

**THE CORRELATION BETWEEN SIMPLE PRESENT  
TENSE MASTERY AND WRITING DESCRIPTIVE  
TEXT AT THE VIII GRADE STUDENTS  
OF SMPN 4 PADANGSIDIMPUAN**



**A Thesis**

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad  
Addary Padangsidempuan as a Partial Fulfillment of the  
Requirement of the Graduate Degree of Education (S.Pd) in English*

**Written By:**

**MAISAROH**

Reg. Num. 2120300008

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE UNIVERSITY FOR ISLAMIC STUDIES  
OFSYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2025**

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**Written By:**

**MAISAROH**

Reg. Num. 2120300008

**Advisor I**

**Dr. Fitriadi Lubis, M.Pd.**  
NIP. 19620917 199203 1 002

**Advisor II**

**Sri Rahmadhani Siregar, M.Pd.**  
NIP. 19860506 2023 212045

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE UNIVERSITY FOR ISLAMIC STUDIES  
OFSYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN**

**2025**

## LETTER OF AGREEMENT

Term: Thesis  
a.n Maisaroh

Padangsidempuan, September 2025

To:  
Dean Tarbiyah and Teacher  
Training Faculty

In-  
Padangsidempuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Maisaroh**, entitled "**The Correlation between Simple Present Tense Mastery and Writing Descriptive Text at the VIII Grade Students of SMPN 4 Padangsidempuan**". We approved that the thesis has been acceptable to complete the requirement to fulfil for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

Advisor I



**Dr. Fitriadi Lubis, M.Pd.**  
**NIP. 19620917 199203 1 002**

Advisor II



**Sri Rahmadhani Siregar, M.Pd.**  
**NIP. 19860506 2023 212045**

## DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : Maisaroh  
Registration Number : 2120300008  
Faculty Department : Tarbiyah  
The Tittle of the Thesis : The Correlation between Simple Present Tense  
Mastery and Writing Descriptive Text at the VIII  
Grade Students of SMPN 4 Padangsidimpuan

I hereby declare that I have arranged and written the thesis by my self, without asking illegal help from others, expect the guidance from advisors, and without plagiarism along with the ethic code of UIN SYAHADA Padangsidimpuan in article 14 subsection.

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Padangsidimpuan, September 2025

The signed



Maisaroh  
Reg Num. 2120300008

**AGREEMENT PUBLICATION OF FINAL TASK  
FOR ACADEMIC CIVITY**

---

---

As Academic Civity of the State University for Islamic Studies of Syekh Ali Hasan Ahmad Addary Padangsidimpuan  
the name who signed here:

Name : Maisaroh  
Registration Number : 2120300008  
Department : English Education  
Faculty : Tarbiyah and Teaching Training Faculty  
Kind : Thesis

For development of science and knowledge, I hereby declare that I present to the State Islamic university Syekh Ali Hasan Ahmad Addary Padangsidimpuan *non exclusive royalty right* on my thesis entitled: **“The Correlation between Simple Present Tense Mastery and Writing Descriptive Text at the VIII Grade Students of SMPN 4 Padangsidimpuan.”** With all sets of equipments (if needed). Based on this *non exclusive royalty right*, the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publicate my thesis as for as I am determined as a writer and owner of its creative right.

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Made in : Padangsidimpuan  
Date : September 2025



Maisaroh  
Reg. Num. 2120300008



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan. H.T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faxmile (0634) 24023

**EXAMINERS**  
**SCHOLAR MUNAQOSYAH EXAMINATION**

Name : Maisaroh  
Registration Number : 21 203 00008  
Department : English Education  
Faculty : Tarbiyah and Teaching Training Faculty  
The Title of Thesis : The Correlation between Simple Present Tense Mastery and Writing Descriptive Text at the VIII Grade Students of SMP N 4 Padangsidimpuan

Chief,

Secretary

Dr. Fitriadi Lubis, M.Pd.  
NIP. 19620917 199203 1 016

Sri Rahmadhani Siregar, M.Pd.  
NIP. 19860506 202321 2 045

Members,

Dr. Fitriadi Lubis, M.Pd.  
NIP. 19620917 199203 1 016

Sri Rahmadhani Siregar, M.Pd.  
NIP. 19860506 202321 2 045

Dr. Eka Sustris Harida, M.Pd.  
NIP. 19750917 2003122 002

Yusni Sinaga, S.Pd., M.Hum  
NIP. 19700715 200501 2 010

Proposed:

Place : Padangsidimpuan  
Date : November, 06<sup>th</sup> 2025  
Time : 14.00 WIB s/d 16.00 WIB  
Result/ Mark : 82,25/A  
IPK : 3.73  
Predicate : Pujian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN**

Jalan T. Rizal Nurdin Km 4,5Sihitang Kota Padang Sidempuan 22733  
Telepon (0634) 22080 Faximili (0634) 24022

**LEGALIZATION**

**Thesis : The Correlation between Simple Present Tense  
Mastery and Writing Descriptive Text at The VIII  
Grade Students of SMP N 4 Padangsidimpuan**

**Written by : Maisaroh**  
**Reg. No : 21 203 00008**  
**Faculty/Department : Tarbiyah and Teacher Training faculty/TBI-1**

The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd)

Padangsidimpuan,

2025

Dekan,

  
Dr. Lela Hilda, M.Si.

NIP 19720920 200003 2 002

## ABSTRACT

**Name** : Maisaroh  
**Reg. No** 2120300008  
**Title of The Thesis** : **The Correlation between Simple Present Tense Mastery and Writing Descriptive Text at the VIII Grade Students of SMPN 4 Padangsidimpuan**

This study discussed about the correlation between simple present tense mastery and writing descriptive text. The problems of this study are that the students has limited understanding of English grammar, vocabulary, and the differences between spoken and written English. The purposes of this study are to describe the students' simple present tense mastery and writing descriptive text, and to examine whether there is a correlation between simple present tense mastery and writing descriptive text. This correlational research involved eighth-grade students at SMP N 4 Padangsidimpuan. The sample for this study consisted of 25 students. The data were collected by using a multiple-choice test on the simple present tense and an essay test on writing descriptive text. The data were analyzed statistically using the product-moment formula technique in SPSS v.31. After analyzing the data, the researcher found that the mean score of variable X is 78.68 and the mean score of variable Y is 73.26. Furthermore, the  $r_{xy}$  score is higher than the  $r_{table}$  ( $0.514 > 0.396$ ). After calculating the t-test, the researcher found the result of this research that the t-count is 2.88, while the t-table is 2.069, meaning the t-count is greater than the t-table ( $2.88 > 2.069$ ). It means hypothesis is accepted. It can be concluded that there is a significant correlation between simple present tense mastery and writing descriptive text at the VIII grade students of SMPN 4 Padangsidimpuan.

**Keywords:** *Simple Present tense Mastery, Writing, Descriptive Text*

## ABSTRAK

**Nama** : Maisaroh  
**Nomor Reg** : 2120300008  
**Judul Skripsi** : Korelasi Penguasaan Sederhana Present Tense dan Penulisan Teks Deskriptif pada Siswa Kelas VIII SMPN 4 Padangsidempuan

Penelitian ini membahas tentang korelasi antara penguasaan present tense sederhana dan penulisan teks deskriptif. Masalah dari penelitian ini adalah siswa memiliki pemahaman yang terbatas tentang tata bahasa Inggris, kosakata, dan perbedaan antara bahasa Inggris lisan dan tulisan. Tujuan dari penelitian ini adalah untuk mendeskripsikan penguasaan present tense sederhana siswa dan penulisan teks deskriptif, dan untuk memeriksa apakah ada korelasi antara penguasaan present tense simple dan penulisan teks deskriptif. Penelitian korelasional ini melibatkan siswa kelas delapan SMP N 4 Padangsidempuan. Sampel untuk penelitian ini terdiri dari 25 siswa. Data dikumpulkan dengan menggunakan tes pilihan ganda pada present tense sederhana dan tes esai pada penulisan teks deskriptif. Data dianalisis secara statistik menggunakan teknik rumus momen produk di SPSS v.31. Setelah menganalisis data, peneliti menemukan bahwa skor rata-rata variabel X adalah 78,68 dan skor rata-rata variabel Y adalah 73,26. Selain itu, skor rxy lebih tinggi dari rtabel ( $0,514 > 0,396$ ). Setelah menghitung uji-t, peneliti menemukan hasil penelitian ini bahwa hitungan-t adalah 2,88, sedangkan tabel-t adalah 2,069, artinya hitungan-t lebih besar dari tabel-t ( $2,88 > 2,069$ ). Artinya, hipotesis diterima. Dapat disimpulkan bahwa terdapat korelasi yang signifikan antara penguasaan sederhana present tense dan penulisan teks deskriptif pada siswa kelas VIII SMPN 4 Padangsidempuan.

**Kata kunci:** *Penguasaan Tense Present Simple , Menulis, Deskriptif Text*

## خلاصة

الإسم :  
رقم التسجيل عنوان الرسالة :  
ميسرة :  
٨٠٠٠٠٣٠٢١٢ :  
العلاقة بين إتقان المضارع البسيط وكتابة النص الوصفي في الصف الثامن طلبة المدرسة الابتدائية للصف ٤ بادانغسيديومبيان

ناقشت هذه الدراسة العلاقة بين إتقان المضارع البسيط وكتابة النص الوصفي. كانت مشاكل هذه الدراسة هي أن الطلاب لديهم فهم محدود لقواعد اللغة الإنجليزية والمفردات والاختلافات بين اللغة الإنجليزية المنطوقة والمكتوبة. كان الغرض من هذه الدراسة هو تحديد إتقان الطالب للزمن المضارع البسيط وكتابة النص الوصفي ، وما إذا كان هناك علاقة بين إتقان الزمن المضارع البسيط وكتابة النص الوصفي. شمل هذا البحث الارتباطي طلاب الصف الثامن في المدرسة الابتدائية للصف ٤ بادانغسيديومبيان كانت عينة هذه الدراسة ٥٢ طالباً. تم جمع البيانات باستخدام اختبار الاختيار من متعدد على المضارع البسيط واختبار مقال عن كتابة النص الوصفي. تم تحليل البيانات إحصائياً باستخدام تقنية صيغة لحظة المنتج في سببس ف.١٣ . بعد تحليل البيانات ، وجد الباحث أن متوسط درجة المتغير إكس كان ٧٨,٦٨ ومتوسط درجة المتغيري ٧٣,٢٦. علاوة على ذلك ، كانت درجة رخي أعلى من ر تاب ل (٠.٥١٤ > ٠.٣٩٦). بالإضافة إلى ذلك ، أظهرت نتائج اختبار ت أن عدد ت كان ٢,٨٨ ، بينما كان جدول ٢,٠٦٩ ت، مما يعني أن عدد ت أكبر من الجدول ت (٢,٨٨ > ٢,٠٦٩). هذا يعني أن الفرضية مقبولة. يمكن الاستنتاج أن هناك علاقة ذات دلالة إحصائية بين إتقان الزمن المضارع البسيط وكتابة النص الوصفي في طلاب الصف الثامن في المدرسة الابتدائية للصف ٤ بادانغسيديومبيان.

الكلمات المفتاحية: زمن المضارع إتقان بسيط ، كتابة ، نص وصفي

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I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

Padangsidempuan, September 2025  
The signed

Maisaroh  
Reg Num. 2120300008

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# CHAPTER I

## INTRODUCTION

### **A. The Background of Problems**

Writing is one of the language skills that students must master when they learn a language. Writing is a productive skill and a tool for communication through which a writer can express thoughts, feelings, ideas, and opinions they want to share with readers on paper. Additionally, mastering writing helps students improve their critical thinking and creativity.

According to 2013 curriculum, English writing lessons cover several types of text, including descriptive, recount, narrative, report, procedure, analytical exposition, and news. Each genre has different social functions, generic structures, and language features. One genre that eight grade students learn is the descriptive text.

Descriptive text is a kind of text that describes what a person or object is like. Its purpose is to describe and reveal a particular person, place, or object. Therefore, descriptive text explains what a person or object is like, including its form, characteristics, quantity, and so on. This type of text often uses vivid details and sensory language to help the reader create a clear mental image.

Mastering the ability to write descriptive texts allows painting clear, detailed pictures of objects, places, people, and events. By incorporating sensory details, such as sight, sound, smell, touch, and taste, readers feel as if

experiencing what is being described firsthand. This is important in storytelling, travel writing, and product descriptions. Strong descriptions help readers gain a deeper understanding of the topic. For instance, describing environmental conditions or someone's feelings evokes empathy and concern.

The government makes several efforts to improve the quality of education, including curriculum development, improving teacher quality, and selecting textbooks. Schools also make efforts to improve education quality, such as preparing facilities for learning. Teachers play an important role in this improvement. In addition to teaching, they are responsible for monitoring student learning and providing feedback.

The condition of writing mastery in the field is still poor. Some of the eighth grade students of SMP N 4 Padangsidimpuan face some difficulties to writing descriptive text. Based on an interview with Pane<sup>1</sup> as the English teacher in SMP N 4 Padangsidimpuan, interest in learning English is exhibited by only 20% of students, which underscores the necessity for teachers to implement strategies to motivate learners. Challenges including limited use of sentences and insufficient foundational skills from earlier learning phases must be addressed to improve language acquisition outcomes. Another problem from Hasibuan<sup>2</sup> as a student grade VIII in SMP N 4 Padangsidimpuan, the difficulty in writing descriptive texts arises from a limited understanding of English spelling, grammar, and vocabulary, along with the differences between spoken and written English. These challenges hinder the construction of accurate and effective sentences.

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<sup>1</sup> Lenni Susanti Pane, *Private interview* (SMP Negeri 4 Padangsidimpuan, on December 18, 2024 At, 09:53 a.m).

<sup>2</sup> Keyla Safitri Hasibuan, *Private interview* (SMP Negeri 4 Padangsidimpuan, on December 16, 2024 At, 06:38 p.m).

There are many factors involved in writing descriptive text, according to Ismayanti's journal, students' difficulties can be caused by some factors. Writing difficulties largely result from three factors: lack of proficiency in text production skills, which includes frequent errors in spelling, the use of uppercase and lowercase letters, and punctuation.<sup>3</sup> The amount of attention that students have to expend on lower-level skills interferes with higher-order skills such as planning and generating content. In Daulay's article "there are some factors in writing descriptive text, they are vocabulary, spelling, punctuation, and grammar. Descriptive writing has its own linguistic characteristics in addition to its schematic form. It uses identifiable participants, is written in the present tense, and employs linking verbs, adjectives, as well as relational and material processes."<sup>4</sup> As mention above, the factors that influence students' difficulties in writing descriptive texts includes errors in spelling, capitalisation, punctuation, limited vocabulary, grammar, the use of clear participants, simple present tense, adjectives, the relational and material processes that form the structure of such texts.

Simple present tense is used to discuss habits, general facts, and schedules.<sup>5</sup> mastering simple present tense is essential for students, as it helps them understand and use English correctly in context. This mastery also improves

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<sup>3</sup> Eni Ismayanti, Abdul Kholiq Kosim "An Analysis of Students Difficulties in Writing Descriptive Text" *E-Link Journal*, Volume 7, no. 1, 2020: Pg. 12. <https://www.researchgatenet/journal-2621-4156>

<sup>4</sup> Solihatul Hamidah Daulay, Emeliya Sukma Dara Damanik, et. al. "Students Difficulties on Writing Descriptive Text by Eighth Grade of SMP Darussalam Medan" *English Journal of Indragiri (EJI)* Volume 7, no. 1, January 2023: Pg. 58. <https://doi.org/10.32520/eji.v7i1.2195>

<sup>5</sup> Peter Herring, *Complete English Grammar Rules*, (Farlex International, 2016). Pg. 641.

their writing skills by enabling them to construct proper sentences using the correct tense and appropriate time adverbs.

In fact, simple present tense is always present in a variety of writings, and descriptive texts are one example of writing that uses this tense. Essentially, avoid not only seeing something as a genre but also consider why it fits a certain category and how different categories are connected. Students demonstrate this understanding when they discuss pictures, describe characters or places in stories, or write animal reports. When describing things from a technical or factual point of view, present tense is predominantly used.<sup>6</sup> So, based on the explanation above, it can be concluded that simple present tense is important and contributes to writing descriptive text.

So, the researcher conducted the title of the research “The Correlation Between Simple Present Tense Mastery and Writing Descriptive Texts at the Eighth Grade Students of SMPN 4 Padangsidempuan.” This research aims to investigate the relationship between students’ mastery of simple present tense and their ability to write descriptive texts.

## **B. The Identification of the Problem**

Based on the background of the problem above, writing a descriptive text requires writers to present clear, specific information about a particular object, person, place, or event. Writers carefully select and organize details so that readers can easily imagine or understand what is being described. Therefore,

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<sup>6</sup> Kaarina Koski, *Genre - Text - Interpretation* (Hansaprint Oy, Turenki, 2016). Pg. 18.

writing a descriptive text is an activity through which writers express their observations and impressions, ensuring the description is conveyed accurately and effectively.

Several factors are involved in writing a descriptive text, such as errors in spelling, capitalisation, punctuation, limited vocabulary, grammar, the use of clear participants, simple present tense, adjectives, and the relational and material processes that form the structure of such texts. These aspects all contribute to creating a descriptive text that is engaging, informative, and easy for the reader to visualize.

