakarta, which is included in the Sufficient category. (Bloom, Mardaus & Hating, in Tia Mardian, 2014:3, regarding the interpretation of average values).

Based on the table above, it can be seen that the average mastery of past tense of students at private Islamic junior high schools in North Jakarta is 16.78, which is included in the Sufficient category. (Bloom, Mardaus & Hating, in Tia Mardian, 2014:3, regarding the interpretation of average values).

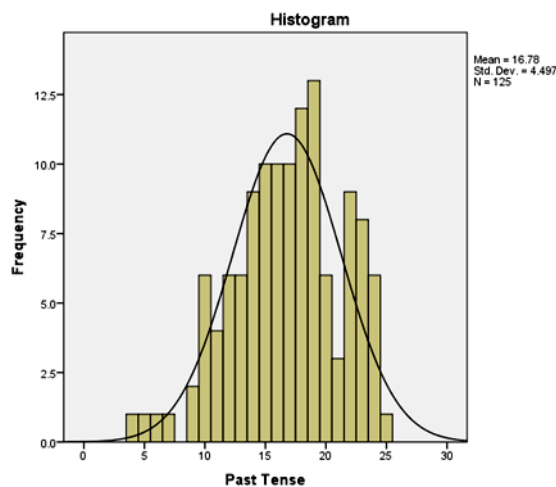


Figure 3 Past Tense

## B. Requirements Test Results Data

The data analysis requirements tests related the normality and linearity tests for the partial regression line between the independent and dependent variables, multicollinearity tests, and heteroscedasticity tests.

### 1. Normality Test Data

The normality test was conducted using the One-Sample Kolmogorov-Smirnov method. This test aims to determine whether the data is normally distributed. The normality test for each sample data is tested using the following hypotheses:

$H_0$  : The data in the sample is normally distributed

$H_1$  : The data in the sample is not normally distributed

The criteria for data normality are "if the asymp value (sig) > 0.05 then  $H_0$  is accepted," which means the data in the sample is normally distributed. If the asymp value (sig) < 0.05 then  $H_0$  is not normally distributed. The test results use the Kolmogorov-Smirnov method.

Table 4 Normality Test Data

| Results of the Normality Test forKemampuan |                   | Past Tense          | Menulis             |
|--------------------------------------------|-------------------|---------------------|---------------------|
| Recount Text Writing Skills (Y)            | Kosakata          |                     | Recount text        |
| N                                          | 125               | 125                 | 125                 |
| Normal Parameters <sup>a,b</sup>           | Mean              | 16.90               | 17.90               |
|                                            | Std. Deviation    | 4.356               | 4.495               |
| Most ExtremeDifferences                    | Absolute          | .071                | .069                |
|                                            | Positive          | .044                | .067                |
|                                            | Negative          | -.071               | -.069               |
| Test Statistic                             | .071              | .065                | .069                |
| Asymp. Sig. (2-tailed)                     | .193 <sup>c</sup> | .200 <sup>c,d</sup> | .200 <sup>c,d</sup> |

Table 4 the value of One Sample Kolmogorov-Smirnov Table, column Sig  $> 0.05$ , with variables of 0.192 for vocabulary mastery (X1), 0.200 for past tense (X2), and 0.200 for recount text writing skills (Y). It is concluded that  $H_0$  is accepted because all significance values are greater than 0.05, so the normality assumption is met, and the data can be used for parametric statistical analysis. Otherwise, To strengthen the test results, it is shown Histogram of Normality of Standard Error, Normal P-P Plot of Standard Error.

