

**THE CORRELATION BETWEEN SIMPLE PRESENT TENSE  
MASTERY AND STUDENTS WRITING ABILITY IN  
DESCRIPTIVE TEXT**

**A Thesis**

**Submitted as a Partial Fulfillment of The Requirement for S1  
Degree**

**By:**

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## ABSTRACT

### THE CORRELATION BETWEEN SIMPLE PRESENT TENSE MASTERY AND STUDENTS WRITING ABILITY IN DESCRIPTIVE TEXT

BY : NOVITARIA WULANDARI

The purpose of this study is to know whether there is a significant correlation between simple present tense mastery and writing ability in descriptive text at at the Eleventh Grade Students of MA Darul Ma'arif in the academic year of 2021/2022. The sample of this study is 30 students taken from Eleventh Grade of MA Darul Ma'arif. The method used in this study was a quantitative method and the technique used in this study was a correlational technique. In collecting the data, the documentation of students writing scores and the test of simple present tense mastery are used. The scores of writing ability in descriptive text were collected from the English teacher of MA Darul Ma'arif. Besides, in assessing students mastery of simple present tense mastery, this study conducted multiple choice test to the students.

The result of this study shows that there is a very low correlation between students' simple present tense mastery and writing ability in descriptive text. It is proved by the  $r_{xy}$  (0.165) is lower than  $r_{table}$  in the degree of significance 5% (0.374) and 1% (0.478). It is considered that the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. In conclusion, there is a negative correlation between students' simple present tense mastery and writing ability in descriptive text. Students who have minimum level of simple present tense mastery, it does not mean that the students also get poor achievement in writing ability in descriptive text.

**Key Words : Simple Present Tense Mastery, Writing Ability, Descriptive Text.**

## DECLARATION

I hereby stated that thesis entitled “The Correlation between Simple Present Tense Mastery and Students Writing Ability in Descriptive Text” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and those are properly acknowledged in the text.

Bandar Lampung, 2022

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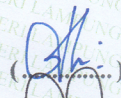
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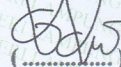
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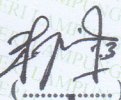
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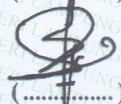
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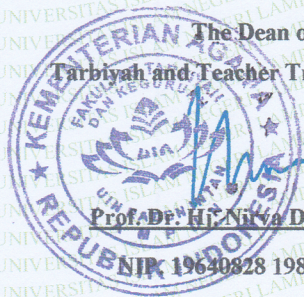
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## MOTTO

وَكُلُّ شَيْءٍ عِنْدَ رَبِّكَ بِحَسَابٍ  
وَكُلُّ شَيْءٍ عِنْدَ رَبِّكَ بِحَسَابٍ

“Every matter, small and great, is on recorded.” (Q.S Al-Qamar:53)



## DEDICATION

From the deep of my heart, I would like to dedicate this thesis to the followings:

1. Allah SWT, whose blessing and mercy have been crucial to completing my thesis.
2. The greatest inspiration and motivation of my life. My father Mr. Juhardi (Alm) the figure behind the scene who has always hard work for me until he passed away. The one and only my beloved mother Mrs. Zaina Gumanti, who has always patient to teach me everything, always pray and give me motivation and wish for my success. And the last, my brother Yoga Anggara who always give me support on this thesis. You are the biggest spirits in finishing this thesis.



## CURRICULUM VITAE

Novitaria Wulandari, or famously called by her friends Novita or Ulan. She was born on October 20, 1997 in Bedudu, Lampung Barat, she is the first daughter of Mr. Juhardi (Alm) and Mrs. Zaina Gumanti. she has one brother, name's Yoga Anggara.

The writer began her study at SDN 1 Way Ngison, in 2005 and graduated in 2010. Then, continued her education at SMPN 2 Sekincau, and graduated in 2013. After that, she continued her education at SMAN 1 Belalau. In 2016, she was registered as a student of the tarbiyah and teacher training faculty at UIN Raden Intan Lampung through UM-PTKIN.

The Writer





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First, all praise is due to Allah, the most merciful, the most beneficent for His blessing and mercy given to the writer during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled “The Correlation between Simple Present Tense Mastery and Students Writing Ability in Descriptive Text”.

This thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of student’s task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

Therefore, the writer would like to express the deepest sense of gratitude to:

1. Prof. Dr. Hj. Nirva Diana M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung with all staffs, who have given an opportunity and for bearance to the writer when on going the study until the end of this thesis competition.
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13. All of my friends boarding house at "Yunia Putri".
14. Thanks to Muhammad Sarip, who always support me until now.

Finally, nothing is perfect neither this thesis. Any corrections, comments and suggestions for the goodness of this thesis is always open-heartedly welcome. Furthermore, this thesis is expected that can be useful for the other writers particularly and the reader generally, especially for those who are involved in the English teaching profession.

