

The Correlation between Students' Mastery of Adverbs and Their Writing Ability of Recount Text

Muhammad Rizky Rochmawan¹

¹ Universitas Ivvet, Semarang, Indonesia

Abstract

The purpose of this study was to investigate the connection between students' proficiency with adverbs and their ability to successfully write recount narratives. The effectiveness of the pupils' use of adverbs in their writing was also tested. This study's methodology combined a correlational approach with pre-experimental techniques. The findings demonstrated that students had an excellent grasp of adverbs, as seen by the mean value of their scores as well as their writing scores on the pre- and post-tests. The post-test revealed a constant increase in their score. The substantial association between the two variables was caused by the fact that the r-value was higher than the r product moment's critical value. Students' success in producing recount texts and their command of adverbs were significantly positively correlated. As a result, the better the students' writing recount text, the higher their adverb mastery score will be. The determination coefficient (r^2) that was obtained indicated that 41.5% of the variation in writing performance may be attributed to the students' adverb competence. This demonstrated that the mastery of adverbs by students can account for both increases and decreases in writing scores by up to 41.5% through a linear relationship using the regression equation $= 49.148 + 0.417X$. In other words, the students' proficiency with adverbs had a significant influence on their success in writing recounts, with a proportion of 41.5%, leaving the remaining 58.5% to other considerations.

Keywords: Correlational study, Students' Adverb Mastery, Writing Recount Text

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Correspondence:

Muhammad Rizky
Rochmawan,
rizkyrochmawan@gmail.com

INTRODUCTION

Four skills—listening, reading, speaking, and writing—make up the study of English. Additionally, there are three crucial components that must be mastered in addition to those skills in order to complement the skills: vocabulary, grammar, and pronunciation. One of the key elements that has a big impact on learning English is grammar. People who speak the same language can communicate because they instinctively understand its grammatical system, or the rules for creating meaning, according to Chin (2000). Due to their thorough grasp of grammar, pupils who learn English will find it simple to communicate in both spoken and written form. English grammar covers a wide range of issues, including tenses, modals, nouns, adjectives, and adverbs (Ed Swick, 2018: v). Adverbs are one of the key components of English grammar since they are fundamental to the language and are frequently employed in spoken and written daily communication.

The most challenging language skill that all students who learn English, or even all languages, must learn is writing a text. Writing is a skill, just like driving, typing, or even cooking a decent meal, according to Husna and Multazim (2019). Like any skill, it may be acquired. According to this assertion, anyone can write, but they must first learn the proper writing techniques before they can begin. Most students believe that writing properly in English is difficult because it requires more advanced skills. Sometimes when pupils wish to write, they consider what should come first and the appropriate tenses to employ. These events show that in order to write clearly and accurately, students who master English writing skills must apply their understanding of grammar (Seragih & Pardede, 2014).

A spoken language is not a written language, and vice versa for a spoken language that is not a written language. According to Gerot and Wignell (1994: 158), the written language does not refer to language that is recorded on paper. Despite the fact that most written language is lexically dense, it maintains awareness of another feature to give the text meaning (quoted from Nita, 2009). The reason a text is used determines how different it is from another text. To accomplish their goals, texts can be arranged in a variety of ways (Derewianka, 1990: 17). The text will have served its purpose if each argument is coherent and uses proper grammar. By describing the events that occurred, the text's goal will be realized. Recount text that includes a paragraph that details an event's progression. Additionally, more adverbs are required to give the sentence meaning and help the text achieve its goal. These sentences were eventually organized into a comprehensible text.

According to the current curriculum for the first senior high school syllabus, writing is the accurate and fluent expression of meaning and rhetorical steps through the use of written language in contexts related to daily life, such as simple narrative, recount texts related to biographies, report texts related to technology, and hortatory exposition, discussion, and reviews. Students in senior high school can see that recall is divided into personal retellings such vacation, experience, unforgettable previous occurrences, and writers you admire. The orientation section of the recount text's structure provides details regarding who, what, when, and where the events take place. Adverbs should be used by the students to provide extra details about the where, when, and how of events. Adverbs are suggested to denote significant changes in a text's narrative or argument structure (Sitompul et al., 2021). The following structure is events, which comes after informing the participant(s). The student describes the orderly sequence of events in this section (Mustafa, 2021). Reorientation, which comes last, provides a comment on the incident. As a result, the students struggle with text or paragraph organization and frequently use adverbs in their sentences. Based on my conversations with the teacher and a few SMA Muhammadiyah 1 Semarang students, I discovered certain issues the kids had with learning English, particularly in writing. The teacher claims that when producing a piece, the students frequently fail to use their knowledge of grammar. They disregard the necessity of employing adjectives or adverbs to help their writing flow. Some of the students claim that they find writing challenging and that when they are producing a text, they often treat it like a closed-ended question.