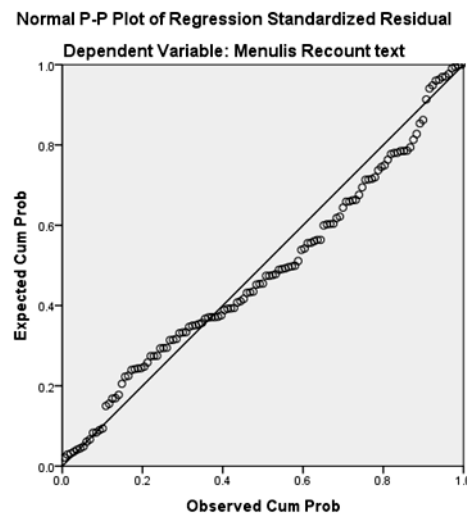


Figure 4 Histogram of Normality of Standard Error of Recount Text Writing Skills

## 2. Multicollinearity Test

The multicollinearity test aims to determine whether a regression model exhibits perfect correlation between independent variables. A good regression model should not exhibit perfect correlation between independent variables. One way to detect multicollinearity is by examining the Tolerance or Variance Inflation Factor (VIF). If the tolerance value is  $> 0.1$  or the VIF value is  $< 10$ , multicollinearity is not present.

Referring to the table 5 that the past tense variable data (X2) used has a tolerance value of  $0.792 > 0.01$  and a VIF value of  $1.262 < 10$ , while the vocabulary variable (X1) used has a tolerance value of  $0.792 > 0.01$  and a VIF value of  $1.262 < 10$ . Thus it can be concluded that there is no multicollinearity problem in the independent variables and is suitable for use in further analysis.

Tabel 5 Multikolinieritas Test

**Coefficients<sup>a</sup>**

| Model              | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | Correlations |         |      | Collinearity Statistics |       |
|--------------------|-----------------------------|------------|---------------------------|-------|------|--------------|---------|------|-------------------------|-------|
|                    | B                           | Std. Error | Beta                      |       |      | Zero-order   | Partial | Part | Tolerance               | VIF   |
| 1 (Constant)       | 3.653                       | 1.493      |                           | 2.447 | .016 |              |         |      |                         |       |
| Past Tense         | .166                        | .083       | .143                      | 2.013 | .046 | .434         | .179    | .127 | .792                    | 1.262 |
| Kemampuan Kosakata | .660                        | .073       | .640                      | 9.016 | .000 | .705         | .632    | .570 | .792                    | 1.262 |

a. Dependent Variable: Menulis Recount text

### 3. Heteroscedasticity Test.

Heteroscedasticity is a condition where the errors or residuals in a regression model do not have a constant variance. The presence of heteroscedasticity can cause estimation results to be inefficient and unreliable. One common method to detect heteroscedasticity is to observe the pattern in a scatterplot graph between the standardized residual values (ZRESID) and the standardized predicted values (ZPRED).

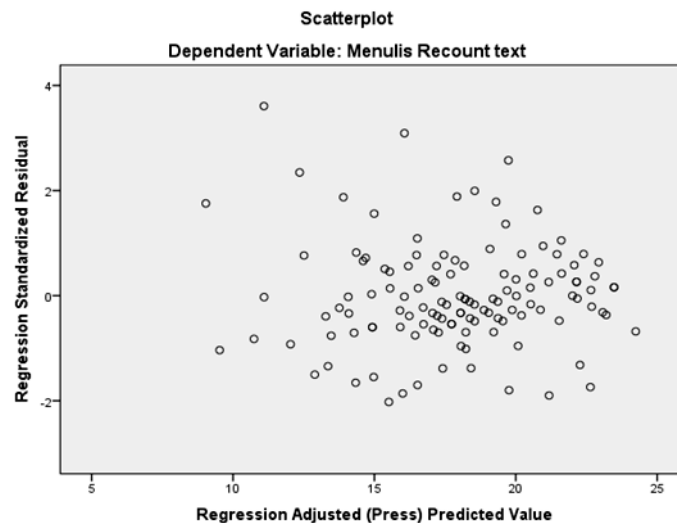


Figure 6 Heteroscedasticity Test Results

Based on the graph above, it shows that the points are spread randomly and do not form any clear patterns, and are spread above or below zero on the Y axis. This shows that there is no heteroscedasticity in the regression model used. Therefore, it can be concluded that the regression model meets the homoscedasticity assumption and is suitable for use in further regression analysis.