### **C. The Limitation of the Problem**

Based on the identification of the problem above, there are several factors in writing descriptive texts, such as errors in spelling, capitalization, punctuation, limited vocabulary, grammar, the use of clear participants, adjectives, relational and material processes that form the structure of such texts, and simple present tense.

In this research, not all factors are discussed. This study focuses only on two factors, which is the grammar mastery about the simple present tense and writing descriptive text. The reason for choosing simple present tense is that this factor has a significant impact on writing descriptive texts. Simple present tense is commonly used to describe facts, habitual actions, and general truths, which are essential in creating clear and effective descriptive writing. Mastery of simple present tense helps students express descriptions accurately and consistently, making their writing more understandable and engaging.

#### **D. The Formulation of the Problems**

After the researcher limited the problem faced by eighth grade at SMPN4 Padangsidempuan related to simple present tense and descriptive text, could be formulated as :

1. How is the students' simple present tense mastery at the grade VIII of SMPN 4 Padangsidempuan?
2. How is the students' writing descriptive text at the grade VIII of SMPN 4 Padangsidempuan?
3. Is there significant correlation between simple present tense mastery and writing descriptive text at the grade VIII students of SMPN 4 Padangsidempuan?

#### **E. The Purposes of the Problem**

Based on the formulation above, the purpose of the problem can be followed as :

1. To describe the students' mastery of simple present tense at the VIII grade of SMPN 4 Padangsidempuan.
2. To describe students' understanding of the general structure of descriptive texts that use the present tense to describe animals in writing at the VIII grade of SMPN 4 Padangsidempuan.
3. To examine whether there is a correlation or not between students' mastery of Simple Present tense and writing descriptive text at the VIII grade of SMPN 4 Padangsidempuan.

## **F. The Significance of the Research**

### 1. For Head Master

It provides information to guide head master in teaching english more effectively. This can help in improving the overall quality of English education management at the school.

### 2. For English Teachers

As an input in the teaching and learning process especially for teaching descriptive texts. It encourages teachers to apply more varied and effective strategies in their instruction.

### 3. For researchers

This research can provide information and references for future researchers with similar problems to observe from different perspectives. It also contributes to the existing body of knowledge in the field of English language education.

## **G. The Outline of the Research**

In this research, the researcher divided the research into five chapters. Each chapters consist of some subtitles or chapters with detail as follow :

Chapter I introduction that consisted of the background of the problem, the identification of the problem, the limitation of the problem, the definition of the operational variable, the formulation of the problem, the objectives of the research, and the last the significances of the research.

Chapter II consisted of theoretical description which explain about Writing descriptive text, simple present tense, review the related finding, conceptual framework, and hypothesis.

Chapter III research methodology, and consisted of time and location of the research, research design, population and sample, research instrument of data collection is test, validity and reliability of the instrument, researcher procedure, and the last of techniques of analyzing data.

Chapter IV The result of the research consisted of data description, hypothesis testing, and the threats of the research..

Chapter V consisted of conclusions about the results of the research and implications given by the researcher.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Writing Descriptive Text

###### a. Definitions of Writing Descriptive Text

Writing is a skill that students must master. Writing is a language communication or an activity to express feelings or ideas in written form. Writing is a common habit for all people, either for students or educated people<sup>1</sup>. Besides, writing is one of the basic skills for English learners in the process of learning English. Students can express ideas or opinions based on what has been read, heard, seen, and felt.

According to Hyland “Writing is a way of sharing personal meaning. This writing course emphasizes the power of the individual to form his or her own views on a topic”.<sup>2</sup> In fact, good writing is not just about writing correctly; it also conveys the interests and needs of the reader. Then, Harris stated “Clear and fluent writing is more effective in conveying a message than vague and awkward writing”.<sup>3</sup> Based on explanation above, effective writing is writing that is free from grammatical errors, punctuation mistakes, or spelling errors.

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<sup>1</sup> Karimuddin, *Academic Writing Developing Paragraph to Essay* (Jawa Tengah, Eureka Media Aksara, 2023)pg. 1.

<sup>2</sup> Ken Hyland, *Teaching and Researching Writing*, (Great Britain, Pearson Education, 2002), p. 69

<sup>3</sup> Robert A. Harris, *Writing with Clarity and Style* (New York, Routledge, 2018), pg. 2.

According to the independent curriculum, “Writing is conveying, expressing ideas, illustrating creativity and producing in various genres of written text, in an effective and understandable manner, as well as appealing to readers with the appropriate organisational structure and linguistic elements”.<sup>4</sup> Thus, well-crafted sentences with carefully placed emphasis make the text easier for readers to understand. Many linguistic tools provide readers with a structure that helps them understand the text.

In English, the types of texts taught in general English are diverse, such as narratives, descriptions, expositions, procedures, arguments, discussions, specialised texts (short messages, advertisements), and authentic texts. These diverse texts are presented not only in written form but also in spoken form (monologues or dialogues), visual texts, audio texts, and multimodal texts (texts that contain verbal, visual, and audio aspects), both authentic and texts created for teaching purposes, both single and multiple texts, which are produced on paper or on screen. The most notable aspect of the text is its generic structure and language features, which distinguish it from other texts in English.

According to Hyland “ Descriptive text is a genre that describes the characteristics, attributes, and specific aspects of an entity”.<sup>5</sup> Description is a rhetorical mode that primarily deals with the details of

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<sup>4</sup> Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Badan Standart, Kurikulum, dan Asesmen Pendidikan (2022). *Capaian Pembelajaran Bahasa Inggris SMP/MTs (Kurikulum Merdeka)*

<sup>5</sup> Ken Hyland, *Genre and Second Language Writing*. (Michigan, University of Michigan Press, 2004) Pg. 62

attributes or qualities inherent in a particular phenomenon, constructing a mental image for the reader through the use of concrete and specific language. By engaging the reader's senses and emotions, description not only paints vivid pictures but also enhances understanding and connection to the subject. It achieves this by using sensory details that appeal to sight, sound, smell, touch, and taste, making the experience immersive and relatable.

Then, Knapp and Watkins state that "Descriptive text is a type of text that provides a detailed description of a subject, such as a person, place, or object, with an emphasis on its qualities and characteristics".<sup>6</sup> So, this is achieved through the use of precise and descriptive language that highlights the unique aspects of the subject being described. Effectively painting a vivid picture in the reader's mind, fostering a deeper understanding or appreciation and a testament to the writer's skill in transforming simple information into an engaging or memorable experience.

In the independent curriculum, descriptive text is a text that describes or depicts in detail an object, place, person, animal, or event. This text focuses on presenting physical characteristics, properties, or characteristics that can be observed through the five senses, so that readers can almost see, feel, hear, or smell what is being described. In the context of junior high school education Students communicate

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<sup>6</sup> Peter Knapp and Watkins, *Genre Text Grammar* (Australia, University of New South Wales Press Ltd, 2005) Pg. 98.

their ideas and experiences through pictures and written copies. With the help of teachers, they produce simple descriptive texts and procedures using simple words/phrases and pictures. They write simple vocabulary related to the environment in English using their own spelling.<sup>7</sup> Therefore, through this activity, students can develop their communication skills in English more effectively. As a result, they become more confident in writing. They also improve in expressing their ideas about their surroundings.

Writing descriptive text is the process of creating text that effectively describes a particular subject in detail, drawing on the reader's imagination. According to Panggabean, et.al “Writing descriptive text is a process to gather our ideas, information or thoughts become a text that describes a particular person, place or thing. It explains about a person, place or thing which can make the readers imagine what is described vividly.”<sup>8</sup> This process involves careful word choice, especially adjectives and descriptive language, to create a clear and interesting picture. According to Gerot and Wignel:

Writing descriptive text involves the process of composing a text that vividly portrays a person, place, or thing in such a way that a clear and impactful image is formed in the reader's mind. This process requires writers to select and organize details carefully, often appealing to the five senses, to create a sensory experience for the reader. It includes identifying the phenomenon to be

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<sup>7</sup> Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia (2022) *Capaian Pembelajaran Bahasa Inggris Fase A – Fase F*

<sup>8</sup> Wulan Sari Panggabean, Fitriadi Lubis, Rayendriani Fahmei Lubis "Mind Mapping on Students' Writing Descriptive Text," *English Journal for Teaching and Learning* Vol. 07 No. 02 December 2019. Pg. 164-174 <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ/>

described and then detailing its parts, characteristics, and qualities using specific and precise language.<sup>9</sup>

Furthermore, Siregar and Zainuddin stated that “descriptive text is a text that is describing something. The text always needs an object that want to be describes. The text explains about something what we have seen, sense, heard, smelt, felt, and test”.<sup>10</sup> In addition, Siregar and Harida stated that “descriptive text is a kind of text in genre that gives description about things. Descriptive text describes much information about an object, where the information is about the parts, qualities, characteristics of object, or setting that is described”.<sup>11</sup> So, descriptive text clearly provides detailed information about an object’s parts, qualities, and characteristics based on sensory experience

Based on the above explanation, it can be concluded that writing descriptive texts is a key English skill that involves clearly expressing ideas, feelings, or experiences. It uses vivid, specific language to create mental images by appealing to the five senses. Good descriptive writing is accurate, fluent, and well-organized to engage readers. Learning this skill boosts students' communication, creativity, and confidence in English.

## **b. Purposes of Writing Descriptive Text**

Students have various reasons for writing. Understanding the purpose of writing helps in more easily developing ideas. Knowing the

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<sup>9</sup> Linda Gerot and Peter Wignell, *Making sense of functional grammar: An introductory workbook*. (Sydney, Antipodean Educational Enterprises, 1994) Pg. 165.

<sup>10</sup> Sri Rahayu Siregar1, Zainuddin, “Authentic Material Media to Enhance Students’ Reading Descriptive Text” *English Journal for Teaching and Learning Vol. 09 No. 01 June 2021 pages 100 - 110* <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>

<sup>11</sup> Walidah Sofyan Siregar, Eka Sustru Harida, "Students’ Reading Comprehension in Descriptive Text," *English Journal for Teaching and Learning Vol. 09 No. 01 June 2021 pages 77 – 86* <http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>

purpose of writing enables more effective determination of strategies to produce quality work. Writing has several general purposes: Share knowledge and information, influence or persuade, express emotions and ideas. Additionally, Grenville highlights the objective of writing:

1) Writing to Entertain

Writing to entertain means making readers feel entertained (emotionally captivated) by something very serious, even sad, or by something funny. An interesting storyline can also engage your emotions by creating suspense. Writing that engages emotions can also be reflective and contemplative.

2) Writing to Inform

This type of writing can also be considered 'interesting' in the sense that it is easy to read. However, its main purpose is not to entertain the reader; that is just a bonus. The purpose of this type of writing is to provide information to the reader. Examples of informational writing include newspaper articles, scientific or business reports, instructions or procedures, and essays for schools and universities.

3) Writing to Persuade

Writing to persuade also includes advertisements, some newspaper and magazine articles, and some types of essays. This type of writing may include your opinion, but as part of a logical argument supported by evidence, not just an expression of your feelings. As mentioned above, imaginative writing sometimes pretends to be as a true story, but if you are writing to inform or persuade, you must not make things up.<sup>12</sup>

Based on explanation above, knowing the purpose of writing is very important because it helps in developing ideas and determining the right strategy to produce quality work. By understanding these purposes, writers can adjust their style and content to be more effective and meaningful.

On the other hand, through the use of sensory details and descriptive language, the writer aims to engage the reader's senses and

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<sup>12</sup> Kate Grenville, *Writing from Start to Finish: A Six Step Guide*, (Australia, Giffin Press, 2001), Pg. 1.

imagination, enabling them to visualize, understand, and even feel the essence of the subject being described. According to Rini and Mutmainnah, the purpose of writing descriptive text can be seen below.

Descriptive Text is a kind of text with a purpose to give information. The context of this text is a description of a specific object, animal, person, or other thing, for example: our pet or someone we know well. The purpose of descriptive text is to describe something specifically.<sup>13</sup>

This type of writing aims to create a detailed picture in the reader's mind, using all five senses : sight, sound, smell, taste and touch, to allow the reader to experience the subject as if they were there.

Based on the 2013 curriculum, “Writing descriptive text is used to describe situations and events that occur regularly or as general truths, to understand their nature, to show our pride in something, to give good and bad examples, as well as to describe detailed pictures”.<sup>14</sup> So, writing descriptive text aims to create a detailed and clear picture of its subject in order to effectively inform and engage the reader.

Based on the above explanation, writing descriptive text aims to provide a clear and detailed description of an object, animal, person, or other thing using language that appeals to the senses. Through sensory details and vivid descriptions, the writer invites the audience to feel and imagine the subject deeply. The main purpose of writing descriptive text is to inform and bring an experience to life as if one were at the scene.

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<sup>13</sup> Setia Rini and Nur Mutmainnah, *Handbook of Genre Based Writing*, (Salatiga, State Islamic Institute, 2020)

<sup>14</sup> Siti Wachidah et. al, *Bahasa Inggris, When English Rings a Bell* (Jakarta: Kementerian Pendidikan dan Kebudayaan, 2017) pg. 85.

### c. Generic structure of Writing Descriptive Text

Generic structure is a pattern or flow that is inserted in the idea mapping stage of a text. The generic structure is set up with the aim that a text can achieve its purpose. there are two generic structures of descriptive text:

- 1) Identification: Identifies phenomenon to be described.  
This section serves to introduce or identify the object to be described, such as people, places, animals, or objects. In this section, the writer provides a general overview of the subject to be discussed so that readers know what will be described. For example, mentioning the name and location of a city if the description is about a city.
- 2) Description: describes parts, qualities, characteristics.  
This section is the core of the descriptive text, containing detailed explanations of the characteristics, shape, colour, nature, and other features of the object that has been identified previously. The aim is for readers to be able to clearly imagine the object without having to see it directly.<sup>15</sup>

Based on the explanation above, it can be concluded that a descriptive text follows a generic structure consisting of two main parts: Identification and Description. Identification is the introduction of what will be described, and Description is the detailed explanation or portrayal of the subject. allowing the reader to clearly visualize it without direct observation.

### d. Language features of Descriptive Text

Language features refer to the specific elements and techniques used in language to convey meaning and evoke responses from the audience. According to Kardimin, the language features of descriptive text can include:

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15 Sanggam Siahaan et. al, *Generic Text Structure*, ( Yogyakarta, Graha Ilmu, 2008 ) pg. 89.

- 1) Personal and literary descriptions generally deal with individual things, person or animal ; for example, My favorite animal
- 2) When describing things from a technical or factual point of view, the present tense is predominantly used; for example, has, eats, sings, lays.
- 3) Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have); for example, My favourite animal is a cat, because cats are the cutest animals and have very soft fur.
- 4) Action verbs are used when describing behaviours/uses; for example, My cat climbs agilely.
- 5) Adjectives are used to add extra information to nouns and may be technical, everyday or literary, depending on the text; for example, It is grey and brown.
- 6) adverbs and adverbial clauses enrich sentences by adding detailed information to verbs, making descriptive texts more complete and engaging. The main purpose is to answer the four questions of how, when, where, why: for example, She eats slowly.<sup>16</sup>

Based on the above explanation, it can be concluded that the language features in descriptive texts include specific linguistic elements used to provide detailed explanations. These features include the Frequent use of simple present tense, relational verbs for classification, and action verbs for behaviors. Adjectives and adverbs provide additional details to nouns and verbs, making the text clearer and more interesting.

#### e. **Assessing the Writing of Descriptive Text**

Assessing descriptive text writing is the process of systematically evaluating a writer's ability to effectively describe or illustrate an object in detail, engaging the reader's senses so that they can see, hear, taste, smell, or experience what is being described firsthand<sup>17</sup>. In other words, this assessment measures how effectively the writer creates descriptions that are interesting and help readers visualize the object.

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<sup>16</sup> Kardimin, *English Structure For TOEFL* ( Jakarta, Bumi Aksara, 2018 ) pg. 161

<sup>17</sup> Michael Edward O'Malley, *Authentic assessment for English Language Learners: practical approaches for teacher* ( Massachusetts: Addison Wesley Publishing Company, 1996 ) Pg. 264.

According to Brown, There are several considerations in writing descriptive text, such as:

- 1) Vocabulary: use of appropriate, diverse, descriptive, and specific vocabulary including adjective and noun
- 2) Grammar: appropriate use sentence structure and tense, especially the simple present and correct grammar.
- 3) Mechanics: Correct spelling, punctuation, and capitalization; clear writing<sup>18</sup>.

The assessment of descriptive writing is a process of evaluating the writer's ability to describe an object in detail and in an interesting manner, so that readers can experience the object through their senses.


#### **f. Material of Descriptive Text**


Example of material for teaching writing descriptive text from the english text book. Includes describing animals in order to make animals stand out, to promote animals, and to criticize animals.

These pages are from an English textbook for eighth-grade students. They feature pictures of animals, namely elephants, tigers, bears, and monkeys, accompanied by descriptions or characteristics of these animals. Each story uses adjectives and simple present tense, such as they are, have, gives, to describe real experiences or current events. By reading these written descriptions, students can also learn how to construct sentences, describe what they see and feel using proper grammar.