Bandar Lampung, 2022  
The Writer

Novitaria Wulandari  
NPM. 1611040423

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# CHAPTER I

## INTRODUCTION

### A. The Confirmation of Title

As the first step in understanding the issues related to the title of this plan, it is important to clarify the issues related to the title in order to better understand the research title between the author and the readers. The title of this university graduation program is "The Correlation between Students' Simple Present Tense Mastery and writing ability in Descriptive Text of the Eleventh Grade Students of MA Darul Ma'arif Academic Year 2021/2022." There is an explanation of how to understand the definition of the definition in the name of this university research plan. Its description is as follows:

#### 1. Students' Simple Present Tense Mastery

Students' ability to learn English tenses and grammar. This is used to refer to everyday events or general facts. According to Raymond Murphy, the simple present tense is about things as a whole. We use it to say that something happens regularly or often, or that something in general is true.<sup>1</sup> The current simple knowledge of the students will be one of the variables in this research that will be analyzed in relation to the ability to write in descriptive text.

#### 2. Writing Ability

competence refers to students' ability to produce writing that expresses their thoughts, ideas, and feelings in a way that helps them apply their knowledge or understanding of what they have learned.

#### 3. Descriptive text

Text that describes information or content is called descriptive text.<sup>2</sup> That, according to Siahaan, could be anything. It can be physical things like people, animals,

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<sup>1</sup>Murphy, Raymond, English Grammar and Usage, New York: Cambridge University Press, 1999

<sup>2</sup>Pardiyono, Speaking-Based Teaching Model, (Yogyakarta: ANDI OFFSET2009), p.122.

designs, or cars.<sup>3</sup>Expository writing will be the second variable analyzed because it is related to the ability of the current students easily.

## **B. Background of the Problem**

English is one of the foreign languages taught in Indonesia from primary school to university. English is important as an international and scientific language, because it is used by many countries. People should communicate in English when meeting with foreigners or visiting another country. At the same time, many of the world's best books, films, music, books are published in English; therefore, we need English to understand them. English is more important as a foreign language in Indonesia, it is possible to see that English is the only foreign language tested in the national language survey.

In learning the English language, English learners should learn four skills such as listening, speaking, reading and writing. Teaching those four skills will help the determined people to have a great social network not only locally but also internationally. Having a significant relationship is one of the best ways we can do if we want to expand our business or start a new business. It needs language as a tool of international communication to be used. In English, skills are divided into receptive and productive skills. In order to have good production skills, we must discover our receptive skills. There are two types of skills like reading and listening. Reading plays an important role in the English development process through both skills.

Writing is one of the most important skills people need because writing is part of what people do every day. Writing, according to Hogue, involves more than just grammar.<sup>4</sup>Apart from grammar, the writer must consider the purpose of writing, the words to be discussed, and unity and coherence. According

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<sup>3</sup>SanggamSiahaan, English Paragraph, (Yogyakarta: CandiGerbangPermai 2008.), p.119.

<sup>4</sup>Alice Oshima and Ann Hogue, Essays in English Studies, (New York: Longman, 1999), P.3

to Byrne, writing with sentence structure must be coherent.<sup>5</sup> It can be concluded that writing is a skill that must be known because writing is a method or tool for communicating information or some information, there are different variables that must be present so that the reader can understand and understand something. the characters we create. .

Expository writing is one of the types of writing that can be used to teach writing. Expository writing is one form of work. In descriptive essays, students are expected to create a description of an event, event, person, or place. He tries to evoke the sights, sounds, smells, tastes and feelings of the subject by using the reader's five senses.<sup>6</sup>

If we try to understand this type of text more, we will learn that the linguistic part of descriptive text uses present simple tense., Abstract noun, passive voice and action verb. With those language features, the use of the present tense attracts the researcher. A simple gift is a verb strength and two main uses. We use the present simple tense when something is happening now or always. It is used to describe an action or course of action, express an opinion, or make a general statement of fact. The present simple can also be used to refer to the future.<sup>7</sup> Then, Like Azar in general, the simple present expresses events or situations that are always, often, usually, present, existing in the past, but will probably be in the future.<sup>8</sup> Finally, as mentioned, the definition and function of the present simple tense shows that there may be a connection between the students' present simple learning skills and writing ability.

According to Hewings, we use the simple present to describe things that are always true or are in the present and,

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<sup>5</sup>Doon Bryne. Writing Teaching Skills, (New York: Longman, 1988), p.2.

<sup>6</sup>James M. McCrimmon, Essays on Purpose 8, (Houghton Mifflin Company, 1984), p.163.

<sup>7</sup>Patricia Werner, Mosaic 1 Taste Based Content (New York: McGraw-Hill, 1990), p. 125

<sup>8</sup>S.Betty Azar, Essentials of English Grammar (Longman: United States of America, 2002, p. 2

as far as we know, will continue forever.<sup>9</sup>It means that the simple present tense is a form of sentence used to express general facts. When we talk about things known as truth, we can use this type of sentence to create our sentences, both written and spoken. According to Murphy, it is now easier to talk about things in general. It is used to say that something happens regularly or frequently or that something is true in general.<sup>10</sup>

The researcher's commitment to the research is also strengthened by the researcher's previous research in the school where the research will be conducted later. In the first research, the researcher collected some data related to the research to know if there is an indication or shows a relationship between the two variables. The researcher obtained data by asking the teacher about the current simple test of the students and writing descriptive text which is shown in the table below:

**Table 1**

The test data of students' Writing ability in descriptive text and simple present tense mastery of the eleventh-grade students of MA Darul Ma'arif Academic Year 2021/2022."					
	Student number	Score Achievement			
		Simple present tense mastery	80	Writing ability in descriptive text	80
	30	80 – 100	87	80-100	89
		65 – 80	13	65-80	11

*English teacher's score document, taken in January 2022.*

<sup>9</sup>Martin Hewings, *Advanced Grammar in Use: self-study and practice books for advanced learning of English with answers.* (Jakarta: Erlangga, 2001), p.2

<sup>10</sup>Raymond Murphy, *English Grammar in Use* (New York: Cambridge University Press, 2003), p. 4



The data above shows that the number of students who got good marks and passed the test was satisfied. KKM for both of their writing ability in explanation and simple present tense mastery is 80. From 30 students in total, there are more than 20 students who have scored above 80 and there are 6 students who only got below 80 for a simple present tense mastery test. On the other hand, the results of writing ability and explanatory writing were also surprising because most students scored more than 80, but there were 3 students who were less than 80. Seeing the test results makes the researcher more motivated to know more about the relationship between them. Then whether the student's ability has an easy time now it corresponds to the high score of the student, which is shown in the table above. Further studies are needed here to get more information to show whether the current simple student rights are useful or not in writing rights in explanatory texts. Therefore,

No simple explanation above about the purpose or basis of which the researcher chooses this name enables the researcher to explain the research. This researcher studied two different things: current simple skills and students' ability to write descriptive essays. The researcher wants to see and express his opinion whether there is a relationship or not between students' current simple ability and students' writing ability in descriptive text.

### **C. Identification and Limitation of Problem**

From the basis of the above analysis, the researcher found that there are factors that attract the researcher's attention. The results of the first test showed that the students now have a simple understanding and the ability to write well and explain well. It is shown by the results obtained by the students in the tests given by the teacher. By doing this research, the researcher wants to know how the students have a simple understanding now and how the writing ability in descriptive essay is. There can be a relationship between them that affects each other.

Therefore, the researcher limited the research to know only if there is a positive or negative relationship or not between the students.

#### **D. Formulation of the Problem**

Following the identification and definition of the problem, the structure of the problem is as follows: There is a positive or negative relationship between the students' current ease and the students' writing and descriptive writing skills. 11th of MA Darul Ma' academic year arif 2021/2022?

#### **E. The objective of The Research**

Talking about the structure of the problem, the purpose of this research is to know whether there is a positive or negative relationship between the current students' simple ability and the ability to write and explain the 11th grade students of MA Darul Ma'arif Academic Year 2021/2022.

#### **F. Significant of the Research**

The researcher hopes that this study can provide benefits, both clearly and effectively:

1. Theoretical importance, this research contributed to the English education about current students' ability to write descriptive essays.
2. Practical Significance
  - a. For students, the students can participate effectively in the class. Therefore, they will be more motivated in improving their current simple intelligence and writing ability in descriptive essays.
  - b. For teachers, the researcher hopes that this research will be a good inspiration for the teacher in the teaching and learning process, especially in teaching simple things and writing skills.

- c. For other researchers, this result can be used as a preliminary information for other researchers to conduct important research.

## G. Relevant Studies

The study relationship between students is now easy to challenge and written authorization and descriptive text many researchers have done.

Firsty, Luluk Suprihadi, and Nuraeningsih, The purpose of their research is to determine if the relationship between light current control and the possibility of writing personal essays of students of tenth grade N 1 is 1) the need for a woman. 2) not necessary for male students. The correlation studies were conducted with 30 students of the X Tata Boga 2 (BG 2) class for women at SMKN 1 Kalinyamatan Jepara and 30 students of the X TechNikelnika Industri 1 (EI 1) class for men as a model for men. Pearson Product Time Correcation was used to analyze the data. This research shows that the combination of ease and writing ability of male students and participation of female students is important good.<sup>11</sup>

Second, Tisatun This research is aimed at determining the relationship between the current ability of eighth-graders and their writing ability in the 2015/2016 academic year, Nusantara Dadap - Indramayu MT. In order to determine the relationship between the current ability of students and the ability to write, the author conducted a correlational analysis in the field of digital analysis. The author analyzed the data and tested the hypothesis. The average for managing the current test is 76, and the average for the written test is 69. The result of the time of the correlation product is 0.677 and is classified as a significant correlation. The rtable level of 5% of the fund period is 0.374. The calculation indicates that the r value is higher than the r value of  $0.677 > 0.374$ , which

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<sup>11</sup>Luluk safiraikrima, suprihadi, na nuraeningsih, 2020. Easy current permission and writing permission of female and male students. Popular Journal, Volume 3, Number 1, January 2020

means that there is a wonderful relationship between variable  $x$  and variable  $y$ . The author also found that 45.8% of students have a higher value than their current ability and ability. to write.<sup>12</sup>

The third, Budiyanto, the number of students, is The fourth semester in the 2019/2020 academic year. The first hypothesis showed that the correlation coefficient between the students' translation ability (X1) and their writing ability (Y) was higher than 0, and the linear regression was higher than the resulting  $t$  table (10.415).  $> 2.069$ . The second hypothesis showed that the ratio ratio between reading quality (X2) and their writing ability (Y) was higher than 0, and the  $t$ -table (4.621  $> 2.069$ ) with linear regression was taken. The third hypothesis also showed that the ratio of communication between students' translation ability (X1) and writing ability (X2) and writing ability (Y) was higher than ( $r_{yx1x2}$ ) 0, and linear regression showed this the achievement was high than table  $t$  (24.443  $> 3.44$ ).<sup>13</sup>.