This research was conducted to examine to what extent does the students' adverb mastery facilitate their ability in writing recount text. In addition, this research also tried to discover whether there is any significant correlation between the adverb mastery and students' ability in writing recount text. Therefore, this study was expected to give insights to the teachers in teaching correct grammar, especially adverb components to help students improve their writing ability in recount text. Also, this research was hoped to contribute in encouraging the students to learn grammar to strengthen their writing ability.

According to the Merdeka curriculum, the teacher just to teach English material once a week with duration of time 2 x 45 minutes for one meeting. In addition, the students of SMA Muhammadiyah 1 Semarang do not have any handout to support the learning process. Hence, it causes the learning process to be obstructed although the students have learned the materials from school with the teacher. Based on those phenomena, it is assumed that there is a positive correlation between the mastery of adverb and students' writing ability in recount text.

METHOD

In conducting the study, correlation design was considered appropriate since this research concerns on the investigation to find out the correlation between students' mastery of adverbs and their writing ability in recount text. Firstly, the experimental group data was determined by using score of pre-tests. Then, the score of pre-tests were administered on the first week to measure the students' writing achievement as well as writing test. The instrument used in this step was the exercise from grammar textbook entitled "Understanding and Using English Grammar" about the use of adverbs in a text which was in a form of fill in blank and adverbs formation. The next step was to apply the treatments by the method to the experimental group which were conducted twice in two weeks. The students were taught by drilling them in formulating adverbs and identifying them within the recount text. Then, a post-test was administered to measure the result of the mastery of adverb and writing recount text. There were 27 students as the subject of the study taken from X B class. The instrument of the post-test was in the form of writing recount text based on various situations. The relationship between variables in this study can be seen in Table 1.

Table 1. *Relationship of variables*

Groups	Pre - Test	Treatment	Post - Test
Pre-experimental Group	Q ₁	X	Q ₂

Description:

Q₁ : Pre-test (test of adverb)

X : Treatment

Q₂ : Post-test (writing test)

FINDINGS

To obtain the data in the classroom, this research ran the entire month of November 2022. The class was given a pretest at the first meeting, asking the students to respond to an objective test regarding adverbs of time, manner, and place with a total of 30 items. In addition, the students were required to create a brief recount paragraph based on the provided instructions. The teacher was given the opportunity to instruct the kids the next day using the same traditional manner that he does on a regular basis. The subject matter dealt with adverbs and how to use them in sentences. The post-test, which differed from the initial exam in that it

was an objective test of adverbs, was given to the students on the last day of class. Additionally, students took a writing exam that included a recount text, which differed from the prior one.

Result of Objective Test

The two tests were given to the students to determine how well they could complete an adverb test and create recount texts in their writing. The results of the test, both pre-test and post-test, are shown in the table below. Due to the fact that each segment included two examinations, there were two different types of scores. The data revealed that the pre-test mean value may be regarded as follows based on the information:

$$\text{Mean} = \frac{\sum fx}{N} = \frac{1754}{27} = 64.9$$

The pupils' mean score was nevertheless respectable when compared to the pre-test mean value. It may be said that the kids' achievement on the curriculum has not yet reached its goal. Meanwhile, the following formula might be used to obtain the post-test's mean value:

$$\text{Mean} = \frac{\sum fx}{N} = \frac{2102}{27} = 77.8$$

From the value of the mean in the post-test, the mean score of the students was good already. It could be categorized that it already reached the target of the students' achievement on the curriculum.

Result of Essay Test

In addition to the objective tests, an essay test was administered to gauge how well the students could apply what they had learned about the use of adverbs in recount texts. The mean value in the pre-test may be seen as follows based on the students' scores:

$$\text{Mean} = \frac{\sum fx}{N} = \frac{1792}{27} = 66.4$$

It was evident from the pre-test mean value that the students' mean score was still respectable. It may be said that the kids' achievement on the curriculum has not yet reached its goal. Additionally, there was the post-test result from the pupils. It was seen here:

$$\text{Mean} = \frac{\sum fx}{N} = \frac{2204}{27} = 81.6$$

It was evident from the pre-test mean value that the students' mean score was still respectable. It may be said that the kids' achievement on the curriculum has not yet reached its goal.