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<sup>18</sup> H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*. ( San Fransisco, Pearson education, 2004 )Pg. 245

 Observing & Asking Questions




Elephants are the heaviest land animals. They are also intelligent and have good memories. Most of them live in Africa and Asia, such as in Lampung, Indonesia. They use their long trunks almost like an arm, to put food and water in their mouths. They eat grass and plants.

(Adapted from *The Little Animal Encyclopedia*)




Tigers are the biggest of all cats. They live in the grasslands and forests. Their striped coat gives them good camouflage when they hunt. They love meat to eat.

(Adapted from *The Little Animal Encyclopedia*)



Bears have thick fur coats to protect them from the cold. Most of them live in northern parts of the world. They are large and powerful. They have a good sense of smell. Some of them eat meat, and some of them eat honey. In winter, some bears find a snug place to hibernate.

(Adapted from *The Little Animal Encyclopedia*)



Monkeys are clever mammals that can solve problems and hold things in their hands. They live in groups called troops. Monkeys eat plants, birds' eggs, small animals, and insects. Most of them live in the forest.


(Adapted from *The Little Animal Encyclopedia*)

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**Figure II. 1**  
**Descriptive text materials**  
 Source: English Textbook XI Grade of SMP/ MTs <sup>19</sup>


<sup>19</sup> Siti Wachidah et. al, *Bahasa Inggris, When English Rings a Bell*. pg. 126

This page shows images that depict actions or activities and explains each image. Each activity shown in the images uses the simple present tense and includes adverbs of time such as every morning and every day, and adverbs of frequency such as regularly. By observing and reading this page, students also learn how to construct sentences similar to those on this page or create their own ideas based on what they see and feel, using proper grammar.


 Observing & Asking Questions




They clean the animal's cages every morning.



They wash the animals everyday.



She takes care of sick animals regularly.



He regularly repairs the animals cages.

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**Figure II. 2**  
**Example of describing a picture using simple present tense**  
 Source: English Textbook XI Grade of SMP/ MTs

This activity is part of the ‘Gathering Information’ section in the English textbook for Grade 8 SMP/MTs. The page displays the names of zookeepers, and students write down the daily routines of the zookeepers listed in the question column. Then, students complete the sentences using simple verb forms with correct punctuation to describe the actions of the zookeepers.

**Collecting Information**

We will rewrite the sentences by stating the names of the zoo keepers, like the given example.

Here are what we will do. We will work in groups. **First**, we will study the example carefully. **Second**, we will state the names of the zoo keepers and their routine activities in good sentences. Every one of us will handwrite the complete sentences on a piece of paper.

We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly.

1. Mr. Ahmad feeds the animals every day.
2. Mrs. Siska \_\_\_\_\_
3. Mr. Hari and Mrs. Gina \_\_\_\_\_
4. Mr. Warta and Mr. Kirna \_\_\_\_\_
5. Mrs. Indi \_\_\_\_\_
6. Mr. Matias \_\_\_\_\_

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**Figure II. 3**  
**Grammar test**

Source: English Textbook XI Grade of SMP/ MTs

## 2. Simple Present Tense

The simple present tense can be interpreted as a way to explain something that always happens or is true at the moment, such as daily activities, someone's character, or things that do not change. The tense used by verbs to indicate the time when an action or state occurs; Simple present tense is used to express or describe events, occurrences, or habits that are done now in their simplest form and are daily or recurring actions or activities.<sup>20</sup> Traditionally, tense is defined in terms of time.

### a. The Definition of Simple Present Tense

The simple present tense is a verb form expressing facts, repetitive activities, or current events. According to Swan, “the simple present tense is a tense in English that uses the base form of the verb for plural subjects and first person singular subjects (I, you, we, they), and adds the suffix -s or -es to the verb for third person singular subjects (he, she, it)”.<sup>21</sup> So, the simple present tense is used for activities that happen now or for expressing habits.

Furthermore, Murphy mentioned that “the simple present tense describe actions that occur regularly, provide facts that are always true, and explain permanent or long-lasting situations”.<sup>22</sup> It does not only refer to actions occurring at the moment of speaking, but also to habitual actions and universal truths that remain consistent over time. It is called “simple” because it does not rely on any modal or auxiliary verbs to accomplish its meaning.

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<sup>20</sup> Kardimin, *English Structure For TOEFL*, pg. 59.

<sup>21</sup> Michael Swan, *Practical English Usage*. (Britain, Oxford University Press, 2005)Pg. 479.

<sup>22</sup> Raymond Murphy, *English Grammar in Use*. (Cambridge. Cambridge University Press, 2019) Pg. 4.

Based on the above definition, it can be concluded that simple present tense is used to express facts, habits, or events that are happening right now. In addition to actions that are currently happening, this tense also describes routine actions, facts that are always true, and situations that are permanent or long-lasting without requiring auxiliary/modal verbs. ordinary modern things, situations, or things that are always true can be discussed, expressing truth and behavior repeatedly.

#### **b. The Functions of Simple Present Tense**

Simple present tense is used to describe something that was true in the past, is true in the present, and will remain true in the future. In addition, simple present tense is also used to describe habitual actions.

According to Kardimin, the simple present tense has a function. This function can be seen below. The simple present tense is used to describe actions or activities that are often repeated, have become habits, or are part of a daily routine. For example: I go to the zoo everyday.<sup>23</sup> From the example, everyday is an adjective. This word is used to describe something that is common, routine, or happens every day.

According to Rappen, the simple present tense has three functions, including:

- 1) The simple present is used to describe facts or general truth.  
Example : The sun **rises** in the east

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<sup>23</sup> Kardimin, *English Structure For TOEFL*, pg. 61.

- 2) The simple present is also used to state facts that are always true, state things that are permanent and not dependent on a specific time.  
Example : Humans **need** oxygen to breathe.
- 3) In addition, this tense is also used to express general feelings or thoughts.  
Example: I **love** to read books.<sup>24</sup>

Thus, the simple present tense is very important for describing habits, facts, and truths that are permanent in nature.

### c. The Patterns of Simple Present Tense

Simple present tenses have specific characteristics. These characteristics can be seen in the formula for simple present tenses. According to Chalker “Pattern is the (possible or necessary) way in which elements of language combine to form larger units”.<sup>25</sup> The structure of clauses can be analysed syntactically based on the main patterns determined by the type of verb used.

According to Kardimin “It should be noted that basically not only things that happen, things that do not happen also need to be expressed in this form as well as in a form that is not related to time”.<sup>26</sup> There are two kinds of sentences in simple present tense, namely sentences that have verbs and sentences that do not have verbs.<sup>27</sup> Sentences that don't have a verb are usually followed by an adjective phrase, adverb phrase or noun phrase. Sentences that don't have a verb use be (is, am, are).

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<sup>24</sup> Randi Reppen, *Grammar and Beyond Essentials Level 2 Student's Book with Online Workbook* (Cambridge University Press, 2019). Pg. 6

<sup>25</sup> Sylvia Chalker, *The Oxford Dictionary of English Grammar*, pg. 573.

<sup>26</sup> Kardimin, *English Structure For TOEFL*, pg. 60.

<sup>27</sup> Baiatun Nisa et al, basic grammar untuk Mahasiswa dan umum (makasar, mitra ilmu 2023) Pg. 9.

## 1) Verbal sentence

Verbal sentence (or simply a verbal clause) is a sentence or clause whose main predicate is a verb. According to Azar in her book, “a verbal sentence is a sentence where the predicate is a verb”.<sup>28</sup> So, understanding verbal sentences is crucial because they form the foundation of most English sentences, allowing us to express actions, states, or occurrences clearly and effectively.

### a) The Affirmative Sentence

The affirmative sentence is a positive statement in simple present tense, if the subject is I You, They, We then the verb does not add s/es. However, if the subject is He, She, It then the verb is added with s/es. According to the Oxford Dictionary “affirmative is a sentence or verb: stating that a fact is true; answering ‘yes’ to a question asked or implied. Opposite of negative”.<sup>29</sup> Therefore, practicing affirmative sentences regularly will strengthen your overall command of the simple present tense.

**Formula : S + verb 1 + (s/es) + O**

Example : I **go** to the school every morning.

You **listen** to music while study.

They **play** football on weekends.

We **learn** English in school.

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<sup>28</sup> Betty Schramper Azar, *Understanding and Using English Grammar*, (New Jersey, Prentice Hall. Inc, 2008) Pg. 168.

<sup>29</sup> Sylvia Chalker, *The Oxford Dictionary of English Grammar*, pg. 48.

She **sings** beautifully.

He **works** at a bank.

It **rains** a lot during the wet season.

#### b) The Negative Sentence

In English grammar, a negative sentence is a type of sentence that expresses rejection, absence, or the opposite of a positive statement.

Murphy explains that “negative sentences are formed by placing ‘not’ after the first auxiliary verb in a verb phrase. For the present simple and past simple (except for the verb “be”), ‘don't/doesn't’ and ‘didn't’ are used”.<sup>30</sup> So, understanding the correct placement of these negative markers is essential for constructing clear and grammatically accurate sentences, especially for learners who want to avoid confusion between affirmative and negative forms.

To make negative and interrogative sentences in Simple Present Tense, auxiliary verbs do and does are needed. An explanation of the use of the auxiliary verbs do and does can be seen in the table below.

**Table II. 1**  
**The use of auxiliary verb**

Subject	Auxiliary verb
I, You, They, We	do
He, she, it	does

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<sup>30</sup> Raymond Murphy, *English Grammar in Use*. Pg. 56

**Formula : S + do/does + not + Verb 1 + O**

Examples : I **do not** go to the school every morning.

You **do not** listen to music while study.

They **do not** play football on weekends.

We **do not** learn English in school.

She **does not** sing beautifully.

He **does not** work at a bank.

It **does not** rain a lot during the wet season.

## c) The Interrogative Sentence

Interrogative sentences are formed by placing do or does at the beginning of the sentence. According to Pausan "Interrogative sentences are discussed as sentences whose function is to ask something from others, whether it be news or information. Unlike declarative sentences, which do not expect a response, interrogative sentences require a response from the listener".<sup>31</sup> So, understanding interrogative sentences is crucial for communication because they ask for information, unlike declarative sentences that only make statements.

**Formula : Do/Does + S + Verb 1 + O + ?**

Examples : **Do I** go to the school every morning?

**Do you** listen to music while study?

**Do they** play football on weekends?

**Do we** learn English in school?

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<sup>31</sup> H. Pausan. *Complete English Grammar*, (Jakarta, PT Cipta Gadhing Artha, 2021)Pg. 681.

**Does she** sing beautifully?

**Does he** work at a bank?

**Does it** rain a lot during the wet season?

## (1) Short and Long Answers in Interrogative Sentences

### (a) Explanation of Short and Long Answer

In general, short answers are concise responses to questions, often consisting of a few words or a phrase. Sumarna stated that “short answer questions require students to provide written answers and reduce the possibility of guessing.<sup>32</sup> So, these types of questions are effective in assessing students’ understanding more accurately because they demand recall and precise expression rather than recognition.

Long answer is a response that provides a more complete explanation or information, usually in the form of a full sentence that explains the reasons or additional details. Pauzan stated that “A long answer is a complete response that repeats the subject and verb of the question and provides the same detailed information as the question”.<sup>33</sup> Thus, long answers help students think deeply by organizing ideas and linking concepts.

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<sup>32</sup> Sumarna, *Evaluasi Pendidikan*, ( Jakarta, Bumi Aksara, 2007)Pg. 34.

<sup>33</sup> Pauzan, *8 Tenses Verbal and Nominal Sentences*, (Mataram, Universitas Islam Negeri Mataram repository, 2023) Pg. 21.

**(b) Short/Long answers in affirmative verbal sentences**

This structure applies to affirmative (yes) answers in verbal sentences, which are sentences that contain action verbs rather than just “to be”. According to Murphy “Long answers repeat the subject and verb in full, while short answers use only the auxiliary verbs do/does/did and the subject”.<sup>34</sup> When answering yes in English, you can use either a short or long answer.

**Example :**

“Do you listen to the music while study?”

Short answer : Yes, I do.

Long answer : Yes, I listen to the music while study

**(c) Short/Long answers in negative verbal sentences**

When answering no questions in English, you can give short or long answers. This structure applies to negative responses in verbal sentences, which contain action verbs rather than just "to be" or descriptive states.

**Example :**

“Do you listen to the music while study?”

Short answer : No, I don't

Long answer : No, I don't listen to the music while study

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<sup>33</sup> Pauzan, *8 Tenses Verbal and Nominal Sentences*, (Mataram, Universitas Islam Negeri Mataram repository, 2023) Pg. 21.

<sup>34</sup> Raymond Murphy, *English Grammar in Use*. Pg. 78

Based on the explanation above, we can conclude that a verbal sentence uses a verb. In a affirmative or negative sentence with a third-person singular subject (she, he, or it), the verb must be followed by s or es.

## 2) Nominal sentence

A nominal sentence is a sentence that does not contain a verb as its predicate. In a nominal sentence, the predicate is usually a noun, adjective, or nominal phrase that describes the subject. According to Arif stated that “a nominal sentence is a type of sentence in English that does not have a main verb that indicates an action. Instead, the predicate is formed using ‘to be’ (such as is, am, are, was, were, been, being) followed by a complement that can be a noun, adjective, or adverb”.<sup>35</sup> So, a nominal sentence differs from a typical sentence by using a linking verb instead of an action verb to connect the subject with a descriptive complement. This structure enables nominal sentences to describe states, qualities, or identities instead of actions.

### a) The Affirmative Sentence

In affirmative sentences, ‘to be’ functions as a substitute for a verb. Therefore, ‘to be’ is used when a sentence does not have a verb. Azar stated that “Using the auxiliary verb to be as the main predicate, followed by a complement that is not a verb, but rather a noun, adjective, or prepositional phrase,

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<sup>35</sup> Mohammad Arif, *Easy English Grammar* (Nganjuk, IReSS Press, 2012) Pg. 7.

which describes or identifies the subject”.<sup>36</sup> So, the verb to be plays a crucial role in linking the subject to additional information, making it an essential component in constructing clear and meaningful sentences in English.

**Formula : S + to be (am/is/are) + noun/adjective/adverb**

Example : I **am** happy.

You **are** kind.

They **are** good friends.

We **are** excited about the trip.

She **is** my sister.

He **is** a strong man.

It **is** a sunny day.

#### b) The Negative Sentence

To make a negative sentence in simple present tense, if the sentence has no verb and uses to be, then add not after to be. According to Biber “these sentences do not depend on action verbs as their main predicates, but rather on linking verbs or implied linking relationships. These statements are then refuted using negative particles such as ‘not’ and ‘no’”.<sup>37</sup> Therefore, Understanding where to place negative particles is key to correctly forming negative sentences with "to be" in the simple present tense, helping learners avoid errors and express negation clearly.

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<sup>36</sup> Betty Schramper Azar, *Understanding and Using English Grammar*, Pg. 6.

<sup>37</sup> Douglas Biber, et. al, *Longman Grammar of Spoken and Written English* (Harlow, Essex: Pearson Education Ltd, 2001)

**Formula : S+To Be (is,am,are)+not+noun/adjective/adverb**

Example :      I **am not** happy.  
                   You **are not** kind.  
                   They are not good friends.  
                   We are not excited about the trip.  
                   She **is not** my sister.  
                   He **is not** a strong man.  
                   It **is not** a sunny day.

## c) The Interrogative Sentence

Interrogative sentences are formed by placing to be at the beginning of the sentence. Swan stated that “interrogative in a nominal sentence means a question formed from a nominal sentence, asking about the subject's identity, nature, or location, using the verb "to be" inverted at the start”.<sup>38</sup> So, this structure allows speakers to directly inquire about specific information related to the subject, making the sentence clearer and more focused on obtaining a response.

**Formula : To be + S + noun/adjective/adverb + ?**

Example :      **Am I** happy?  
                   **Are you** kind?  
                   **Are they** good friends?  
                   **Are we** excited about the trip?  
                   **Is she** my sister?

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<sup>37</sup> Douglas Biber, et. al, *Longman Grammar of Spoken and Written English* (Harlow, Essex: Pearson Education Ltd, 2001)

<sup>38</sup> Michael Swan, *Practical English Usage*. Pg. 49.

**Is he** a strong man?

**Is it** a sunny day?

(1) Short and Long Answers in Interrogative Sentences

**(a) Short/long answers in affirmative nominal sentences**

This structure applies to affirmative (yes) answers in nominal sentences. Murphy stated that “Affirmative nominal sentence is a positive statement where the predicate is not a main verb but rather a form of to be (am, is, are, was, were), often followed by noun, adjective, or adverb”.<sup>39</sup> When answering yes in English, you can use either a short or long answer.

**Example :**

“Are they good friends?”

Short answer : Yes, They are.

Long answer : Yes, They are good friends.

**(b) Short/long answers in negative nominal sentences**

A negative nominal sentence negates the predicate, often using “not” or its contracted form (is not or isn't), expressing what the subject is not.

**Example :**

“Are they good friends?”

Short answer : No, They aren't

Long answer : No, They are not good friends.

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<sup>39</sup> Raymond Murphy, *English Grammar in Use*. Pg. 78

Based on the explanation above a nominal sentence is a sentence that does not use a main verb to describe an action. Instead, it typically uses a linking verb (such as “to be” is, am, are, was, were) followed by a noun, adjective, or adverb to describe the subject's state, identity, or location.