Similarities of this research to othersis to examine the same variable, namely students' current comprehension and ability to write descriptive essays. Although the difference is that there are many factors, the first researcher investigated the relationship between the ability to be present easily and the ability to write in a personal introduction text. The second researcher investigated the relationship between students' present-day abilities and their writing abilities in eighth-grade MT students. The third researcher looked at the relationship between translation skills and reading and writing skills.

Based on the research findings above, the researcher concluded that the current ability is easy in writing important in learning English. A simple skill now that these students can

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<sup>12</sup>Tisatun. 2015. The relationship between students' Mastery of Present Tense and their writing ability in the eighth grade of MTs Nusantara Dadap - Indramayu.

<sup>13</sup>Budiyanto, D. 2019. The relationship between translation ability and reading behavior towards writing ability. Palembang. Trinity University of Palembang.

develop when students have the ability to write. On the other hand, writing ability can increase when students can learn the current material. Therefore, based on the research findings above, the researcher conducted a research focusing on the relationship between the current students' simple ability and writing skills and the interpretation of the eleventh grade students of MA Darul Ma'arif Academic Year 2021/2022.

## **H. The process of research**

The text of the research proposal is divided into three chapters, which have sub-chapters as follows:

### **1. Chapter One: Introduction**

In this chapter, the researcher discussed the name recognition, the background of the problem, the characteristics of the problem, the structure of the problem, the purpose of the research, the value of the research, the important study, and the writing process.

### **2. Chapter Two: Literature Review**

In this chapter, the researcher only presented the ideas of two sub-chapters and statements. In terms of small points, some points include the the concept of teaching and learning English as a foreign language, the concept of grammar, the concept of shak, the current simple, writing reference, the definition of writing skills, the teaching of writing, the concept of style text and explanament text.

### **3. Chapter Three: Research Process**

In this chapter, the research discussed time and place of study, type of study, population, selection and data collection, population, sample, collecting performance data variables, research tools, testing and reliability of data, hypothesis testing. However, because the researcher has not done his research, in this chapter, the researcher discussed the strategy of the researcher to conduct the research.



## CHAPTER II

### FRAME OF THEORY AND HYPOTHESIS

#### A. Theory

##### 1. Concept of Teaching and Learning English as a Foreign Language

As pupils use their native language in their everyday conversations, English teachers play an important role in their understanding and enjoying it. It is important that students feel comfortable and enjoy learning English. Language is a means by which a human being communicates and communicates using oral and free symbols. Many people use language to communicate with each other in their daily lives. The language is also used to express common ideas of people by using language by speaking and writing. Language teaching is influenced by the perspective of the natural language (linguistic perspective) and the learning environment in which the students speak the language (teaching perspective).<sup>14</sup> This means that English is different for communication and English for teaching materials and methods. These differences can affect the successful teaching of English.

Training - the process of showing or assisting someone with something, instructing, reading, imparting knowledge, and making someone understand what he has learned.<sup>15</sup> He education is a process that helps students

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<sup>14</sup>Ag. Bambang Setiyadi, Teaching English as a Foreign Language, (Yogyakarta: Graha Ilmu, 2006), p. 20

<sup>15</sup>H. Douglas Brown, Principles of Language Learning and Teaching (4th Ed), (New York: Addison Wesley Longman, 2000), p. 7

understand what they are learning. In this case, an English teacher should be able to create specific conditions that can be used to support the learning and learning process so that pupils can use English for communication. Students should be brought to a position where they can use English for communication, both in writing and in the form of speech.

Harmer also believes that English is often seen as a foreign language for students who are generally English students in their country's schools and schools, or to apply as visitors to -Transfer to the language community.<sup>16</sup>. Meanwhile, the students have learned English since they are at the academic level. This means that English as a foreign language is important and necessary for someone who learns English as part of their schooling.

Based on the comment above, you might say that teaching English as a foreign language is a process that helps students learn English and enables them to understand the learning process and to do many activities to learn English. language. Teaching English should be something that a teacher is interested in teaching students as a foreign language.

## **2. The Concept of Happiness**

Learning and learning English as a foreign language requires grammar to speak and write well. Grammar is necessary to create a good sentence for students. Grammar is one of the language areas that pupils must master in order to

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<sup>16</sup>Jeremy Harmer, *How to Teach Literature*, (Harlow: Longman Group, 2004), p. 79



become an English language. Because the grammatical rules of the Indonesian language are different from English. Therefore, the study of English grammar is very important for the understanding of English teachers. Brown says grammar is a set of rules governing the cultural organization and interconnection of words in a sentence. In other words grammar is a kind of resource that gives explanations or rules about how words should be integrated into the correct sentence based on grammar rules.