Correlation Analysis

After obtaining the students' writing proficiency and adverb mastery scores, the data were statistically calculated to determine the association between the two variables. As mentioned in the last chapter, the Pearson Product Moment formula was used to get the r-value. The results of the computation of the correlation coefficient are displayed in the following table.

Correlations

		Mastery of Adverb	Writing Recount Text
Mastery of Adverb	Pearson Correlation	1	,627**
	Sig. (2-tailed)		,000
	N	27	27
Writing Recount Text	Pearson Correlation	,627**	1
	Sig. (2-tailed)	,000	
	N	27	27

** . Correlation is significant at the 0.01 level (2-tailed).

The information in the table revealed that the pre-test section's achieved correlation coefficient is 0.627. The crucial r product moment value for $df = 27 - 2 = 25$ and $\alpha = 5\%$ is 0.381. The correlation coefficient is important because r-value is greater than the critical value of the r product moment. It meant that there was a strong association between students' pre-test writing recall text skills and their adverb mastery.

Another correlation analysis was conducted in the meantime to evaluate the students' proficiency with adverbs and their recount text writing skills. The analysis conducted using SPSS was displayed in the following table.

Correlations

		Mastery of Adverb	Writing Recount Text
Mastery of Adverb	Pearson Correlation	1	,644**
	Sig. (2-tailed)		,000
	N	27	27
Writing Recount Text	Pearson Correlation	,644**	1
	Sig. (2-tailed)	,000	
	N	27	27

** . Correlation is significant at the 0.01 level (2-tailed).

The information in the table revealed that the post-test section's achieved correlation coefficient is 0.644. The crucial r product moment value for $df = 27 - 2 = 25$ and $\alpha = 5\%$ is 0.381. The correlation coefficient was significant because r -value is higher than the crucial value of r product moment. It meant that there was a strong relationship between students' post-test writing recall text competence and their adverb mastery. Additionally discovered in the post-test, this favorable link was applied particularly to the X graders at SMA 1 Muhammadiyah Semarang for the academic year 2022/2023.

Determination Coefficient

The correlation coefficient alone is insufficient for determining the degree of the link between the two variables. Therefore, the determination index r^2 (shown as R^2 in the table below) has to be calculated. It was given the name determination index because, in the case of a linear regression of Y on X , the connection between the dependent variable Y and the independent variable X may be used to explain variance within the dependent variable Y . In this instance, the determination index revealed the portion of variance in writing recount performance that can be related to the interaction between the two factors. The following table displayed the pre-test determination coefficient.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.627 ^a	.394	.369	5,056

a. Predictors: (Constant), Mastery of Adverb

While this following table showed the determination coefficient of post-test done by the students after the pre-test.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.644 ^a	.415	.391	4,751

a. Predictors: (Constant), Mastery of Adverb

The determination coefficient R^2 was 0.394 for the pre-test and 0.415 for the post-test based on the two calculations above. It meant that only 39.4% of the variation in writing scores on the pre-test could be attributed to the mastery of adverbs, with the remaining 60.6% likely resulting from other factors like the students' motivation, interest in writing, health, frequency of practice, writing habit, and so on. However, the post-test results also revealed that other variables accounted for 58.5% of the difference.

Regression Equation

The relationship between two variables can be expressed or estimated in the form of mathematical equations. Regarding the variables being investigated, the model of equation used in this study took the form of:

$$\hat{Y} = a + bX$$

In order to test whether the linear model of $\hat{Y} = a + bX$ is suitable or not, the following table of ANOVA presents the result of the variance analysis.

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	399,911	1	399,911	17,714	,000 ^b
Residual	564,386	25	22,575		
Total	964,296	26			

a. Dependent Variable: Writing Recount Text

b. Predictors: (Constant), Mastery of Adverb

The linear model was considered suitable if the obtained F value is higher than F table. From the above data, it was found out that with $\alpha = 5\%$, df for numerator = 1 and df for denominator = $27 - 2 = 25$, F table = 7.77. Since $F > F_{table}$, the linear model of $\hat{Y} = a + bX$ was suitable.

Meanwhile, the post-test also showed the suitability of the analysis. Here was the table of analysis.