#### d. Time Signals of Simple Present Tense

Time signals are words and expressions that indicate when an event is taking place. Time signals for the present simple show more than one time.

##### 1) Adverb of frequency

These adverbs specify an exact time frame or number of occurrences. They indicate a clear, measurable frequency. According to Folse “An adverb of frequency is an adverb used to show how often an action or event occurs”.<sup>40</sup> To better understand the frequency levels indicated by adverbs of indefinite frequency, percentage estimates are often used: Always (100% ), Usually (90%), Often (70-80%), Sometimes (50%), Seldom / Rarely (10-20%), Never (0%).

- a) The sunflowers in my garden **always** face the sun in the morning.
- b) My cat **usually** sleeps on the sofa during the afternoon.
- c) The river near my house **often** looks very clear and beautiful.

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<sup>40</sup> Keith S. Folse, *Clear Grammar 2nd Edition: Keys to Grammar for English Language Learners* (Michigan umich press, 2012).Pg. 148.

- d) The old library **sometimes** feels quiet and mysterious at night
- e) The mountain is **seldom** covered with snow because the weather is warm.
- f) The peacock in the park **rarely** opens its colorful feathers.
- g) The roses in my mother's garden **never** wilt, even in the dry season.<sup>41</sup>

Based on the above statement, the simple present tense can be defined as a construction that describes daily activities and general facts in a sentence using adverbs of frequency, which indicate how often an activity occurs.

## 2) Adverb of time

In general, the adverb of time can be placed at the beginning, middle, or end of a sentence, depending on its function and desired emphasis. Riyanto stated that "Adverb of time indicates when an action takes place".<sup>42</sup> Adverbs of time tell us when an action happened. They can also tell us how long they happened for and how often they happened.<sup>43</sup> Adverbs of time is to indicate when an action occurs, how long it lasts, and how often it occurs.

Based on the statement above, the simple present tense can be defined as a construction that describes daily activities and general facts in a sentence using a specific adverb of time.

## B. The Related Findings

Many studies are conducted on this topic, and several previous studies relate to the topic of this research. In this section, relevant studies are reviewed.

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<sup>41</sup> ESL Library, *Grammar Practice Worksheets* (Canada, Red River Press Inc, 2016)Pg. 2.

<sup>42</sup> Slamet Riyanto et al, *A Handbook of English Grammar* ( Yogyakarta, Pustaka Pelajar, 2010 ). Pg 47.

<sup>43</sup> ESL Library, *Grammar Practice Worksheets*, Pg. 4

The first is Maghfirah, this study applied a random sampling technique where the population was all of the third-semester students of English department of UIN Ar-Raniry and the sample was 65 students. The data was collected by administering of Tenses test and Descriptive writing test. The data were analyzed by using Pearson Product Moment to investigate the correlation between both variables. The result showed that the coefficient between variable X and variable Y was  $r_{xy} = 0.923$ . The criteria of correlation between two variables among 0.81-0.99 showed a high correlation.<sup>44</sup> The result of the analyses showed that there was a significant correlation between students' mastery of tenses and their achievement in descriptive writing.

The second is Jayanti et. al., the samples of this research were 80 students from 495 populations of the eighth-grade students at SMPN 3 Gianyar, chosen by clustered random sampling technique. The data analysis results showed that there was a correlation at (0.630) which is higher than the r-table of significant level at 5% (0.220)<sup>45</sup>. To sum up, the present research findings finally confirmed that there was a significant correlation between simple present tense mastery and descriptive paragraph writing ability.

The next research was conducted by Wulandari, the sample of this study are 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

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<sup>44</sup> Maghfirah, "The Correlation between Students' Mastery of Tenses and Their Achievement in Descriptive Writing," *Thesis*, (Banda Aceh, Ar-Raniry State Islamic University, 2020.)Pg. 4 <https://repository.ar-raniry.ac.id/id/eprint/19131/>

<sup>45</sup> Ni Luh Eka Jayanti, Ni Luh Putu Dian Sawitri, Ida Bagus Nyoman Mantra "The Correlation between Simple Present Tense Mastery and Descriptive Paragraph Writing Ability," *Academic Journal on English Studies, Vol 3, No 1, April 2023* Pg. 48 <https://eprints.unmas.ac.id/view/year.2023.default.html>

study was a correlational technique.<sup>46</sup> 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.

The fourth research is by Febrianti, this study found that students made mistakes in describing people, animals, and procedures in the title, main sentence, significant sentence development, sentence structure, word choice, grammar, and mechanics<sup>47</sup>. The analysis results revealed that among the different categories examined, the highest number of errors occurred in the aspect of language use, with a particular emphasis on mistakes related to the use of verbs or auxiliary verbs, indicating that this area posed the greatest challenge for the subjects in question.

The fifth is Cahyaningrum, the research design was correlation research. The population was X-TKRO and the sample was from X-TKRO 4, it consisted of 35 students. The instrument of this research used a test for grammar and writing. The technique to analyze the data used Pearson-Product Moment, and it was done with the help of the SPSS 24 program.<sup>48</sup> The result of correlation

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<sup>46</sup> Novitaria Wulandari, "The Correlation between Simple Present Tense Mastery and Students Writing Ability in Descriptive Text," *Thesis*, (Lampung, Raden Intan Lampung State Islamic University, 2022.) Pg. 6 <https://repository.radenintan.ac.id/22182/1/cover%20bab%201-2%20Bdapus.pdf>

<sup>47</sup> Fadhilah Febrianti, "An Error Analysis of Using Simple Present Tense in Writing Daily Activities," *Thesis*, (Lampung, Raden Intan State Islamic University, 2022.) Pg. 2 <https://repository.Radenintan.ac.id/35133>

<sup>48</sup> Umi Cahyaningrum, "The Correlation between Student's Grammar Mastery and Their Competence in Writing Descriptive Text," *Thesis*, (Tulungagung, Tulungagung State Islamic Institute, 2021.) Pg. 5. <http://repo.uinsatu.ac.id/22892/>

was  $r = 0.903$ . The SPSS calculation the researcher got  $N. Sig = 0.000$ , where significance  $< 0.05$ . In this research, the null hypothesis ( $H_0$ ) was rejected and ( $H_1$ ) was accepted.

Based on the related findings above, the researcher wants to investigate the correlation between simple present tense mastery and writing descriptive text at the eighth grade students of SMPN 4 padangsidempuan. However, this study differs from the above studies. The differences can be seen in the time and location of the study.

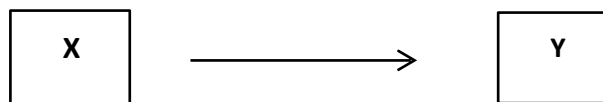
### **C. The Framework of Thinking**

Simple present tenses are one of the forms of tenses in grammar. Simple tenses are generally used to describe actions that occur in the present. The simple present tense is a verb form used to express facts, repetitive activities, or events that are currently happening.

A descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person. Students describe when they are, talking or writing about a picture, writing about a character or place in a story, reporting on an animal.

There are several roles of simple present tense in writing descriptive text. The simple present tense is used as the main sentence pattern or language feature in descriptive texts to convey facts or conditions that are general and currently applicable to the object being described. The use of the simple present tense enables writers to present this information clearly and consistently, by describing conditions that are always true or currently occurring.

Based on the explanation above, assume that there is the significant correlation between simple present tense mastery and writing descriptive text.



**Figure II. 4**  
**The correlation between simple present and writing descriptive text**

**X** = Simple present tense mastery

**Y** = Writing Descriptive Text<sup>49</sup>.

This research paradigm consists of one independent and dependent variable. as described in the picture above.

#### **D. The Hypothesis**

According to Sugiyono “Hypotheses are temporary answers to the formulation of research problems in the form of questions, based on relevant theories, not yet based on empirical facts from the data”.<sup>50</sup> So the hypothesis can also be stated as a theoretical answer to the formulation of research problems, not yet an empirical answer.

**Ha** : There is a significant correlation between students’ simple present tense mastery and writing descriptive text.

**Ho** : There is no significant correlation between students’ simple present tense mastery and writing descriptive text.

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<sup>49</sup> Sugiyono, *Statistic Untuk Pnelitian* (Bandung, alfabeta, 2007).pg. 8

## CHAPTER III

### RESEARCH METHODOLOGY

#### **A. The Place and Time of the Research**

This research was conducted on students at grade VIII of SMPN 4 Padangsidempuan. The location of the research is in SMPN 4. The school located. at JL. Sutan Sori Pada Mulia No. 31, Sadabuan, Kec. Padangsidempuan, North Sumatera. This research started in December 2024 until September 2025.

#### **B. The Research Method**

The kind of this research is quantitative research in correlational type. This research is a correlation design in which investigators use correlational statistics to describe and measure the degree or association (or relationship) between two or more variables or sets of scores.<sup>1</sup> Through the correlation design, it was possible to identify and quantify the strength and direction of relationships between the variables studied, providing valuable insights to inform further research or practical applications.

This method is used to explain the correlation between simple present tense mastery and writing descriptive text. This method systematically describes how mastery of the simple present tense influences the ability to write descriptive texts without altering variables. The descriptive method clearly shows the correlation between the two variables in a real context.

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<sup>1</sup> John W. Creswell, *Research Design, Sage Publications, Inc* (London, 2009), pg. 145.

This method is used to explain the correlation between simple present tense mastery and writing descriptive text. With this method, a systematic description can be made of the extent to which mastery of the simple present tense affects the ability to write descriptive texts without manipulating variables. The descriptive method also provides a clear picture of the correlational relationship between the two variables in a real context.

### C. The Population and Sample

When conducting research, it is very important to identify the population and sample in order to ensure the validity and reliability of the findings. So, the researcher generalizes the results accurately and minimizes potential biases.

#### 1. Population

The population of this research are all students at grade VIII of SMP N 4 Padangsidimpuan which consisted of eleven classes of the students at grade VIII of SMP N 4 Padangsidimpuan. That consisted of 345 students.

**Table III. 1**  
**The population of the VIII Grade Students at SMP N 4**  
**Padangsidimpuan 2024-2025**

No	Class	Total
1	VIII-1	30
2	VIII-2	32
3	VIII-3	32
4	VIII-4	31
5	VIII-5	30
6	VIII-6	32
7	VIII-7	32
8	VIII-8	31
9	VIII-9	32
10	VIII-10	31
11	VIII-11	32
	Total	345

Source: Document of SMP N 4 Padangsidimpuan TP 2024-2025

## 2. Sample

The population in this research consisted of over 100 students, or 345 individuals. Not all students in class VIII were selected as a sample from the entire population, as explained below. So, the chosen sampling method gave every population member an equal chance to be included, ensuring unbiased and generalizable results.

The technique took the sample by using random sampling, because the entire population had the same grade level, curriculum, subjects, and age. The selection of sample members from the population was done randomly without regard to the strata that existed in that population<sup>2</sup>. This study was conducted using a lottery system. All students' names were written on a piece of paper. The paper was then placed in a box, shuffled, and the required number of names were selected. The names selected on the paper would become the sample for this study. After the names were taken from the box, the researcher obtained the number of students from each class. To determine the appropriate sample size, sampling formulas or tables are often used, such as the Slovin formula when the population is known. The formula is as follows:

$$n = \frac{N}{1 + n \times e^2}$$

n = The Total of the sample

N = Total of Population

e = the percentage of leeway in the accuracy of sample errors  
that can be tolerated

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<sup>2</sup> Sugiyono, *Statistic Untuk Penelitian*. (Bandung, Alfabeta, 2023) Pg, 63

$e = 0.1$  (10%) for a small population

$e = 0.2$  (20%) for large population<sup>3</sup>

In this study, the formula above was used to determine the sample size with an error tolerance limit of 20 percent.

As stated below:

$$n = \frac{345}{1 + 345 \times 0.2^2} = n = \frac{345}{346 \times 0.04} = n = \frac{345}{13.84} = n = 24.9$$

$n = 24.9$  rounded up to 25

The sample size is 25 students. After drawing names from the box, the number of students from each class was recorded in the table below:

**Table III. 2**  
**The Sample**

No	Sample	Total
1	VIII-1	4
2	VIII-2	1
3	VIII-3	1
4	VIII-4	2
5	VIII-5	2
6	VIII-6	3
7	VIII-7	1
8	VIII-8	1
9	VIII-9	5
10	VIII-10	4
11	VIII-11	1
	Total	25

Based on the explanation above, the total number of samples was 25 students.

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<sup>3</sup> Husein Umar, *Metode Riset Bisnis* (Jakarta: Gramedia Pustaka Utama, 2003), Pg. 141.

## **D. The Definitions of Operational Variables**

### 1. Simple Present Tense

Simple present tense mastery are tenses used to express actions or events that are being done or happening right now and including various sentence patterns such as affirmative, negative, and interrogative sentences, with auxiliary words like time signals, specifically adverbs of time and frequency.

### 2. Writing Descriptive text

Writing descriptive text involves carefully creating words that clearly explain a specific subject with many details, helping the reader use their imagination to form a clear picture of what is being described inside their mind.

## **E. The Instrument of Data Collection**

The instruments are used to measure research variables. In collecting the data, the researcher uses a test as the instrument This test serves as a standardized method of assessing a person's ability, knowledge, or performance within a particular domain or field of study, allowing for objective evaluation and comparison of results across participants. According to Arikunto test is a series of questions or exercises used to measure the skills, knowledge, intelligence, ability, or talent possessed by individuals or groups”.<sup>4</sup> The test is a vital tool for obtaining reliable data on participants' true abilities.

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<sup>4</sup> Asghar Raavich Arikunto, et. al, *Introduction to Researchin Education*, Pg. 193.

### 1. Multiple choice test

The test is used as an instrument in this research. The instrument for this research is a multiple-choice test that consists of 60 multiple-choice questions, each with options a, b, c, and d. First, the students are required to choose the correct answer to complete the sentences for each question. The purpose of this test was to measure students' mastery of the simple present tense. After verification, only 50 of the 60 items were declared valid and used as the final instrument in this study. This can be explained as follows:

**Table III. 3**  
**Indicator of simple present tense mastery**

No	Indicator	Number	Score	Total Score
1.	The students are able to mastery verbal sentences			
	a. Positive sentences	1,2,3,4,5	2	10
	b. Negative sentences	6, 7, 8, 9, 10	2	10
	c. Introgative sentences	11, 12, 13, 14, 15	2	10
	d. Short and long answer	16, 17, 18, 19, 20	2	10
	The students are able to mastery nominal sentences			
	a. Positive sentences	21, 22, 23, 24, 25	2	10
	b. Negative sentences	26, 27, 28, 29, 30	2	10
	c. Introgative sentences	31, 32, 33, 34, 35	2	10
	d. Short and long answer	36, 37, 38, 39, 40	2	10
3.	The students are able to mastery time signals			
	a. Adverbs of frequency	41, 42, 43, 44, 45	2	10
	b. Adverbs of time	46, 47, 48, 49, 50	2	10
<b>Total</b>		50 items		100

Source : Harefa, *Penilaian Dan Hasil Belajar*.<sup>5</sup>

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<sup>5</sup> Amin Otoni Harefa, *Penilaian Dan Hasil Belajar* (Gunung Sitoli, IKIP, 2009.) Pg. 18

The scoring is obtained using the following formula:

$$N = \frac{B}{N} \times 100 = N = \frac{50}{50} \times 100$$

N = Number of Questions

B = Number of Correctly Answered Questions<sup>6</sup>

Based on a careful analysis of the data presented in the table, it can be concluded that the multiple-choice test comprises a total of fifty questions. Each question on the test is assigned a value of 2 points, indicating that the scoring system is designed to evenly distribute the total possible points across all questions. As a result, to achieve a perfect score of 100 points on the test, students are required to answer every single question correctly.

## 2. Essay test

The researcher conducted an essay test to assess students' writing skills in descriptive text. The students were asked to write a descriptive text based on the given topic, which was "Describing an Animal." They were required to write a text consisting of at least two paragraphs within 20 minutes.

Assessment of student writing is based on three indicators, namely generic structure, sosial function, and language features. Each indicator is scored on a scale of 1 to 5. A score of 5 indicates that the aspect is very clear or very complete, while a score of 1 indicates that the aspect is unclear, incomplete, or not present at all, reflecting a significant deficiency in meeting the required standards.

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<sup>6</sup> Amin Otoni Harefa, *Penilaian Dan Hasil Belajar*, Pg. 18

**Table III. 4**  
**Indicator of Writing Descriptive text**

No	Indicator	Point	Criteria
1.	The students are able to find generic structure	5	The text structure is very clear, complete, and logically sequential.
		4	The text structure is clear, complete, and logically sequential.
		3	The text structure is clear and complete, but the sequence is inconsistent.
		2	The text structure is unclear, incomplete, and not sequential.
		1	The structure of the text is very unclear, incomplete, and the sequence of ideas is illogical and inconsistent.
2.	The students are able to find sosial functions	5	The social function of the text is very clear and easy to understand.
		4	The social function of the text is clear and understandable.
		3	The social function of the text is somewhat clear, but still unclear.
		2	The social function of the text is unclear or difficult to understand.
		1	The social function of the text is very unclear or completely misunderstood.
3.	The students are able to find language features	5	The sentence has very complete and accurate grammatical features. All grammatical elements are used correctly.
		4	The sentence has 3-5 correct grammatical features, but there are still some parts that are inaccurate or incomplete.
		3	The sentence has only 1-2 correct grammatical features, with many grammatical errors that interfere with meaning.
		2	The sentence lacks proper grammatical features, with many errors that significantly interfere with understanding the meaning of the sentence.
		1	The sentence does not have any correct grammatical features at all, and it cannot be understood due to the numerous errors.