### 4. Error Normality Test

To ensure that the residuals (errors) in the regression model are normally distributed, a Kolmogorov-Smirnov test is performed on the unstandardized residuals. Residuals are the difference between the observed values and the predicted value from a regression model. Unstandardized residuals are commonly used in regression models because they provide a clear picture of how far the

model's predictions deviate from the actual data. In this test, the Kolmogorov-Smirnov with Liliefors correction is used because the data being tested comes from estimates, not from the original population.

The test rule for the Kolmogorov-Smirnov test with Liliefors correction states that if the significance value (Asymp. Sig.) is greater than 0.05, then  $H_0$  is accepted, indicating a normal distribution of the residual data. Conversely, if the significance value is less than 0.05, then  $H_0$  is rejected and the data is concluded to be non-normally distributed.

Based on the test results presented in Table 6, a significance value (Asymp. Sig. 2-tailed) of 0.28 was obtained. This value is greater than the significance limit of 0.05, so  $H_0$  is accepted. Thus, it can be concluded that the residuals are normally distributed. This means that the regression model has met the basic assumptions of inferential statistics regarding residual normality, and the analytical results obtained from this model are reliable and can be used to draw valid conclusions.

Table 6 Results of the Error Normality Test  
One-Sample Kolmogorov-Smirnov Test

|                                  |                | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N                                |                | 125                     |
| Normal Parameters <sup>a,b</sup> | Mean           | .0000000                |
|                                  | Std. Deviation | 3.13643127              |
| Most Extreme Differences         | Absolute       | .085                    |
|                                  | Positive       | .085                    |
|                                  | Negative       | -.070                   |
| Test Statistic                   |                | .085                    |
| Asymp. Sig. (2-tailed)           |                | .028 <sup>c</sup>       |

## 5. Regression Linearity Test

The linearity test in this study was conducted to determine whether the relationship between the independent variables, namely perception of vocabulary mastery (X1) and recount text writing skills (Y), and past tense mastery (X2) and recount text writing skills (Y), formed a linear regression line. The linearity test in this study used the following hypotheses:

$H_0$ : The regression line for the relationship between variables X and Y is linear

$H_1$ : The regression line for the relationship between variables X and Y is nonlinear

The calculations were performed using a computer using SPSS 22. According to the program's provisions, the criterion for data normality is "if the Sig. Deviation from Linearity row is greater than ( $> 0.05$ ), then  $H_0$  is accepted," meaning that the regression line is linear.

### a. Linearity Regression Test of Recount Text Writing Ability on Vocabulary Mastery.



The following table shows the results of the linearity regression analysis, based on data from SPSS version 22.

Table 7 Linearity Regression Test of Recount Writing Ability on Vocabulary Mastery

| ANOVA Table                               |                |                          | Sum of Squares | df  | Mean Square | F       | Sig. |
|-------------------------------------------|----------------|--------------------------|----------------|-----|-------------|---------|------|
| Menulis Recount text * Kemampuan Kosakata | Between Groups | (Combined)               | 1465.595       | 19  | 77.137      | 7.787   | .000 |
|                                           |                | Linearity                | 1245.340       | 1   | 1245.340    | 125.725 | .000 |
|                                           |                | Deviation from Linearity | 220.256        | 18  | 12.236      | 1.235   | .248 |
|                                           | Within Groups  |                          | 1040.053       | 105 | 9.905       |         |      |
|                                           | Total          |                          | 2505.648       | 124 |             |         |      |

From Table 7, the linearity test in the ANOVA table above shows that the influence of vocabulary (X1) on recount text writing skills (Y) in the deviation from Linearity row has a sig value of 0.248 > 0.05 so that Ho is accepted or it can be concluded that the regression equation for Recount Text writing skills on vocabulary mastery is linear.

b. Regression Linearity Test of Recount Text Writing Skills on Past Tense Mastery.

The following table shows the results of the regression linearity test analysis, based on data from SPSS version 22.0.