This statement shows that grammar is a set of rules derived from many native language rules speakers have little interest in. However, the newspaper helps them communicate with each other without causing misunderstandings and misunderstandings. They often do not understand that what they write or say has a meaning when they express themselves through writing or speaking. They gradually apply those principles to their communication.

At present, in In education, especially in learning and teaching foreign languages, grammar is often seen as one of the linguistic factors other than vocabulary and pronunciation that students should receive. Foreign language learners often do not have much effect on learning the language. The language component is one of the ways to support the competence of a foreign language. The grammar of harmer states is not just about syntax. Still, the way words are formed - and can change their form in other forms to express different things - can be

very different. main knowledge of grammar.<sup>17</sup>. Based on the above three words, the writer thinks that knowing grammar can help students to complete the sentences correctly.

Grammar is also called a word structure that is combined into a sentence to express thought and feeling or to express that thought in writing. In teaching English as a foreign language, students should learn grammar, because by learning grammar, students can learn and write English well. It is true that different countries have different languages, each language has a system called grammar. It also happened in translation. To be competent in translation, you need to know the structure of the language. English grammar plays an important role in the structure of sentences. Verb conflicts show the duration of an event or action.<sup>18</sup>

Based on the above ideas, grammar is a good sentence-making rule that the reader can understand. There are important parts of English grammar called *chak*. *Sak* is a verb that indicates the time of an event or activity, is very important in creating a sentence, and students need learn it.

### 3. Concept of tenses

Learning English as a foreign language is part of grammar. When you study grammar, the time is automatically combined. The problem means time. However, it is important to

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<sup>17</sup>Jeremy Harmer, English Language Teaching Practice, (Edinburgh Gate: Longman, 2007), p. 32

<sup>18</sup>Paul Joseph, Grammar Made Easy  
Now, <http://www.englishleap.com/grammar.tense>, Retrieved April 2, 2016

note that moral ity is a concept in the mind of the speaker, the reader, or the listener. Arguments always refer to grammatical forms when actually using them. Often problems and time are all. It does not match, which means that health is a linguistic symbol of event time. The foot makes a connection: indicates the time of the event related to the time of speech, reading, or listening.

tense is an important part of the Structure in English. When learning English, the teacher should understand the tensions that are used to create sentences for students, because they are the ones that are used in certain times. Therefore, students should know it. According to Lado, time is a verb that is subject to time change.<sup>19</sup> It means that information about tense differences can affect the type of verb used in a sentence. In English grammar, there are sixteen types of tenses:

1. It's Easy Now
2. The chaos continues now
3. The current time is long
4. Going forward and forward perfect now
5. Simple Old Time
6. The crisis continues in the past
7. Past Perfect Tense
8. The long past continues
9. Future Simple Future
10. The future continues into the future
11. Future perfect

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<sup>19</sup>MJ Lado, *Understanding Tenses Bahasa Inggris*, (Jakarta: Titik Terang, 2008), p. 7

- 12.The future perfect is continuous
- 13.Future Past Past
- 14.The future is continuous with the past
- 15.The past is long enough
- 16.The past perfect is continuous

Each of these has present, past, present, and future forms.<sup>20</sup>It means that English grammar has 16 types of words, but the writer will focus on the simple ones now in this analysis.

According to the definition above, tense is a form of verb that indicates the time of an event or state. It is also a grammatical unit that identifies a situation at a time that indicates that the situation is taking place. In order to have good skills in descriptive writing, the learner or students should learn the content well, especially the simple present tense, because the simple present is the sentence used in the text. details.

#### **4. Simple Present Tense**

##### **1. Definition of Simple Present Tense**

According to Hewings, we use the simple present to describe things that are always true or are in the present and, as far as we know, will continue forever.<sup>21</sup>It means that the simple present tense is a form of sentence used to express

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<sup>20</sup>Paul Joseph, Loc. Cit.

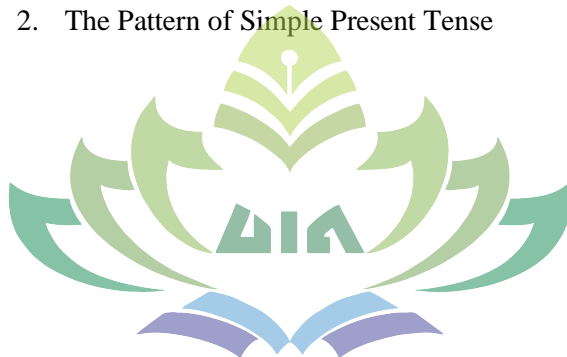
<sup>21</sup>Martin Hewings, *Advanced Grammar in Use: self-study and practice books for advanced learning of English with answers.* (Jakarta: Erlangga, 2001), p.2

general facts. When we talk about things known as truth, we can use this type of sentence to create our sentences, both written and spoken.

According to Murphy, it now makes it easier to talk about things in general. Something happens regularly or frequently, or is commonly used to say something is true.<sup>22</sup>

Based on the above definition, you can conclude that you can talk about ordinary modern things, situations, or things that are always true, expressing the truth and behavior repeatedly.