Source : Winarti, et. al, *Evaluasi Pembelajaran*<sup>7</sup>

The highest score was 15. Therefore, if students receive a score of 5 in each section, the maximum score is 100. Then the scoring is obtained using the following formula:

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<sup>7</sup> Winarti, et. al, *Evaluasi Pembelajaran* (Deli Serdang: Graha Mitra Edukasi, 2023)pg. 67.

$$N = \frac{B}{N} \times 100 = N = \frac{15}{15} \times 100$$

N = Total score

B = Students score

## F. The Validity and the Reliability Instrument

Validity and reliability were important in research. In this research, there were two instruments that had validity and reliability, as follows:

### 1. Validity

The validity of each question item indicated whether the test items of each question of the grammar test were valid or not. Borwn said that “validity is supported most convincing by subsequent personal observation by teacher and peers. By far the most complex criterion of a good test is validity”.<sup>8</sup> This research used item and construct validity to examine student outcomes. Item validity refers to the validity of the assessment based on the worthiness or relevance of the test, and construct validity conducted by expert judgment. To make it sure, the researcher would consult to the English teacher of SMPN 4 Padangsidimpuan. Proof of validation can be seen in Appendix (4).

This research used content and item validity to determine the validity of the instrument for simple present tense item validity, which was a part of the test as a whole to measure the test by items. The test consists of 50 multiple choice questions that are validated in another sample. To get the

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<sup>8</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (San Fransisco: Logman, 2007), Pg. 448

validity of each test, it refers to the r table at a 5% significance level, which is 0.396, and at a 1% significance level, which is 0.505. So, the test is categorized as valid if  $r_{\text{count}} > r_{\text{table}}$ .

$$r_{pbi} = \frac{Mp - Mt}{SDt} \sqrt{\frac{p}{q}}$$

Where :

- $r_{pbi}$  : Coefficient item validity
- $Mp$  : mean score
- $Mt$  : mean score of the total score
- $SDt$  : Standart deviation of the total score
- $p$  : presentation of the right answer of the item tested validity
- $q$  : presentation of the wrong answer of the item tested<sup>9</sup>

The test consists of 60 questions, but only 50 of them are valid: 1, 2, 3, 4, 5, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 25, 27, 28, 29, 30, 31, 32, 34, 35, 36, 37, 38, 39, 40, 42, 43, 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 56, 57, 58, and 60. The invalid questions are 6, 11, 18, 24, 26, 33, 41, 48, 55, and 60.

Based on the explanation above, the researcher decided to select 50 questions from the test to be used as the tests in this research.

## 2. Reliability

Refers to the consistency and stability of measurement tools or instruments used to collect data. Sudijono stated that, "Reliability is the extent to which a test consistently measures what it measures".<sup>10</sup> A reliable instrument will produce the same or very similar results each time it is used under the same conditions. The reliability of the test can be found using the

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<sup>9</sup> Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta, PT. Raja Grafindo Persada, 2008), Pg. 258.

<sup>10</sup> Anas Sudijono, *Pengantar Statistik Pendidikan*. Pg.259

Alfa crombach formula. The formula is as follows:

$$r_i = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum s_i^2}{s_t^2} \right) \quad r_i = \left( \frac{60}{60-1} \right) \left( 1 - \frac{9.50912}{168.907} \right) \quad r_i = \left( \frac{60}{59} \right) (1 - 0.0563)$$

$$r_i = (1.0169)(0.9437) \quad r_i = 0.9597$$

Where :

$r_i$  : Reliability  
 $k$  : Total of question  
 $s_t^2$  : Varians total  
 $\sum s_i^2$  : item variance quantity<sup>11</sup>

The test consists of 60 multiple choice questions that are validated in another sample. To get the reliability of each test, it refers to the standard reliability which is 0.60. So, the test is categorized as reliable if cornbach alpha > 0.60 (0.9597 > 0.60). Proof of validation can be seen in Appendix (4).

## G. The Technique of Collecting Data

Technique is implementational that which takes place in the classroom.<sup>12</sup> Techniques are the implementation aspects that directly occur and are applied in the classroom environment, such as teaching strategies, methods of delivering material, and practical ways of managing the learning process. Techniques and procedures, while having different definitions and focuses, complement each other in the execution of a task or activity. Understanding these similarities aids application in education, research, and industry.

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<sup>11</sup> Sugiyono, *Statistic untuk Penelitian*. Pg. 364

The data collection procedures are:

1. The questions were carefully and thoroughly prepared well in advance, prior to being distributed to the students, ensuring that they were clear, relevant, and aligned with the learning objectives of the lesson or assessment.
2. The worksheets were then distributed to students to serve as important materials that will guide and assist them in completing the assigned tasks and exercises effectively.
3. Students were encouraged to actively participate and prepare themselves thoroughly to be actively involved in the process and prepare themselves thoroughly well in advance, ensuring they fully understand the material and are truly prepared for the upcoming exam which will be followed closely.
4. Answer sheets were distributed to the students, who were then asked to carefully fill in their responses to the questions that had been provided
5. Students were given sufficient time to carefully read and thoughtfully answer all the questions provided on the worksheet.
6. After the given time ended and everyone had finished working on their answer sheets, the sheets were gathered from all the participants. Then, each answer was carefully looked at and checked one by one to see if it was correct or not. This process of going through every completed answer helped to understand how well the questions were answered.

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<sup>12</sup> Saepudin, *English Learning and Teaching Methodology* (Trust Media, Yogyakarta, 2014).

## H. The Techniques of Analyzing Data

After completing the data collection process, the researcher analyzed the data using a quantitative method examined by using SPSS version 31.0. It was statistical program for social science that used to analyzed statistic data with computer application. The statistical process for analyzing data in correlational quantitative research involves several steps as outlined below:

### 1. Normality Test

A normality test determines if research data is normally distributed. The researcher used Shapiro-Wilk. The data was calculated using SPSS version 31.0. The criteria of acceptance and rejection of normality test are:

The distribution is normal, if  $\text{sig} > 0.05$  The

distribution is not normal, if  $\text{sig} < 0.05$

### 2. Homogeneity Test

To test whether the variants between samples are homogeneous, the variants equality test is used. The researcher used test of homogeneity of variances with using SPSS version 31.0. The criteria of acceptance and rejection of homogeneity test are:

If  $\text{sig} > 0.05$ , the variance is homogeneous

If  $\text{sig} < 0.05$ , the variance is not homogeneous.

### 3. Mean Score

The results can be seen from the mean score. The researcher Identified mean, with using SPSS version 31.0. The category interpreted of mean score can be seen in the table below :

**Table III. 5**  
**The Table interpretation of Mean Score**

No	Range of Real Score	Category
1	80 – 100	Very good
2	70 – 79	Good
3	60 – 69	Enough
4	50 – 59	Less
5	0 – 49	Fail

Source : Sugiyono <sup>13</sup>

Based on Harefa,<sup>14</sup> here are the steps to scoring the students' answer:

$$N = \frac{B}{N} \times 100 \quad N = \frac{50}{50} \times 100$$

N = Total score

B = Students Score

#### 4. Correlation of Two Variables

To know the correlation between simple present tense mastery and writing descriptive text, the researcher used the formula of Pearson's product-moment correlation with SPSS version 31.0. To examine the significant correlation between simple present tense mastery and writing descriptive text. Can calculated using the formula as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Where:

R<sub>xy</sub> = correlation coefficient

N = the total of sample participating in this study

Σx = the total score of students' mastery of tenses

Σxy = the total of multiple score of students mastery of tenses and descriptive writing.

<sup>13</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&d.* pg.120

<sup>14</sup> Amin Otoni Harefa, *Penilaian Dan Hasil Belajar*, Pg. 18

$\Sigma x^2$  = the total of square score of students' mastery of tenses

$\Sigma y^2$  = the total of square score of students' descriptive writing<sup>15</sup>

**Table III. 6**  
**Criteria of Score Interpretation**

No	Value or High r	Interpretation
1	0.90 – 1.00	Very good
2	0.70 – 0.90	Good
3	0.40 – 0.70	Enough
4	0.20 – 0.40	Low
5	0.00 – 0.20	Less

Source: Sugiyono<sup>16</sup>

To know the contribution of the correlation coefficient between variables X and Y, the formula for the coefficient of determination was:

$$K_p = r^2 \times 100\%$$

Where:

$K_p$  = Coefficient of determination (%)

$r$  = Correlation coefficient<sup>17</sup>.

## 5. Testing the Hypothesis

Testing the significance of the correlation coefficient besides being able to use the table can also be calculated with the t test by the formula below:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

T = result of t-test

n = total of sample

r = coefficient correlation between X and Y<sup>18</sup>

<sup>15</sup> Sugiyono, Pg. 228

<sup>16</sup> Sugiyono, *Statistic untuk penelitian*. Pg. 231

<sup>17</sup> Ahmad Nizar Rangkuti, *Statistik untuk Penelitian Pendidikan* (Medan: Perdana Publishing, 2015), pg. 98.

<sup>18</sup> Sugiyono, Pg. 230

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

In this chapter, the researcher discussed the result of the research about the correlation between simple present tense mastery and writing descriptive text at the eight grade students of SMP Negeri 4 Padangsidempuan. The researcher calculated the data by using descriptive method. The researcher performed a quantitative analysis using the "r" product-moment formulation. The researcher describes the data as follows: The data description is explained by dividing the variables.

#### **A. The Description of Data**

The description of the research results from variable (X) is the simple present tense mastery and variable (Y) is writing descriptive text. In this section, the researcher carefully presents the detailed results or scores obtained from the analysis of both variables, providing a comprehensive overview of the findings.

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

After calculating the scores, it was determined that the lowest score was 58 and the highest was 99. To complete the research, the researcher calculated the mean score, which was 78.68, the median score, which was 78.00, and the mode score, which was 78.00 (see Appendix 10). The mean score represents the general value achieved by the students. The median is the middle score that divides a distribution of data into equal parts. The mode is the score with the highest frequency.

So, the score resume of variable X for the eighth-grade students at SMP N 4 Padangsidempuan is shown in the table below:

**Table IV. 1**  
**The Resume Score of Students' Simple Present Tense**

No	Statistic	Variable x
1	The highest score	99
2	The lowest score	58
3	Range	41
4	Interval	5
5	Mean score	78.68
6	Median score	78.00
7	Mode	78.00

Based on the table above, it showed the mean score was 78.68. It means that students' simple present tense is in a good category. To know the revelation of data done in variable X, the score of simple present tense, which total classes were 5 and an interval was 8.

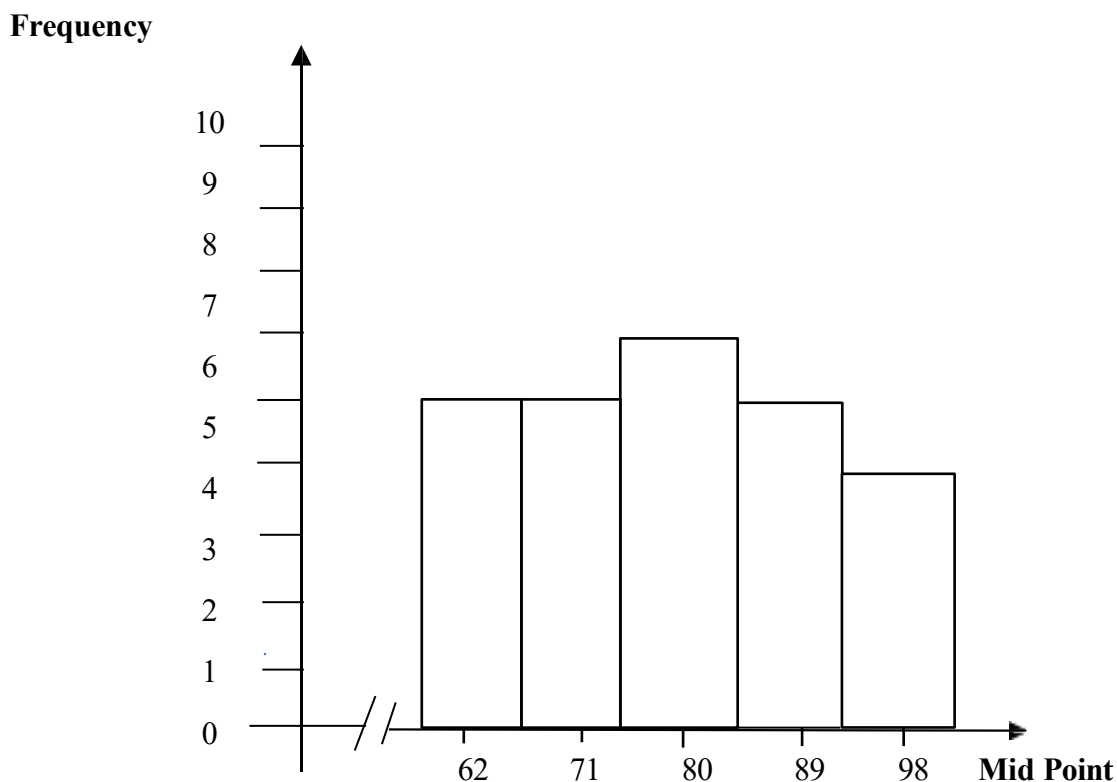
Then, the computed frequency distribution of the students' scores is applied to the table frequency distribution. as seen below:

**Table IV. 2**  
**The Frequency Distribution of Simple Present Tense**

No	Interval	Mid-point	Frequency	Percentage
1	58 – 66	62	5	20 %
2	67 – 75	71	5	20 %
3	76 – 84	80	6	24 %
4	85 – 93	89	5	20 %
5	94 – 102	98	4	16 %
	$i = 8$		25	100 %

Based on the table above, the variable revelation of students' simple present tense showed that there was 8 intervals. The lowest middle point was 62 with 5 students, the percentage 20 %. The highest frequency was 6, with a middle point of 80, and the percentage was 24 %.

In order to get description of the data clearly and completely, the researcher presented it in the following histogram:



**Figure IV. 1**  
**Data Description of Students' simple present tense mastery**

The histogram shown students' simple present tense test scores distributed in eight intervals, each five points wide. The data shown that the largest group of students, 24% (6 students), scored within the 76-84 interval, with a midpoint of 80. Meanwhile, only 4 students, or 16%, scored in the 94-102 interval.

In conclusion, the students' simple present tense mastery is in a good level, it is known from the mean score of the students' simple present tense mastery, the result of mean score is 78.68 and it is in good level (can be seen in table III.5

## 2. The Students' Writing Descriptive Text

The resume score of variable Y, which measures the mastery of eighth-grade students at SMP N 4 Padangsidimpuan, is shown in the table below:

**Table IV. 3**  
**The Resume Score of Students' Writing Descriptive Text**

No	Statistic	Variable y
1	The highest score	93
2	The lowest score	53.3
3	Range	39,7
4	Interval	5
5	Mean score	73.26
6	Median score	73.3
7	Mode	73.3

From the table above, the researcher found that the highest score was 93, the lowest score was 53.3, the mean score was 73.26, the median score was 73.3, and the mode score was 73.3. To reveal the data analysis for variable Y, the writing mastery score was computed for a total sample of 25 students, with an interval of 9. The computed frequency of the students' scores is applied to the frequency distribution table as follows:

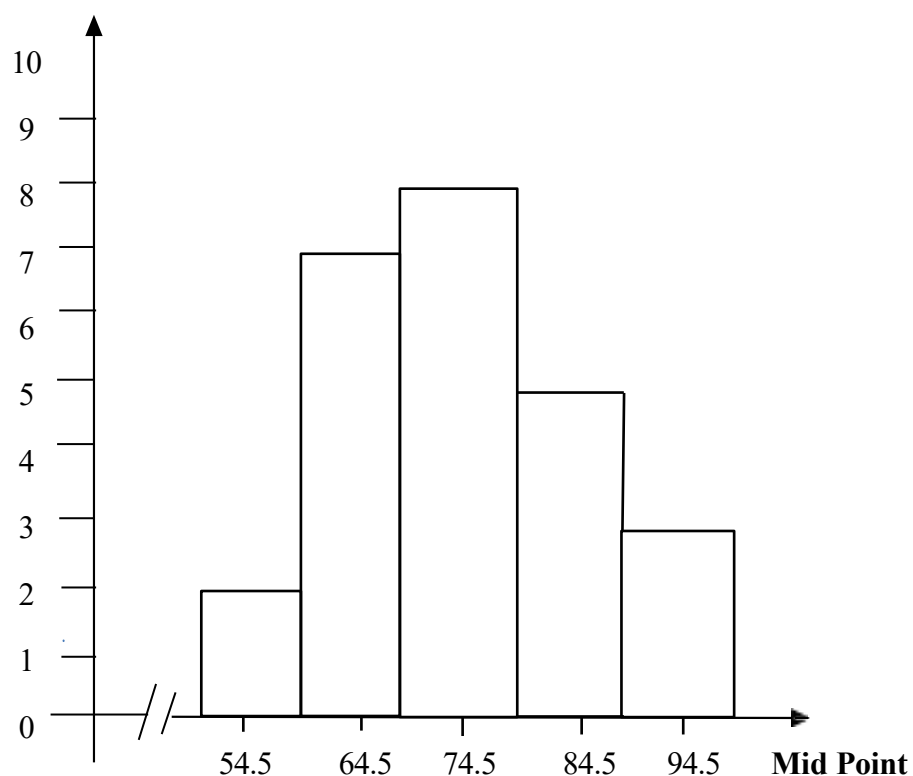
**Table IV. 4**  
**The Frequency Distribution of Writing Descriptive Text**

No	Interval	Mid-point	Frequency	Percentage
1	50 – 59	54,5	2	8 %
2	60 – 69	64.5	7	28 %
3	70 – 79	74.5	8	32 %
4	80 – 89	84.5	5	20 %
5	90 – 99	94.5	3	12 %
	$i = 9$		25	100 %

Based on the table above, it can be concluded that most students are in the interval 70-79 (8 students / 32%)

To provide a clearer and more complete description of the data, the researcher presents it in the form of a histogram in the following figure.