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	415,122	1	415,122	16,237	,000 ^b
Residual	639,174	25	25,567		
Total	1054,296	26			

a. Dependent Variable: Writing Recount Text

b. Predictors: (Constant), Mastery of Adverb

The linear model was considered suitable if the obtained F value is higher than F table. From the above data, it was found out that with $\alpha = 5\%$, df for numerator = 1 and df for denominator = $27-2 = 25$, F table = 7.77. Since $F > F_{table}$, the linear model of $\hat{Y} = a + bX$ was suitable.

The following table of coefficient showed us the value of the intercept (a) and the slope or the regression coefficient (b) of the regression equation in pre-test and post-test.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	39,002	6,861		5,684	,000
Mastery of Adverb	,421	,105	,627	4,029	,000

a. Dependent Variable: Writing Recount Text

From the column of Unstandardized Coefficient it was obtained that the value of a (constant) is 49.148 and b = 0.774. Plugging these figures into the equation, it could be calculated:

$$\hat{Y} = 39.002 + 0.421X$$

This equation shows that if a student got one score in adverb mastery (X), his or her writing score can be estimated through the regression equation as much as $\hat{Y} = 39.002 + 0.421X$. Meanwhile, the b value of 0.421 means there was 0.421 point rise in writing score for every one point rise in adverb mastery score.

The post-test also showed the coefficient of unstandardized, here was the following table:

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	49,148	7,771		6,324	,000
Mastery of Adverb	,417	,099	,644	4,209	,000

a. Dependent Variable: Writing Recount Text

From the column of Unstandardized Coefficient it was obtained that the value of a (constant) is 49.148 and b = 0.417. Plugging these figures into the equation, it could be calculated:

$$\hat{Y} = 49.148 + 0.417X$$

This equation demonstrates that if a student received a single score in adverb mastery (X), the regression equation may be used to estimate their writing score as much as $= 49.148 + 0.417X$. The b value of 0.417, meanwhile, indicates that for every increase in adverb mastery score of one point, the writing score increased by 0.417 points. Once more, it is important to state that this discovery was specifically applied to the study's subjects.

DISCUSSION

The correlation between the two variables was substantial once the correlation coefficient was determined. In other words, there was a strong correlation between students' success in creating recount texts and their command of adverbs. As a result, the better the students' adverb mastery, the better their writing recount text. This association, however, was not founded on cause and effect. There were some students who performed poorly on the mastery of adverbs but excelled in writing recount texts. This is in line

with Yulianawati (2018) that writing recount text poor quality was sometimes affected by not only the adverbs but also the use of tense, vocabulary, and specific participants.

The derived regression equation led to the conclusion that students' proficiency with adverbs influences their success in writing recall. In other words, students' proficiency with adverbs had an impact on how well they wrote recounts. As stated by Langan (2008) quality of writing personal experiences was affected by the habit of thinking on paper and discovering new ideas during its process. The outcome of the determination index, however, also shows that the students' proficiency with the past tense was not the only element influencing their success in writing recount text. As it was found by Mustafa (2021), the different rules of the first language and target language also affected the quality of students' writing. Other pertinent aspects that affected the students' success in writing recount included their motivation, enthusiasm in learning how to write, health or attitude on the exam day, practice frequency, writing habits, etc. But none of those variables were included in the regression model used in this investigation.

CONCLUSION

There were certain conclusions that might be drawn in order to respond to the research question posed at the beginning of this study based on the data interpretation presented in the previous chapter. The study's findings demonstrated that the students had strong adverb mastery scores, which were supported by the mean values of their scores and the writing scores they received on the pre- and post-tests. Additionally, there was a strong correlation between students' success in producing recount texts and their command of adverbs. As a result, the better the kids' writing recall text, the higher their adverb mastery score will be. The calculated determination coefficient (r^2) indicated that 41.5% of the variation in writing performance may be attributed to the students' adverb mastery. This demonstrated that the mastery of adverbs by students may explain for both increases and decreases in writing scores by up to 41.5% through a linear connection using the regression equation $= 49.148 + 0.417X$. In other words, the students' proficiency with adverbs had a significant effect on their success in writing recounts, with a proportion of 41.5%, leaving the remaining 58.5% to other considerations.

The teachers are advised to use novel approaches, strategies, and methods to make grammar and writing instruction complementary. The students should practice producing recount texts more often in relation to the past tense. However, there were also additional elements that had an impact on pupils' academic performance. Therefore, more research that takes such issues into account should be done.

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