## 2. The Pattern of Simple Present Tense



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<sup>22</sup>Raymond Murphy, *English Grammar in Use* (New York: Cambridge University Press, 2003), p. 4

In organizing the simple present tense, we need to follow the rules used to express or talk about everyday events and information that is well known as a general truth. Opposing meaningless sentences will make our language unorganized; Others will not fully understand what it means. Therefore, we will follow the principles as described below.<sup>23</sup>:

Formulas	Examples
S + Verb + C	I go to Bandung
S + Do + Not + Verb + C	I do not go to Bandung
Do + S + Verb + C	Do I go to Bandung?

S + Verb + s/es	She washes her car in the morning
S + Does + Not + Verb + c	She does not go to Bandung today
Does + S + C	Does she bring a science book?

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<sup>23</sup>Azar, S. Betty. 1999. Understanding and Using the English Language. USA: Pearson education.

## a. Nominal Sentence

Formulas	Examples
S + To be + C	She is beautiful
S + To be + Not + C	She is not beautiful
To be + S + C	Is she beautiful?

## 1. The Function of Simple Present Tense

A simple gift is often used to describe what is in it past, it's true now, and it's going to be true in the future. A simple present is used to describe the action. Hornby believes that the current situation is being used is divided into five types:

- b. To describe an action in progress at the time of speaking, as in demonstration, description, step by step.

Example: I sift flour, salt, and baking powder in a large bowl. I mix them up.

- c. Using commentary, for example, to broadcast information during a sporting event such as a football game.

Example: Green passes the ball to Brown. Brown hands it to Black, who heads past the guard and gives him a mouthful!

- d. Use exciting sentences to start with here and there.

Example: Here it comes!

The general statement that what was true in the past, is true now may be true in the future.

Example: The sun shines in the afternoon.

## 5. Definition of Writing

Information can be provided in a variety of ways, one of them is writing. Writing - a form of communication which a person sends information or messages to another person using written language as a tool or method.<sup>24</sup>To explain it another way, writing is an environment or tool to deliver a message or information to the person who you want to address the message or information to. Caroline describes writing as a process and a product that involves discovering ideas, putting them on paper, and working with readers until they are glowing and received. You have to be a writer to produce a good piece of writing first generate an idea and then turn that idea into an interesting piece of writing. However, the writer must also pay close attention to language choice, grammar and punctuation. So that the readers can understand the author's intention and content.

Writing, according to Hogue, involves more than just grammar.<sup>25</sup>Apart from grammar, the writer must consider the purpose of writing, the words to be discussed, and unity and coherence. According to Byrne, writing with sentence structure must be coherent.<sup>26</sup>It can be concluded, based on theory, that writing is a skill that must be used. Because writing is a method or tool for conveying different

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<sup>24</sup>Dr. H. Dalman, M.Pd., Keterampilan Menulis, (Jakarta : PT Raja Grafindo Persada, 2012), p. 3.

<sup>25</sup>Alice Oshima and Ann Hogue, Essays in English Studies, (New York: Longman, 1999), P.3

<sup>26</sup>Doon Bryne. Writing Teaching Skills, (New York: Longman, 1988), p.2.



information or messages, there are different variables that a reader needs to understand and understand what we're writing.

Nunan points out that writing is often the most difficult skill to master and should be taught only after students have learned other skills. Producing harmonious, smooth and advanced text in terms of art can be the most difficult thing to do in a language. For some students, this is a difficult part of the writing process because they have to build their writing so that it seems interesting and understandable. Also, the writer must consider the consistency of his writing and how it relates to each other. Not only that, but the writer must also consider the quality of the author's writing, such as whether the text is consistent in terms of language choice and structure. As a result, children find it challenging because many processes must be understood.

Writing a text, according to Jozsef, is the most complex human activity, requiring the creation of a design concept, the capture of psychological knowledge, and experience on the subject.<sup>27</sup> That is, the writer must be able to explain and develop ideas. Also, the writer must have a good understanding of the text he wants to produce. Not only that, but the writer has personal experiences that he can share with the reader. This is important for readers to understand.

According to Tribble, to write well, a writer must

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<sup>27</sup>Horvath Jozsef, *Advanced Writing in English as a Foreign Language*, (New York: Lingua Franca Crosport, 2001), p.5

have those qualities. It consists of:

1. Contents:
  - a. main text
  - b. thought said.
  - c. arrangement of the schematic structure.
2. Grammar:
  - a. the use of grammatical forms and syntactic principles.
  - b. using the past tense.
3. Organization:
  - a. organizes its content
  - b. system design settings
4. Speech: limit speech.
5. Mechanics: capitalization, punctuation and spelling.<sup>28</sup>

It means that writing is a process that involves the recognition to build something from the written text to get the information from the text.

## 6. Aspect of Writing

Students who want to write must pursue the ability to write. Essays are seen as an extension of grammar and a way to improve language skills by designing exercises and testing the learner's ability to produce well-structured sentences.<sup>29</sup> It can be seen that writing is a complex process, where students do not analyze different ideas and things to get it in writing,

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<sup>28</sup>Christopher Tribble, *Writing Language Teaching*, (London: Oxford University Press, 1996), p.130

<sup>29</sup>Ken Hyland, (First Edition), *"Second Language Writing"*. (New York: Cambridge University Press, 2003), p.3

but also test students' ability to write well. Writing — the ability of a writer to convey a message to a reader or group of readers.<sup>30</sup>Here, the ability to write is the ability to express ideas between the reader and the writer.