**Frequency**



**Figure IV.2**  
**Data Description of Students' Writing Descriptive Text**

The histogram shown the frequency distribution of students' writing descriptive text divided into nine intervals, each with a class width of five. The data shown that the majority of students, totaling 8 students or 32%, scored within the 70-79 interval, with a mid-point of 74.5.

In conclusion, the students' writing descriptive text is in a good level, it is known from the mean score of the students' writing descriptive text, the result of mean score is 73.26 and it is in good level (can be seen in table III.5)

## B. Data Analysis

### 1. Normality Test

**Table IV. 5**  
**Normality and Homogeneity of Data X and Y**

No	class	Normality test		Homogeneity test	
		Sig 5%	Sig. Shapiro-Wilk	Homogeneity of Variances	Sig 5%
1	Data x	0.05	0.167	0.238 > 0.05	0.05
2	Data y	0.05	0.169		

Based on the table above, a normality test was conducted for two variables: simple present tense mastery and writing descriptive text. The result was greater than 0.05 for both variable X ( $0.167 > 0.05$ ) and variable Y ( $0.169 > 0.05$ ), indicating that both sets of data were normally distributed. The homogeneity test using SPSS showed that the homogeneity of variances was 0.238. Since the significance value was greater than 0.05 ( $0.238 > 0.05$ ), it can be concluded that the X and Y data were homogeneous.

### 2. Hypothesis Testing

This research involved collecting data and determining the correlation. To answer the research problem, the researcher had to determine whether to accept or reject the hypothesis. The researcher used the Pearson Product Moment formula to test the hypothesis. There were two hypotheses in this study:

1.  $H_a$  (Alternative Hypothesis 1) : There is a significant correlation between students' simple present tense mastery and writing descriptive text.

2.  $H_0$  (Alternative Hypothesis 2) : There is no significant correlation between students' simple present tense mastery and writing descriptive text.

To determine whether to accept or reject the hypotheses, the researcher calculated the correlation using SPSS, as shown below.

**Table IV. 6**  
**The Correlation – Calculation by Pearson Product Moment**

<b>Correlations</b>			
<b>No</b>	<b>Class</b>	<b>Sig. (2-tailed)</b>	<b>Pearson Correlation</b>
	Data x	.000	.514
	Data y	.000	.514

Based on the table above, it showed that the correlation coefficient ( $r_{xy}$ ) = 0.514, which indicated a significant correlation. Therefore, the alternative hypothesis ( $H_a$ ) was accepted, and the null hypothesis ( $H_0$ ) was rejected.

$H_a$ : There is a significant correlation between students' simple present tense mastery and writing descriptive text at the eighth-grade students of SMP N 4 Padangsidimpuan.

The result showed that there is an enough correlation between simple present tense mastery and writing descriptive text. It is supported by the following interpretation criteria:

**Table IV. 7**  
**Criteria of Score Interpretation**

<b>No</b>	<b>Value or High r</b>	<b>Interpretation</b>
1	0.90 – 1.00	Very good
2	0.70 – 0.90	Good
3	0.40 – 0.70	Enough
4	0.20 – 0.40	Low
5	0.00 – 0.20	Less

To find the contribution of the correlation coefficient between variable X and Y:

$$K_p = r^2 \times 100\%$$

$$K_p = 0.514^2 \times 100\%$$

$$K_p = 0.264196 \times 100\%$$

$$K_p = 26.41\%$$

So, the contribution of variable X (simple present tense mastery) to variable Y (writing descriptive text) was 26.41 %, and the remaining 73.59% was influenced by other variables.

To test the significance of the correlation, it was calculated using SPSS. The result can be seen in the table below:

**Table IV. 8**  
**Hypothesis Test**

<b>Class</b>	<b>t<sub>count</sub></b>	<b>t<sub>table</sub></b>	<b>Df</b>
X-Y	2.88	2.069	23

Based on the table above, the researcher found that  $t_{\text{count}} = 2.88$  and  $t_{\text{table}} = 2.069$ , with  $df = 25 - 2 = 23$  at a 5% significance level. Since  $t_{\text{count}} > t_{\text{table}}$  ( $2.88 > 2.069$ ), Therefore,  $H_a$  was accepted and  $H_o$  was rejected.  $H_a$  states that There is a significant correlation between students' simple present tense mastery and writing descriptive text at the eighth-grade students of SMP N 4 Padangsidimpuan. It means the alternative hypothesis ( $H_a$ ) was accepted, and the null hypothesis ( $H_o$ ) was rejected.

Thus, it can be concluded that there is a significant correlation between the simple present tense mastery and writing descriptive text and that the contribution of variable X to variable Y is statistically valid.

### C. Discussion of the Result

After conducting the research, it was found that there was a significant correlation between mastery of the simple present tense and the ability to write descriptive texts among eighth-grade students at SMP N 4 Padangsidimpuan. The correlation coefficient ( $r_{xy}$ ) was 0.514, indicating a positive relationship, supported by a significance value (Sig. 2-tailed) of 0.000, which is less than 0.05. These results support Koski's theory that "when describing something from a technical or factual point of view, the present tense is used predominantly".<sup>1</sup> The results of this study show a relationship between grammar proficiency and descriptive writing skills. Therefore, the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_o$ ) is rejected.

There were several results from previous studies related to the correlation between simple present tense mastery and descriptive text writing. The first, Maghfirah, found a very high correlation between tense mastery and descriptive writing achievement with a coefficient of  $r_{xy} = 0.923$ .<sup>2</sup> The second study by Jayanti et al. showed a correlation coefficient between simple present tense mastery and students' skills in descriptive paragraph writing,  $r_{xy} = 0.630$ , which is higher than the r-table value at 0.220.<sup>3</sup> The third research by Cahyaningrum used the Pearson Product-Moment correlation analyzed with

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<sup>1</sup> Kaarina Koski, *Genre - Text - Interpretation*. Pg. 18.

<sup>2</sup> Maghfirah, "The Correlation between Students' Mastery of Tenses and Their Achievement in Descriptive Writing," *Thesis*, (Banda Aceh, Ar-Raniry State Islamic University, 2020.)Pg. 4 <https://repository.ar-raniry.ac.id/id/eprint/19131/>

<sup>3</sup> Ni Luh Eka Jayanti, Ni Luh Putu Dian Sawitri, Ida Bagus Nyoman Mantra "The Correlation between Simple Present Tense Mastery and Descriptive Paragraph Writing Ability," *Academic Journal on English Studies, Vol 3, No 1, April 2023* Pg. 48 <https://eprints.unmas.ac.id/view/year.2023.default.html>

SPSS 24 and found  $r=0.903$  with a significance level of 0.000, less than 0.05.<sup>4</sup> Leading to the rejection of the null hypothesis and acceptance of the alternative hypothesis.

Based on result above, The similarity between this research and previous studies lies in the significant positive correlation found between students' mastery of tense and their descriptive writing ability. However, the differences include the correlation magnitude and the research population. This study's correlation coefficient (0.514) is moderate, lower than previous studies' high values, and the population focused specifically on eighth-grade students at SMP N 4 Padangsidempuan.

Based on the explanation, it was proven that this research about simple present tense mastery and writing descriptive text was rather similar to other research, although it was in a different location. From hypothesis testing of the research, it was found that simple present tense mastery has a significant correlation in writing descriptive text at the eight grade students of SMP N 4 Padangsidempuan in the good category.

#### **D. Threats of the Research**

This research identified several threats to the validity and reliability of the results, as described below:

##### **1. Participant Honesty**

There was a chance that some participants did not provide truthful responses, especially when uncertain about their answers. For example, they

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<sup>4</sup> Umi Cahyaningrum, "The Correlation between Student's Grammar Mastery and Their Competence in Writing Descriptive Text," *Thesis*, (Tulungagung, Tulungagung State Islamic Institute, 2021.) Pg. 5. <http://repo.uinsatu.ac.id/22892/>

might have sought assistance from others or used unauthorized resources, which could affect the authenticity of the data.

## 2. Social Influence

Participants in a group may conform to peers' opinions, reducing the accuracy of their individual responses.

## 3. Attention and Focus

It could not be guaranteed that all participants fully concentrated throughout the data collection process, given the limited time available to complete the tasks.

Despite these challenges, efforts were made to reduce their effects by applying consistent procedures, providing clear instructions, and treating all participants equally during the study. Nevertheless, these potential threats should be considered when interpreting the results of this research.

## CHAPTER V

### CONCLUSION

#### A. Conclusions

After analyzing the data and determining the results of the research, the following conclusions were described:

1. The eight grade of students at SMP N 4 Padangsidimpuan has a good simple present tense mastery, as seen by the mean score of 78.68. So, the students simple present tense mastery was in good category.
2. The eight grade of students at SMP N 4 Padangsidimpuan placed into the good category with mean score 73.26 for descriptive text.
3. The value of  $t_{count} = 2.88$  and  $t_{table} = 2.069$ , with  $df = 25 - 2 = 23$  at a 5% significance level. Since  $t_{count} > t_{table}$  ( $2.88 > 2.069$ ). Therefore, the alternative hypothesis ( $H_a$ ) was accepted, and the null hypothesis ( $H_0$ ) was rejected. It means that there is a significant correlation between students' simple present tense mastery and their writing descriptive text

#### B. Implications

Based on the research conducted under the title "The correlation between simple present tense mastery and writing descriptive text at the eight grade students of SMP N 4 Padangsidimpuan, then the following implications can be drawn from the study findings:

1. Writing descriptive texts in the simple present tense helps learners express facts and routines clearly. Using the simple present tense in descriptive

writing allows students to describe people, places, or objects in a straightforward way, which makes their descriptions easier to understand and more consistent. Practicing this tense regularly can improve students' ability to write detailed and vivid descriptions effectively.

2. Data analysis shows that students' habit of writing descriptive texts using the simple present tense can affect their ability to write descriptive paragraphs. The better their mastery of the simple present tense, the better their ability to write descriptive texts. Therefore, the habit of writing with the simple present tense is important as the basis for good and correct descriptive writing skills, as well as being the focus for improvement and effective teaching strategies for teachers.
3. This research can be used as input for university students or lecturers studying English.

### **C. Suggestions**

After the research was finished, many useful pieces of information were obtained. Therefore, from this experience, some things needed to be given. The suggestions were as follows:

1. It is hoped that the Dean of the Faculty at UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan can assist English lecturers in providing interesting lessons and opportunities to learn the language.

2. For head master, as information and knowledge about writing descriptive texts and mastering the simple present tense in English language learning.
3. For teachers, as information to guide students in English language learning, especially in mastering the simple present tense.
4. Other researchers who wanted to conduct research related to this study were expected to find other influences on English achievement to motivate readers to be more critical and considerate of what they read.

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## Appendix 1

### Instrument before Validity

Instrument Test for Simple Present Tense

Name :

Class :

Directions : Choose the best answer to fill the blank.

1. Anita always ..... Up at 5 o'clock.
  - a. Wake
  - b. Wakes
  - c. Waked
  - d. Woke
2. My friend and I..... homeat 3:00 every afternoon.
  - a. Go
  - b. Goes
  - c. Welnt
  - d. Gone
3. She..... tennis
  - a. Play
  - b. Played
  - c. Playing
  - d. Plays
4. Ali..... English
  - a. Speak
  - b. Spoke
  - c. Speaks
  - d. Speaking
5. Students.... uniform in the school
  - a. Wear
  - b. Wearing
  - c. Wears
  - d. Wore
6. Choose the positive sentence that uses the simple present tense!
  - a. They are playing football now.
  - b. She goes to school every day.
  - c. He did his homework yesterday.
  - d. I am not feeling well today.
7. Ahmad ..... Enjoy his holiday
  - a. Do not
  - b. Did not
  - c. Does not
  - d. Is not
- 8..... does not like wearing veil to the school
  - a. She
  - b. They
  - c. I
  - d. He
9. I.....Need you
  - a. Do not
  - b. Did not
  - c. Does not
  - d. Is not
10. We ..... bring assignment book everyday
  - a. Do not
  - b. Is not

- c. Are not  
d. Does not
11. He... a phone  
a. Do not have  
b. Does not has  
c. Does not have  
d. Do not has
12. Which sentence is a negative sentence?  
a. I am reading a book.  
b. He does not want to come.  
c. They are going to the market.  
d. She loves chocolate.
13. .... you like chocolate?  
a. Do  
b. Does  
c. Is  
d. Are
14. .... she go to school by bus?  
a. Do  
b. Does  
c. Is  
d. Are
15. .... they play football every Sunday?  
a. Do  
b. Does  
c. Is  
d. Are
16. .... he live in Jakarta?  
a. Do  
b. Does  
c. Is  
d. Are
17. .... you study English?  
a. Do  
b. Does  
c. Is  
d. Are
18. Which sentence is an interrogative sentence?  
a. They are playing soccer.  
b. They are not playing soccer.  
c. Are they playing soccer?  
d. They have played soccer.
19. Do you like apples?  
a. Yes, I do.  
b. No, I am.  
c. Yes, he does.  
d. No, she does.
20. Does she play tennis?  
a. Yes, she do.  
b. No, she doesn't.  
c. Yes, he does.  
d. No, I do.
21. Do they live in this city?  
a. Yes, they do.  
b. No, he does.  
c. Yes, she does.  
d. No, I do
22. Does he like coffee?  
a. Yes, he likes coffee.  
b. No, he do not like coffee.  
c. Yes, I do like coffee.  
d. No, I am not like coffee.

23. Do you watch movies every week?
- Yes, I watch movies every week.
  - No, she do not watch movies every week
  - Yes, he does.
  - No, they do.
24. How do you answer this question? "Do you like coffee?"
- Yes, I do.
  - Yes, I like coffee very much because it wakes me up in the morning.
  - No, I don't like coffee.
  - All of the above.
25. Choose the sentence with a nominal subject in a positive sentence!
- I go to school every day.
  - They are playing soccer now.
  - The cat is sleeping on the sofa.
  - Did you finish your homework?
26. Choose the correct nominal sentence in positive form!
- I am a student.
  - He doesn't like sports.
  - We are not tired.
  - She is not happy.
27. Find the nominal sentence among these!
- The sky is blue.
  - They play chess.
  - He runs fast.
  - She sings well.
28. Identify the correct positive nominal sentence!
- My father are a lawyer.
  - My father is lawyer.
  - My father is a lawyer.
  - My father am a lawyer.
29. He ..... a zoo keeper
- Were
  - Are
  - Am
  - Is
30. I ..... the best student in eighth grade
- Am
  - Is
  - Were
  - Are
31. She ..... a nurse.
- Is Not
  - Are not
  - Do not
  - Did not
32. They ..... my classmates.
- Do not
  - Is not
  - Are not
  - Does not
33. Which one is not a negative nominal sentence?
- We are not strangers.
  - He is not a stranger.
  - They are not swimming today.
  - I am not a stranger.