Table 8 Linearity Test of Regression of Recount Text Writing Ability Using Past Tense

| ANOVA Table                       |                |                          | Sum of Squares | df  | Mean Square | F      | Sig. |
|-----------------------------------|----------------|--------------------------|----------------|-----|-------------|--------|------|
| Menulis Recount text * Past Tense | Between Groups | (Combined)               | 818.453        | 16  | 51.153      | 3.274  | .000 |
|                                   |                | Linearity                | 473.027        | 1   | 473.027     | 30.279 | .000 |
|                                   |                | Deviation from Linearity | 345.425        | 15  | 23.028      | 1.474  | .128 |
|                                   | Within Groups  |                          | 1687.195       | 108 | 15.622      |        |      |
|                                   | Total          |                          | 2505.648       | 124 |             |        |      |

Referring to the Table 8, the linearity test in the ANOVA table above shows that the influence of past tense (X2) on recount text writing skills (Y) in the deviation

from Linearity row has a sig value of  $0.128 > 0.05$  so that  $H_0$  is accepted or it can be concluded that the regression equation for Recount Text writing skills on vocabulary mastery is linear.

Based on the results of the normality test, multicollinearity test, heteroscedasticity test, error normality test, and regression linearization test above, this data can be analyzed and tested further using linear regression analysis.

### C. Testing Research Hypotheses

Hypothesis testing was conducted as outlined at the end of Chapter III. The results of the calculations and testing can be seen in Tables 9, 10, and 11 below:

Table 9 Multiple Regression Test Result

Model Summary<sup>a</sup>

| Model | R                 | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics |          |     |     |               |
|-------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
|       |                   |          |                   |                            | R Square Change   | F Change | df1 | df2 | Sig. F Change |
| 1     | .716 <sup>a</sup> | .513     | .505              | 3.162                      | .513              | 64.302   | 2   | 122 | .000          |

a. Predictors: (Constant), Vocabulary Ability, Past Tense

b. Dependent Variable: Writing Recount Text

Table 10 Results of the Simultaneous Significance Test (F Test)

ANOVA<sup>a</sup>

| Model |            | Sum of Squares | df  | Mean Square | F      | Sig.              |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1     | Regression | 1285.835       | 2   | 642.918     | 64.302 | .000 <sup>b</sup> |
|       | Residual   | 1219.813       | 122 | 9.998       |        |                   |
|       | Total      | 2505.648       | 124 |             |        |                   |

a. Dependent Variable: Writing a Recount Text

b. Predictors: (Constant), Vocabulary Ability, Past Tense

Table 11 Multiple Regression Equation Results

Coefficients<sup>a</sup>

| Model              | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. | Correlations |         |      | Collinearity Statistics |       |
|--------------------|-----------------------------|------------|---------------------------|-------|------|--------------|---------|------|-------------------------|-------|
|                    | B                           | Std. Error | Beta                      |       |      | Zero-order   | Partial | Part | Tolerance               | VIF   |
|                    |                             |            |                           |       |      |              |         |      |                         |       |
| 1 (Constant)       | 3.653                       | 1.493      |                           | 2.447 | .016 |              |         |      |                         |       |
| Past Tense         | .166                        | .083       | .143                      | 2.013 | .046 | .434         | .179    | .127 | .792                    | 1.262 |
| Kemampuan Kosakata | .660                        | .073       | .640                      | 9.016 | .000 | .705         | .632    | .570 | .792                    | 1.262 |

a. Dependent Variable: Witting Recount text

1. The effect of vocabulary mastery and past tense on recount text writing skills. A multiple regression test was conducted to determine the extent of the influence of the perception variables on vocabulary learning methods and mastery of the Simple Past Tense simultaneously on recount text writing skills. Furthermore, this test also revealed the contribution of these two independent variables in explaining variation in the dependent variable. The results of the multiple regression test and the calculation of the coefficient of determination can be seen in Table.