According to Heaton, five main aspects are involved in a clear definition of what the different traps mean. The principles of good writing are:

- a. Content (creative thinking and the ability to develop ideas).
- b. Composition (ability to write correctly)
- c. Lexicon (the ability to use lexicon/idiomes).
- d. Use of language (ability to write appropriate structures)
- e. Mechanics (ability to use punctuation, capitalization, spelling and layout).<sup>31</sup>

These directions can be used by a teacher, mentor or writer to measure the ability of students to write. We can assess the ability of students to write in these five directions. To achieve good writing, the researcher worked hard to find the right way. Bad writing is meaningless in the minds of readers. It shows that the ability to write is especially important to know to get a good writer. Brown offers some tips to help improve your writing skills:

- a. Use accepted grammatical structures (for example, agreement, plural, principle and rule).

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<sup>30</sup>Sanggam Siahaan, "Words in linguistics". (Yogyakarta: Graha Ilmu, 2008), p.22

<sup>31</sup>JB Heaton, "The English Writing Test" (New York: Longman, 1988), p.135

- b. Show the same meaning in different grammatical forms.
- c. Use a combination tool in the text.
- d. Use bold and consistent forms of text.
- e. Effectively complete written communication tasks according to style and purpose.
- f. Communicate links and connections between activities and communicate such types of relationships as implied concepts, supporting concepts, new information, given information, collections and examples.
- g. Know the difference between literal and figurative when you write.
- h. Transfer cultural references correctly to written material.
- i. Develop and use a battery of writing techniques, such as carefully analyzing audience details, using prescriptive tools, writing well in an outline, using citations and monologues, appealing to people generation, and teacher feedback and using feedback for revision and editing. .
- j. Control grammar and style.<sup>32</sup>

Based on definitions, it can be concluded that the ability to write is the ability to express ideas to people or even to the public, that writing is not just a task of organizing words, but

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<sup>32</sup>H.Douglas Brown, "Education through the principles of social interaction and language pedagogy". (New Jersey: Longman, 1994), p.343.

that even when people write, they should be able to organize and at least write the rules of writing. their opinion about being a good consumer of such aspects as content, structure, lexicon, language, mechanics.

## 7. Teaching Writing

The written teaching method This should be preserved, so students should be given knowledge about the method in writing, and after the teacher has given the students knowledge about the method, the teacher should check it / its students. For example, when the students were taught whether they could write correctly, they were asked to make a few sentences to test their ability in sentences.

Not only do we need to know how to write a good idea, but students need to know how to make their writing better than ever and the rules for putting the context of their own words. Harmer said students need to learn and practice the art of putting words into sentences, paragraphs and writing effectively.<sup>33</sup>He added that In the teaching of writing, the teacher can pay attention to the product and text or to the writing process itself. You can describe how to teach text as follows:

### a. Pre-writing Activity

In pre-writing activities, they to attract students by asking questions. The teacher was later encouraged by giving examples explanatory texts.

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<sup>33</sup>Jeremy Harmer, "The Practice of English Language Teaching". (London: Longman, 1999)., p. 128

b. Whilst-writing Activity.

During the writing session, the purpose, the purpose of the guide and some parts of the text used to make a good text are explained, for example descriptive text.

c. Post-writing Activity.

The last one is the task of writing. In this section, students are encouraged to create explanames. After that, students should check their work. It is intended to detect errors in certain parts of the text. After this, pupils can rewrite their work and pupils will be asked to submit their work.<sup>34</sup>

Based on the above comments, writing lessons focus on the product and the writing process, and you can conclude that the process of texting is, in the past, the task of writing while writing, and the task of writing, the researcher. focuses on the products for the text or on the text itself.

## 8. Genre Text

An essay is basically a written piece, a part of a book and a type of written word, an essay and any type of written material. Clark et al. Arguing that scriptures can explain and expand knowledge, give us new words, and encourage new ways of thinking.<sup>35</sup>. According to Karolina, this model is one

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<sup>34</sup>Ibid., p. 128

<sup>35</sup>Paula J. Clare et al. *Developing Reading Comprehension*, (West Sussex: John Wiley & Sons, Ltd, 2014), p.1

of a kind<sup>36</sup>. For Karolina, genre refers to textual styles related to thought and form. However, Gerot and Wignel divide text types into 13 types, they are:

1. Narrative: Narrative is a text to describe how something is about nature, happened in our social and environmental relations.
2. Spoof: A spoof is a text to retell an event with a humorous twist.
3. Recitation: Recitation is writing to narrate an event to tell or to be happy. The process they did.
4. Analytical presentation: Analytical presentation is written to convince the reader or listener about the content.
5. News articles: News articles are written to tell readers, listeners or viewers about events of the day that are considered news or important.
6. Definition: Anecdote is a text to share with others a past or funny account.
7. Stories: Stories are written to make fun, entertain and manipulate the real or different experience.
8. Process: Process is written to explain how to do something through a series of actions or procedures.
9. Descriptive: Descriptive text is text to describe a person, place or thing.