34. We ..... from Arab
- Do not
  - Does not
  - Is not
  - Are not
35. The cat ..... my pet
- Is not
  - Are not
  - Do not
  - Does not
36. Choose the nominal negative sentence!
- He is a student.
  - He is not a student.
  - Is he a student?
  - He studies hard.
37. .... she your sister?
- Does
  - Do
  - Is
  - Are
38. .... they your friends?
- Are
  - Do
  - Does
  - Is
39. .... we classmates?
- Does
  - Do
  - Are
  - Is
40. .... it your bedroom?
- Does
  - Is
  - Are
  - Do
41. .... all my answers correct?
- Does
  - Are
  - Is
  - Do
42. Which is a nominal interrogative sentence?
- They are doctors.
  - They are not doctors.
  - Are they doctors?
  - They work at the hospital.
43. Is she your sister ?
- Yes, she is.
  - No, she do not.
  - Yes, they do.
  - No, I am.
44. Are they your friends?
- Yes, he is.
  - No, they does.
  - Yes, they are.
  - No, I am.
45. Are you a student?
- Yes, I do
  - Yes, I am
  - No, I do
  - No. I am
46. Is it your pen?
- No, it does not
  - Yes, I do
  - Yes, it is
  - No, I do not

47. Are we classmates ?
- Yes, we are classmates
  - No, we do not classmates
  - Yes, we do classmates
  - No, we are classmates
48. What is a short answer to: "Is she your sister?"
- Yes, she is.
  - Yes, she is my sister.
  - No, she isn't.
  - All of the above.
49. She ..... goes to the gym.
- Tomorrow
  - Yesterday
  - Now
  - Always
50. He ..... eats breakfast in the morning.
- Last night
  - Often
  - Tomorrow
  - Soon
51. They ..... play football on Saturdays.
- Sometimes
  - Now
  - Today
  - Tonight
52. I ..... watch TV before bed.
- Last year
  - Usually
  - Tomorrow
  - Yesterday
53. We ..... go for a walk in the evening.
- Rarely
  - Morning
  - Ago
  - Today
54. My sister ..... breakfast at 7 a.m. every morning.
- eat
  - Eating
  - Eats
  - Ate
55. The garden in front of my house is beautiful because my mother ..... waters the flowers in the afternoon.
- Always
  - Never
  - Rarely
  - Sometimes
56. Which sentence contains an adverb of frequency?
- I go to school yesterday.
  - She often goes to the market.
  - They will come tomorrow.
  - He is here now.
57. My father ..... goes to the office on Sundays.
- Yesterday
  - Seldom
  - Every
  - Today

58. The library ..... opens at 8 o'clock in the morning.

- a. Never
- b. Always
- c. Yesterday
- d. Soon

59. I ..... visit my grandparents on weekends.

- a. Often
- b. Never
- c. Rarely
- d. All true

60. Choose the sentence with an adverb of time!

- a. I usually eat breakfast.
- b. We will meet tomorrow.
- c. She always studies hard.
- d. They sometimes play football.

**Validator**

**Lenni susanti Pane, S. Pd.**  
**NIP. 19840502 200904 2 007**

**Researcher**

**Maisaroh**  
**NIM. 2120300008**

## Appendix 2

### Answer keys of simple present tense

1. B	13. A	25. C	37. C	49. D
2. A	14. B	26. A	38. A	50. B
3. D	15. A	27. A	39. C	51. A
4. C	16. B	28. C	40. B	52. B
5. A	17. A	29. D	41. B	53. A
6. B	18. C	30. A	42. C	54. C
7. C	19. A	31. A	43. A	55. A
8. A	20. B	32. C	44. C	56. B
9. A	21. A	33. C	45. B	57. B
10. A	22. A	34. D	46. C	58. B
11. C	23. A	35. A	47. A	59. D
12. B	24. D	36. B	48. D	60. B

### Appendix 3

#### Instrument before Validity

Instrument test for Writing Descriptive Text

Name :

Class :

#### Instructions for Working on Essay of Descriptive Text :

Write a descriptive text about an animal using the generic structure, then describe it in English within a time limit of 35 minutes!

1. My Pet
2. My Favorite Animal

-----

Identification .....

.....  
.....  
.....  
.....  
.....

Description .....

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**Validator**

**Researcher**

**Lenni susanti Pane, S. Pd.**  
NIP. 19840502 200904 2 007

**Maisaroh**  
NIM. 2120300008

## Appendix 4

### Validity and reliability instrument

name	1	2	3	4	5	6	7	8
Eishal	1	1	1	1	1	1	1	1
Nadia	0	1	1	1	1	1	1	1
Syaqila	1	0	1	1	1	1	1	1
Amirah	0	0	1	1	1	1	0	0
Ridho	1	1	1	1	1	0	1	1
Noumi	0	0	1	1	0	0	1	1
Rizki	1	1	1	1	0	1	1	1
Natasyah	1	1	1	1	1	0	1	1
Dea	1	1	1	1	1	0	1	1
Fahmi	1	1	1	1	1	1	1	1
Ervan	0	0	0	0	0	0	0	0
Azalea	1	1	1	1	1	1	1	1
Denis	0	1	1	1	1	0	1	1
Fajar	0	1	1	1	1	0	0	1
Yuda	0	1	1	1	1	1	1	1
r hitung	0.614871	0.679748	0.830795	0.830795	0.515527	0.213868	0.656592	0.872203
r tabel	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514
	valid	valid	valid	valid	valid	invalid	valid	valid
v total								
v butir	0.248889	0.195556	0.062222	0.062222	0.16	0.248889	0.16	0.115556

	9	10	11	12	13	14	15	16	17
	1	1	0	1	1	1	1	1	1
	1	1	0	1	0	1	1	0	0
	1	1	1	1	1	1	1	1	1
	1		1	1	1	1	1	1	1
	1	1	1	1	1	1	1	1	1
	0	0	1	1	1	1	1	1	1
	1	1	0	1	1	1	1	1	1
	1	1	1	1	1	1	1	1	1
	1	1	1	1	1	1	1	1	1
	1	1	0	1	1	1	1	1	1
	0	0	1	0	0	0	0	0	0
	1	1	1	1	1	1	1	1	1
	1	1	0	1	1	1	1	1	1
	1	1	1	1	1	1	1	1	1
	1	1	0	1	1	1	1	1	1
	0.736393	0.833366	-0.2157	0.830795	0.645853	0.830795	0.830795	0.645853	0.645853
	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514
	valid	valid	invalid	valid	valid	valid	valid	valid	valid
	0.115556	0.122449	0.24	0.062222	0.115556	0.062222	0.062222	0.115556	0.115556

18	19	20	21	22	23	24	25	26
1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	0	1	1
1	1	1	1	1	1	0	1	1
1	0	1	1	0	0	1	0	0
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	0	1	1	1	1	0	1	1
0	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0
0	1	1	1	1	1	1	1	1
1	0	1	1	1	1	0	1	1
0	1	1	1	1	1	1	1	1
1	1	0	1	1	1	0	1	1
0.140309	0.56375	0.585493	0.830795	0.872203	0.872203	0.255487	0.872203	0.872203
0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514
invalid	valid	valid	valid	valid	valid	invalid	valid	valid
0.24	0.195556	0.115556	0.062222	0.115556	0.115556	0.24	0.115556	0.115556

27	28	29	30	31	32	33	34	35
1	0	1	1	1	1	1	1	1
1	0	1	1	1	1	0	0	1
1	1	1	1	1	1	1	1	1
0	1	0	0	1	1	0	0	0
1	1	1	1	1	1	1	1	1
0	1	1	1	0	0	0	1	1
1	0	1	1	1	1	1	1	1
1	1	1	1	1	0	1	1	1
1	1	1	1	1	1	1	1	1
1	0	1	1	1	1	1	0	1
0	0	0	0	0	0	1	0	0
1	1	1	1	1	1	1	1	1
1	0	1	1	1	1	0	1	1
1	1	1	1	1	1	1	1	1
1	0	1	1	1	1	0	1	1
0.848952	0.203586	0.872203	0.872203	0.736393	0.566823	0.282921	0.644949	0.872203
0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514
valid	invalid	valid	valid	valid	valid	invalid	valid	valid
0.16	0.248889	0.115556	0.115556	0.115556	0.16	0.222222	0.195556	0.115556

36	37	38	39	40	41	42	43	44
1	1	0	1	1	0	1	1	1
0	1	1	1	1	0	1	1	1
1	1	1	0	0	0	1	1	1
1	1	0	0	1	0	1	1	0
1	1	1	1	1	1	1	1	0
1	0	1	1	0	1	1	0	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	0	0	0	0
1	1	1	1	1	1	1	1	1
1	1	1	1	1	0	1	1	1
0	0	0	0	0	1	0	0	0
1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1
0.541175	0.736393	0.643768	0.643768	0.528351	-0.04817	0.540223	0.566823	0.517351
0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514
valid	valid	valid	valid	valid	invalid	valid	valid	valid
0.16	0.115556	0.16	0.16	0.16	0.24	0.115556	0.16	0.195556

45	46	47	48	49	50	51	52	53
1	1	1	1	1	1	1	1	1
1	1	1	0	0	1	1	0	1
1	1	1	1	1	1	1	1	1
1	0	0	0	1	1	0	0	0
1	1	1	0	1	1	1	1	1
0	1	1	0	1	0	1	0	0
1	1	1	1	1	1	1	1	1
1	1	0	0	1	1	1	1	1
1	0	1	1	1	1	0	1	0
0	1	0	1	1	1	1	0	0
0	0	0	1	0	0	0	0	0
1	1	1	1	1	1	1	1	1
1	1	1	0	1	1	0	0	1
1	1	1	1	1	0	1	1	1
1	1	1	0	1	1	1	0	1
0.566823	0.643768	0.56375	0.131611	0.645853	0.541175	0.57535	0.635435	0.587605
0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514	0.514
valid	valid	valid	invalid	valid	valid	valid	valid	valid
0.16	0.16	0.195556	0.248889	0.115556	0.16	0.195556	0.248889	0.222222

54	55	56	57	58	59	60	
1	0	1	1	1	0	1	54
1	1	1	1	1	1	0	44
1	0	1	1	1	1	1	54
1	0	1	0	0	0	0	29
1	1	1	1	0	1	0	55
0	1	1	0	0	1	0	38
1	1	1	1	1	1	1	55
1	1	1	1	1	1	1	51
1	0	1	1	1	1	1	54
1	0	1	1	1	1	1	51
0	1	0	0	0	0	1	6
1	0	1	0	1	1	1	57
1	0	1	1	1	1	0	47
0	0	1	1	1	1	1	53
1	0	1	0	0	1	0	48
0.541175	-0.30784	0.830795	0.587605	0.609368	0.643768	0.182192	
0.514	0.514	0.514	0.514	0.514	0.514	0.514	jumlah soal valid
valid	invalid	valid	valid	valid	valid	invalid	50

0.16      0.24   0.062222   0.222222   0.222222      0.16      0.24   168.9067  
 9.509116  
 Nilai Cronbach Alpha      0.959697  
 Standard      0.6  
 Keterangan      Reliable  
 0.9597 > 0.60

## Appendix 5

### Instrument after validity

#### Simple Present Tense Test

Name :

Class :

Directions : Choose the best answer to fill the blank.

1. Anita always ..... Up at 5 o'clock.
  - a. Wake
  - b. Wakes
  - c. Waked
  - d. Woke
2. My friend and I ..... home at 3:00 every afternoon.
  - a. Go
  - b. Goes
  - c. Went
  - d. Gone
3. She ..... tennis.
  - a. Play
  - b. Played
  - c. Playing
  - d. Plays
4. Ali .... English.
  - a. Speak
  - b. Spoke
  - c. Speaks
  - d. Speaking
5. Students .... uniform in the school.
  - a. Wear
  - b. Wearing
  - c. Wears
  - d. Wore
6. Ahmad ..... Enjoy his holiday
- 7 ..... does not like wearing veil to the school.
  - a. She
  - b. They
  - c. I
  - d. He
8. I ..... Need you.
  - a. Do not
  - b. Did not
  - c. Does not
  - d. Is not
9. We ..... bring assignment book everyday.
  - a. Do not
  - b. Is not
  - c. Are not
  - d. Does not
10. Which sentence is a negative sentence?
  - a. I am reading a book.
  - b. He does not want to come.
  - c. They are going to the market.
  - d. She loves chocolate.

11. .... you like chocolate?
- Do
  - Does
  - Is
  - Are
12. .... she go to school by bus?
- Do
  - Does
  - Is
  - Are
13. .... they play football every Sunday?
- Do
  - Does
  - Is
  - Are
14. .... he live in Jakarta?
- Do
  - Does
  - Is
  - Are
15. .... you study English?
- Do
  - Does
  - Is
  - Are
16. Do you like apples?
- Yes, I do.
  - No, I am.
  - Yes, he does.
  - No, she does.
17. Does she play tennis?
- Yes, she do.
  - No, she doesn't.
  - Yes, he does.
  - No, I do.
18. Do they live in this city?
- Yes, they do.
  - No, he does.
  - Yes, she does.
  - No, I do
19. Does he like coffee?
- Yes, he likes coffee.
  - No, he do not like coffee.
  - Yes, I do like coffee.
  - No, I am not like coffee.
20. Do you watch movies every week?
- Yes, I watch movies every week.
  - No, she do not watch movies every week
  - Yes, he does.
  - No, they do.
21. Choose the sentence with a nominal subject in a positive sentence!
- I go to school every day.
  - They are playing soccer now.
  - The cat is sleeping on the sofa.
  - Did you finish your homework?
22. Choose the correct nominal sentence in positive form!
- I am a student.
  - He doesn't like sports.
  - We are not tired.
  - She is not happy.

23. Find the nominal sentence among these!
- The sky is blue.
  - They play chess.
  - He runs fast.
  - She sings well.
24. He ..... a zoo keeper
- Were
  - Are
  - Am
  - Is
25. I ..... the best student in eighth grade
- Am
  - Is
  - Were
  - Are
26. She ..... a nurse.
- Is Not
  - Are not
  - Do not
  - Did not
27. They ..... my classmates.
- Do not
  - Is not
  - Are not
  - Does not
28. We ..... from Arab
- Do not
  - Does not
  - Is not
  - Are not
29. The cat ..... my pet
- Is not
  - Are not
  - Do not
  - Does not
30. Choose the nominal negative sentence!
- He is a student.
  - He is not a student.
  - Is he a student?
  - He studies hard.
31. .... she your sister?
- Does
  - Do
  - Is
  - Are
32. .... they your friends?
- Are
  - Do
  - Does
  - Is
33. .... we classmates?
- Does
  - Do
  - Are
  - Is
34. .... it your bedroom?
- Does
  - Is
  - Are
  - Do
35. Which is a nominal interrogative sentence?
- They are doctors.
  - They are not doctors.

- c. Are they doctors?  
d. They work at the hospital.
36. Is she your sister ?  
a. Yes, she is.  
b. No, she do not.  
c. Yes, they do.  
d. No, I am.
37. Are they your friends?  
a. Yes, he is.  
b. No, they does.  
c. Yes, they are.  
d. No, I am.
38. Are you a student?  
a. Yes, I do  
b. Yes, I am  
c. No, I do  
d. No. I am
39. Is it your pen?  
a. No, it does not  
b. Yes, I do  
c. Yes, it is  
d. No, I do not
40. Are we classmates ?  
a. Yes, we are classmates  
b. No, we do not classmates  
c. Yes, we do classmates  
d. No, we are classmates
41. She ..... goes to the gym.  
a. Tomorrow  
b. Yesterday  
c. Now  
d. Always
42. He ..... eats breakfast in the morning.  
a. Last night  
b. Often  
c. Tomorrow  
d. Soon
43. They ..... play football on Saturdays.  
a. Sometimes  
b. Now  
c. Today  
d. Tonight
44. I ..... watch TV before bed.  
a. Last year  
b. Usually  
c. Tomorrow  
d. Yesterday
45. We ..... go for a walk in the evening.  
a. Rarely  
b. Morning  
c. Ago  
d. Today
46. My sister ..... breakfast at 7 a.m. every morning.  
a. eat  
b. Eating  
c. Eats  
d. Ate
47. Which sentence contains an adverb of frequency?  
a. I go to school yesterday.  
b. She often goes to the market.  
c. They will come tomorrow.  
d. He is here now.

48. My father ..... goes to the office  
on Sundays.

- a. Yesterday
- b. Seldom

- c. Every
- d. Today

49. The library ..... opens at 8  
o'clock in the morning.

- a. Never
- b. Always
- c. Yesterday
- d. Soon

50. I ..... visit my grandparents on  
weekends.

- a. Often
- b. Never
- c. Rarely
- d. All true

## Appendix 6

### Answer keys of simple present tense

1. B	11. A	21. C	31. C	41. D
2. A	12. B	22. A	32. A	42. B
3. D	13. A	23. A	33. C	43. A
4. C	14. B	24. D	34. B	44. B
5. A	15. A	25. A	35. C	45. A
6. C	16. A	26. A	36. A	46. C
7. A	17. B	27. C	37. C	47. B
8. A	18. A	28. D	38. B	48. B
9. A	19. A	29. A	39. C	49. B
10. B	20. A	30. B	40. A	50. D

## Appendix 7

### Instrument after validity

Writing Descriptive Text Test

Name :

Class :

#### **Instructions for Working on Essay of Descriptive Text :**

Write a descriptive text about an animal using the generic structure, then describe it in English within a time limit of 35 minutes!

1. My Pet
2. My Favorite Animal

-----

Identification .....

.....  
.....  
.....  
.....  
.....

Description .....