The results of the multiple regression analysis presented in Table 4.12 show a multiple correlation coefficient (R) of 0.716. This value indicates a very strong relationship between vocabulary mastery and past tense variables and recount text writing skills. Based on the correlation classification according to Mutakin et al. (2019), this value is categorized as strong because it ranges from 0.600 to 0.799. Furthermore, the coefficient of determination (R Square) of 0.513 indicates that 51.3% of the variation in recount text writing skills can be explained by the two independent variables together, while the remaining 48.7% is influenced by other factors outside this research model.

The Adjusted R Square value of 0.505 indicates that after adjusting for the number of predictors and samples, the contribution of the two independent variables to the dependent variable remains consistent, although slightly lower than the R Square. Meanwhile, the Standard Error of the Estimate value of 3.162 indicates the magnitude of the deviation or standard error in predicting the dependent variable based on the model used.

2. The Influence of vocabulary mastery on recount text writing skills  
The purpose of this multiple regression equation is, first, to determine the extent of influence each independent variable has on the dependent variable. Second, to quantitatively demonstrate how the relationship between the variables fluctuates. The results of the study are shown in Table 4.10.

Based on the SPSS output results in Table 4.11, the multiple linear regression equation is obtained as follows:  $Y = 3.653 + 0.660X_1 + 0.166X_2$ . This equation indicates that every 1-point increase in perceived vocabulary ability ( $X_1$ )

will improve recount text writing skills (Y) by 0.660 points. Similarly, every 1-point increase in mastery of the Past Tense ( $X_2$ ) will improve recount text writing skills (Y) by 0.166 points.

Positive regression coefficient values for both independent variables indicate that both have a positive linear relationship with recount text writing skills. This means that the higher students' perceptions of vocabulary ability and their mastery of the Past Tense, the higher their recount text writing skills.

### 3. The influence of mastery of past tense on recount text skills

The simultaneous significance test or F test is used to determine whether the independent variables, namely vocabulary mastery and past tense, together have a significant influence on the dependent variable, namely the skill of writing recount text. The complete results of the F test are presented in Table 6 below.

Based on the results of the F test, by paying attention to the calculation results in Table 4.10, the ANOVA obtained a Sig value of  $0.000 < 0.005$  with a calculated F value of 64.302, then according to the provisions, the criteria for the significance of the regression are "if Sig  $< 0.05$  is  $H_0$  rejected", which can be concluded that the regression coefficient has a significant influence on the independent variables  $X_1$  and  $X_2$  simultaneously on the dependent variable Y. In other words, statistically it can be stated that vocabulary mastery ( $X_1$ ) and past tense ( $X_2$ ) have a significant influence on the ability to write recount text (Y). Therefore, this model is suitable for use to explain the relationship between the two independent variables on the dependent variable together.

## CONCLUSIONS

### A. Conclusion

Based on the results and discussion in Chapter IV, the following conclusions can be drawn:

1. There is a significant effect of vocabulary mastery and past tense mastery simultaneously on the recount text writing ability of students at private Islamic junior high schools in North Jakarta. This is evidenced by the obtained Sig. =  $0.000 < 0.05$  and F-count = 64.302.
2. There is a significant effect of vocabulary mastery on the recount text writing ability of students at private Islamic junior high schools in North Jakarta. This is evidenced by the obtained Sig. value of  $0.000 < 0.05$  and the calculated t-value of 9.016.
3. There is a significant effect of simple past tense mastery on the recount text writing ability of students at private Islamic junior high schools in North Jakarta. This is evidenced by the obtained Sig. value of  $0.046 < 0.05$  and the calculated t-value of 2.013.

### B. Suggestions



1. For teachers, in the teaching process, applying vocabulary memorization and providing an understanding of past tense sentences will enhance and help students improve their recount text writing skills.

2. For students, it is recommended to continue improving their vocabulary memorization through textbooks and mastering the past tense through various media such as practice questions and reading past tense texts to improve their recount text writing skills.

For future researchers, it is recommended to examine other factors that influence writing skills through efforts to improve self-efficacy or strategies in learning vocabulary to gain understanding and skills in writing recount texts or other sentences.

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