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<sup>36</sup>Intan Karolina, Lecture Notes in Text Editing, SMA Negeri 1 Pematang in 2006, p.23

10. Hortatory Exposition: Hortatory writing is writing to convince the reader or listener that something should be or should not be.
11. Description: Descriptive text is a text that describes a process in the design or function of a natural or cultural object.
12. Discussion: Discussion writing is writing to express (at least) two points of view about an issue
13. Analysis: Analyzing a text to critique an art or program for a general audience.<sup>37</sup>

Based on those statements, it can be concluded that there are 13 types of text. Every text has different characteristics, and every text has its purpose. However, this research only focuses on one type of text: descriptive text. Expository writing is intended to reveal or explain the order of things that happen in life. This text is often used to describe things in nature or cities and cultures.

## **9. The concept of Descriptive text**

### **1. Definition of Descriptive text**

Expository writing relies on a descriptive language to bring the theme to life. A writer can create a comprehensive meaning in the reader's mind by describing a person, place, or something in detail. Written English text describing something the writer is known as a description.

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<sup>37</sup>Linda Gerot, Peter Wignell, Making Sense of Functional Grammar, (New South Wales: Gerd Stabler, 1994), P.192-217



The content of this paragraph may be physical or abstract. It can be people, animals, plants, houses, or even camping. It can be for anything.

Description, According to Crimmon, text showing a description of a person, place or thing.<sup>38</sup>When we talk about the description, how to describe a person, a place, or something. Students should text parts of the material to help the reader understand what is going on is being described in this type of document. Students are asked to give an introduction to the object and to describe the object's nature clearly when writing descriptive language.

Text that describes information or content is called descriptive text.<sup>39</sup>That, according to Siahaan, could be anything. It can be physical things like people, animals, designs, or cars.<sup>40</sup>Expository text, on the other hand, is text that serves to explain something. Usually, adjectives are used to describe or create a description of a situation, person, or thing.

Also, Gerot and Wignell stated that descriptive text is used to describe people, situations, or things by describing their nature.<sup>41</sup>Also, descriptive text will be used to explain some things. Giving detailed explanations and clear and vivid

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<sup>38</sup>James M. McCrimmon, *Essays on Purpose 8*, (Houghton Mifflin Company, 1984), p.163.

<sup>39</sup>Pardiyono, *Speaking-Based Teaching Models*, (Yogyakarta: ANDI OFFSET2009), p.

122.

<sup>40</sup>SanggamSiahaan, *English Paragraph*, (Yogyakarta: CandiGerbangPermai 2008.),

p. 119.

<sup>41</sup>Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, First Edition, Gerd Stabler. pp. 208

examples is better. Also, when you write a description, be sure to display the description as much as possible, so that the item can be seen and seen as authentic. Expository writing, according to Anderson, usually deals with a single topic, as opposed to informational articles, which describe a broader group.<sup>42</sup>

According to the definitions, a descriptive text is a written English text that describes the characteristics of any thing, which can be a person, place, or thing. We explain things in detail in the description and explanatory text.

## 2. Generic Structure and Language Features of Text

Expository text is a type of written text with a specific purpose: to describe something (not a person or a person). The structure of the descriptive text is descriptive and descriptive, based on the word structure of the descriptive text. Identification is a statement describing what is to be characterized, while the description is the statement to be described the location of the object, the type of travel, the people, the weather, the size, and so on. The word "description" refers to the act of describing the physical appearance, quality, or behavior of something.<sup>43</sup> Based on the most important factors, that is the classification system, which includes features and details.

Expository essays have various aspects that help in

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<sup>42</sup>Mark Anderson and Kathy Anderson, *Writing in English 3*, (Yarra; MacMillan, 1998), p. 26

<sup>43</sup>Pardiyono, "Writer based teaching style", Andi Ofsset, Yogyakarta, 2007, p.34

improving the student's understanding, they are:<sup>44</sup>

- a. It uses a specific term or topic and focuses on individual participants.
- b. Characteristic and identifying processes and how many states of being; social order (including ownership). They can be classified based on whether it is used to identify or describe its characteristics.
- c. Epithets are often used in classification within the same noun, which is the use of epithets in pronunciation.
- d. Use of the present simple tense.

Based on the above definition, it can be concluded that there are different aspects of grammar that should be addressed when writing an explanatory paragraph.

MY RABBIT

I have a rabbit. His fur is white and has black spots. He has long ears and a short tail. He also has cute red big eyes. My rabbit likes to eat carrot and other vegetables

When I release my rabbit out of his cage, he use jump everywhere and hard to catch. So, I could just to put him on his cage because I'm afraid that he might running away. I don't wanna lost my rabbit because Ilove him very much.

Source: <https://www.jagoanbahasainggris.com/2017/04/7-contoh-descriptive-text-tentang-hewan>.

<sup>44</sup>Linda Gerot and Peter Wignell, Making Grammar Intelligence Work, (Queensland: Antipodean Educational Enterprises Publishing, 1994), p.220

**B. Hypothesis**

The assumptions in this analysis will be:

Ha: There is a correlation between students' simple present tense mastery and student's ability in descriptive text.

Ho: There is no correlation between students' simple present tense mastery and student's ability in descriptive text.



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