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

## Appendix 8

### Score Respondent of Simple Present Tense Mastery

No	Initial name	Score
1	RNF	84
2	SR	86
3	NH	99
4	NM	98
5	M	78
6	UN	78
7	MYM	92
8	TA	80
9	S	96
10	NAP	76
11	NH	90
12	AM	78
13	MA	72
14	RA	70
15	ARR	70
16	AA	68
17	RW	68
18	A	96
19	AP	66
20	K	92
21	RR	62
22	MAR	60
23	NAP	60
24	ZFH	90
25	AR	58
<b>Total</b>		<b>1967</b>

## Appendix 9

### The Result of Writing Descriptive Text

No	Initial name	Generic structure	Social function	Language features	Score
1	RNF	5	4	5	$14/15 \times 100 = 93.3$
2	SR	5	4	5	$14/15 \times 100 = 93.3$
3	NH	5	5	4	$14/15 \times 100 = 93.3$
4	NM	5	3	5	$13/15 \times 100 = 86.6$
5	M	4	4	5	$13/15 \times 100 = 86.6$
6	UN	4	3	5	$12/15 \times 100 = 80$
7	MYM	5	3	4	$12/15 \times 100 = 80$
8	TA	3	5	4	$12/15 \times 100 = 80$
9	S	5	3	3	$11/15 \times 100 = 73.3$
10	NAP	4	4	3	$11/15 \times 100 = 73.3$
11	NH	4	2	5	$11/15 \times 100 = 73.3$
12	AM	5	3	3	$11/15 \times 100 = 73.3$
13	MA	3	4	4	$11/15 \times 100 = 73.3$
14	RA	5	2	4	$11/15 \times 100 = 73.3$
15	ARR	4	3	4	$11/15 \times 100 = 73.3$
16	AA	4	4	3	$11/15 \times 100 = 73.3$
17	RW	4	4	2	$10/15 \times 100 = 66.6$
18	A	5	2	3	$10/15 \times 100 = 66.6$
19	AP	4	3	3	$10/15 \times 100 = 66.6$
20	K	5	2	3	$10/15 \times 100 = 66.6$
21	RR	4	3	2	$9/15 \times 100 = 60$
22	MAR	5	2	2	$9/15 \times 100 = 60$
23	NAP	4	2	3	$9/15 \times 100 = 60$
24	ZFH	3	2	3	$8/15 \times 100 = 53.3$
25	AR	3	3	2	$8/15 \times 100 = 53.3$

## Appendix 10

### Score Respondent of Writing Descriptive Text

No	Initial name	Score
1	RNF	93.3
2	SR	93.3
3	NH	93.3
4	NM	86.6
5	M	86.6
6	UN	80
7	MYM	80
8	TA	80
9	S	73.3
10	NAP	73.3
11	NH	73.3
12	AM	73.3
13	MA	73.3
14	RA	73.3
15	ARR	73.3
16	AA	73.3
17	RW	66.6
18	A	66.6
19	AP	66.6
20	K	66.6
21	RR	60
22	MAR	60
23	NAP	60
24	ZFH	53.3
25	AR	53.3
<b>Total</b>		<b>1832.5</b>

## Appendix 11

### Variable X (Simple Present Tense)

1. The maximum and minimum scores were obtained by setting the variable score from the low score to the high score

58	60	60	62	66	68	68	70	70	72	76	78
78	78	80	84	86	90	90	92	92	96	96	98
99											

2. High score =
3. Low score =
4. Range (R) = high score – low score  
 $= 99 - 58$   
 $= 41$
5. The total of the class (BK) =  $1 + 3.3 \log n$   
 $= 1 + 3.3 \log 25$   
 $= 1 + 3.3 (1.398)$   
 $= 1 + 4.6134$   
 $= 5.61 \approx 5$
6. Interval class (i) =  $R / BK$   
 $= 41 / 5$   
 $= 8.2$   
 $\approx 8$

## Appendix 12

### Variable Y (Descriptive Text)

1. The maximum and minimum scores were obtained by setting the variable score from the low score to the high score

53.3	53.3	60	60	60	66.6	66.6	66.6	66.6	73.3	73.3	73.3
73.3	73.3	73.3	73.3	73.3	80	80	80	86.6	86.6	93.3	93.3
93.3											

2. High score = 93.3
3. Low score = 53.3
4. Range (R) = high score – low score  
= 93.3 – 53.3  
= 40
5. The total of the class (BK) =  $1 + 3.3 \log n$   
=  $1 + 3.3 \log 25$   
=  $1 + 3.3 (1.398)$   
=  $1 + 4.6134$   
=  $5.61 \approx 5$
6. Interval class (i) =  $R / BK$   
=  $40 / 5$   
= 8  
 $\approx 8$

## Appendix 13

### The Result of Variable X and Variable Y

No	Initial name	Variable x	Variable y
1	RNF	84	93.3
2	SR	86	93.3
3	NH	99	93.3
4	NM	98	86.6
5	M	78	86.6
6	UN	78	80
7	MYM	92	80
8	TA	80	80
9	S	96	73.3
10	NAP	76	73.3
11	NH	90	73.3
12	AM	78	73.3
13	MA	72	73.3
14	RA	70	73.3
15	ARR	70	73.3
16	AA	68	73.3
17	RW	68	66.6
18	A	96	66.6
19	AP	66	66.6
20	K	92	66.6
21	RR	62	60
22	MAR	60	60
23	NAP	60	60
24	ZFH	90	53.3
25	AR	58	53.3
<b>Total</b>		<b>1967</b>	<b>1832.5</b>

## Appendix 14

### Analysis of variable x and variable y

		Statistics	
		x	y
N	Valid	25	25
	Missing	0	0
Mean		78.6800	73.3000
Std. Error of Mean		2.60686	2.30892
Median		78.0000	73.3000
Mode		78.00	73.30
Std. Deviation		13.03431	11.54462
Variance		169.893	133.278
Skewness		.032	.157
Std. Error of Skewness		.464	.464
Kurtosis		-1.267	-.491
Std. Error of Kurtosis		.902	.902
Range		41.00	40.00
Minimum		58.00	53.30
Maximum		99.00	93.30
Sum		1967.00	1832.50

## Appendix 15

### Statistical analysis data

No	Initial name	Variable x	Variable y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	RNF	84	93.3	7056	8704.89	7837.2
2	SR	86	93.3	7396	8704.89	8023.8
3	NH	99	93.3	9801	8704.89	9236.7
4	NM	98	86.6	9604	7499.56	8486.8
5	M	78	86.6	6084	7499.56	6754.8
6	UN	78	80	6084	6400	6240
7	MYM	92	80	8464	6400	7360
8	TA	80	80	6400	6400	6400
9	S	96	73.3	9216	5372.89	7036.8
10	NAP	76	73.3	5776	5372.89	5570.8
11	NH	90	73.3	8100	5372.89	6597
12	AM	78	73.3	6084	5372.89	5717.4
13	MA	72	73.3	5184	5372.89	5277.6
14	RA	70	73.3	4900	5372.89	5131
15	ARR	70	73.3	4900	5372.89	5131
16	AA	68	73.3	4624	5372.89	4984.4
17	RW	68	66.6	4624	4435.56	4528.8
18	A	96	66.6	9216	4435.56	6393.6
19	AP	66	66.6	4356	4435.56	4395.6
20	K	92	66.6	8464	4435.56	6127.2
21	RR	62	60	3844	3600	3720
22	MAR	60	60	3600	3600	3600
23	NAP	60	60	3600	3600	3600
24	ZFH	90	53.3	8100	2840.89	4797
25	AR	58	53.3	3364	2840.89	3091.4
<b>Total</b>		<b>1967</b>	<b>1832.5</b>	<b>158841</b>	<b>128816</b>	<b>146038.9</b>

## Appendix 16

### The Result of Normality and Homogeneity Test Variable X and Y

#### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
x	,127	25	,200*	,942	25	,167
y	,179	25	,038	,943	25	,169

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

### The Result of Homogeneity Test Variable X and Y

#### Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
xy	Based on Mean	1,549	1	48	,219
	Based on Median	1,426	1	48	,238
	Based on Median and with adjusted df	1,426	1	47,516	,238
	Based on trimmed mean	1,555	1	48	,219

## Appendix 17

### The result of product moment test

		datax	datay
x	Pearson Correlation	1	.514**
	Sig. (2-tailed)		.009
	N	25	25
y	Pearson Correlation	.514**	1
	Sig. (2-tailed)	.009	
	N	25	25

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

### Hypothesis test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 x - y	5.38000	12.18011	2.43602	.35230	10.40770	2.209	24	.037

Appendix 18

Table Nilai-nilai r Product Moment

N	Taraf Signifikansi		N	Taraf Signifikansi	
	5 %	1 %		5 %	1 %
3	0,997	0,999	38	0,320	0,413
4	0,950	0,990	39	0,316	0,408
5	0,878	0,959	40	0,312	0,403
6	0,811	0,917	41	0,308	0,398
7	0,754	0,874	42	0,304	0,393
8	0,707	0,834	43	0,301	0,389
9	0,666	0,798	44	0,297	0,384
10	0,632	0,765	45	0,294	0,380
11	0,602	0,735	46	0,291	0,376
12	0,576	0,708	47	0,288	0,372
13	0,553	0,684	48	0,284	0,368
14	0,532	0,661	49	0,281	0,364
15	0,514	0,641	50	0,279	0,361
16	0,497	0,623	55	0,266	0,345
17	0,482	0,606	60	0,254	0,330
18	0,468	0,590	65	0,244	0,317
19	0,456	0,575	70	0,235	0,306
20	0,444	0,561	75	0,227	0,296
21	0,433	0,549	80	0,220	0,286
22	0,423	0,537	85	0,213	0,278
23	0,413	0,526	90	0,207	0,270
24	0,404	0,515	95	0,202	0,263
<b>25</b>	<b>0,396</b>	0,505	100	0,195	0,256
26	0,388	0,496	125	0,176	0,230
27	0,381	0,487	150	0,159	0,210
28	0,374	0,478	175	0,148	0,194
29	0,367	0,470	200	0,138	0,181
30	0,361	0,463	300	0,113	0,148
31	0,355	0,456	400	0,098	0,128
32	0,349	0,449	500	0,088	0,115
33	0,344	0,442	600	0,080	0,105
34	0,339	0,436	700	0,074	0,097
35	0,334	0,430	800	0,070	0,091
36	0,329	0,424	900	0,065	0,086

## Appendix 19

Table Nilai-Nilai t

d.f	t0.10	t0.05	t0.025	t0.01	t0.005	d.f
1	3,078	6,314	12,706	31,821	63, 657	1
2	1,886	2,920	4,303	6,965	9,925	2
3	1,638	2,353	3,182	4,541	5,841	3
4	1,533	2,132	2,776	3,747	4,604	4
5	1,476	2,015	2,571	3,365	4,032	5
6	1,440	1,943	2,447	3,143	3,707	6
7	1,415	1,895	2,365	2,998	3,499	7
8	1,397	1,860	2,306	2,896	3,355	8
9	1,383	1,833	2,262	2,821	3,250	9
10	1,372	1,812	2,228	2,764	3,169	10
11	1,363	1,796	2,201	2,718	3,106	11
12	1,356	1,782	2,179	2,681	3,055	12
13	1,350	1,771	2,160	2,650	3,012	13
14	1,345	1,761	2,145	2,624	2,977	14
15	1,341	1,753	2,131	2,602	2,947	15
16	1,337	1,746	2,120	2,583	2,921	16
17	1,333	1,740	2,110	2,567	2,898	17
18	1,330	1,734	2,101	2,552	2,878	18
19	1,328	1,729	2,093	2,539	2,861	19
20	1,325	1,725	2,086	2,528	2,845	20
21	1,323	1,721	2,080	2,518	2,831	21
22	1,321	1,717	2,074	2,508	2,819	22
<b>23</b>	1,319	1,714	<b>2,069</b>	2,500	2,807	23
24	1,318	1,711	2,064	2,492	2,797	24
25	1,316	1,708	2,060	2,485	2,787	25
26	1,315	1,706	2,056	2,479	2,779	26
27	1,314	1,703	2,052	2,473	2,771	27
28	1,313	1,701	2,048	2,467	2,763	28
29	1,311	1,699	2,045	2,462	2,756	29
30	1,310	1,697	2,042	2,457	2,750	30
31	1,309	1,696	2,040	2,453	2,744	31
32	1,309	1,694	2,037	2,449	2,738	32
33	1,308	1,692	2,035	2,445	2,733	33
34	1,307	1,691	2,032	2,441	2,728	34
35	1,306	1,690	2,030	2,438	2,724	35
36	1,306	1,688	2,028	2,434	2,719	36
37	1,305	1,687	2,026	2,431	2,715	37
38	1,304	1,686	2,024	2,429	2,712	38

## Appendix 20

### Dokumentations

The two images below show the researcher giving a worksheet to the students: a multiple-choice test with the simple present tense as the X variable and writing descriptive text as the Y variable.



The two images below show the student did the tasks given by the researcher



## CURRICULUM VITAE



### A. Identify

Name : Maisaroh  
Reg. Num : 21 203 00008  
Place/Date of Birth : Tebing Tinggi/August 31<sup>st</sup> 2003  
Gender : Female  
Religion : Islam  
Address : Sidodadi 1, Perk.Teluk Panji, Kampung Rakyat

### B. Parents

Father's Name : Pungut  
Mother's Name : Sri Juliana

### C. Educational Background

Elementary School :SDN 116253 Kampung Rakyat (2015)  
Junior High School :MTs PPM Ar-Rasyid Pinang Awan (2018)  
Senior High School :MAS Ihya Ulumuddin (2021)  
University :UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan (2025)

### D. Organizational Background

Himpunan Mahasiswa Jurusan Tadris Bahasa Inggris (HMJ TBI) Anggota (2023–2024)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
SYEKH ALI HASAN AHMAD ADDARY PADANGSIDIMPUAN  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733  
Telepon (0634) 22080 Faximile (0634) 24022

Nomor : 3814 /Un.28/E.1/TL.00.9/08/2025  
Lampiran : -  
Hal : **Izin Riset**  
**Penyelesaian Skripsi**

11 Agustus 2025

Yth. Kepala SMP Negeri 4 Padangsidempuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Maisaroh  
NIM : 2120300008  
Fakultas : Tarbiyah Dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris  
Alamat : Kota Pinang

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul **"The Correlation Between Simple Present Tense Mastery And Writing Descriptive Text at The VIII Grade Students Of SMP Negeri 4 Padangsidempuan"**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin Riset penelitian dengan judul di atas .

Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

an. Dekan

Wakil Dekan Bidang akademik dan  
Kelembagaan



Dr. Lis Yulianti Syafrida Siregar, S.Psi., M.A.  
NIP 19801224 200604 2 001

## SURAT PERNYATAAN VALIDASI INSTRUMENT PENELITIAN TUGAS AKHIR SKRIPSI

Saya yang bertanda tangan dibawah ini :

Nama : Lenni susanti Pane, S. Pd.  
NIP : 19840502 200904 2 007  
Instansi : SMP N 4 Padangsidempuan  
Posisi : Guru Bahasa Inggris

Menyatakan bahwa instrument penelitian atas nama mahasiswa:


Nama : Maisaroh  
Nim : 2120300008  
Progam studi : Tadris Bahasa Inggris  
Judul Penelitian : The Correlation between Simple Present Tense Mastery and Writing Descriptive Text at the VIII Grade Students of SMPN 4 Padangsidempuan

Bapak/Ibu dimohon untuk menilai instrumen kemampuan menulis teks descriptive berdasarkan pemenuhan struktur teks (generic structure) yang terdiri dari: identification dan description. dengan tanda instrumen dinilai (layak/revisi/tidak layak) pada kolom yang sesuai, dan berikan saran apabila diperlukan.

Setelah dilakukan kajian atas Instrumental Penelitian dengan mempertimbangkan berbagai hal seperti topic, soal, jumlah item dan model soal yang bervariasi sesuai dengan indicator maka instrumen dinyatakan layak digunakan untuk penelitian dan dapat diujiakan diantara nya:

Aspek yang di nilai	Kriteria penilaian	Instrumen di nilai	Saran/perbaikan
Identification	Apakah instrumen menuntun siswa untuk mengidentifikasi objek atau subjek yang dideskripsikan?	Layak	
Description	Apakah instrumen mendorong siswa untuk menjelaskan ciri-ciri, sifat, atau karakteristik objek secara rinci?	Layak	

**Validator**



**Lenni susanti Pane, S. Pd**  
19840502 200904 2 007



PEMERINTAH KOTA PADANGSIDIMPUAN  
DINAS PENDIDIKAN  
**SMP NEGERI 4 PADANGSIDIMPUAN**  
Jalan Sutan Soripada Mulia No. 42 Telp. (0634) 22427  
PADANGSIDIMPUAN UTARA



NSS : 201072001004 NPSN : 10212237 e-Mail : [Smpnegeri4kotapasad@gmail.com](mailto:Smpnegeri4kotapasad@gmail.com) KP.22715

Padangsidimpuan, 30 Agustus 2025

Nomor : 421.3/507/SMP.4/2025  
Sifat : Biasa  
Lamp. : -  
Perihal : **Balasan Surat Izin Riset Penyelesaian Skripsi**

Dengan hormat,

Menindak lanjuti Surat Permohonan dan izin Riset Penyelesaian Skripsi dengan nomor 3814/Un.28/E.1/TL.00.9/08/2025 bersama dengan surat ini kami **Bersedia** memberi kesempatan izin Riset Penyelesaian Skripsi mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan di SMP Negeri 4 Padangsidimpuan. Berikut ini nama mahasiswa melaksanakan Riset

Nama : MAISAROH  
NIM : 2120300008  
FAKULTAS : Tarbiyah Dan Ilmu Keguruan  
Program Studi : Tadris Bahasa Inggris

Demikian surat ini kami sampaikan dan atas kerja samanya kami mengucapkan terimakasih.

Padangsidimpuan, 30 Agustus 2025  
Kepala Sekolah

ERYATI ZETKAS, M.Pd  
NIP. 19670610 199412 2 001