



AN ANALYSIS ON THE STUDENTS ABILITY USING
SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE
TEXT AT GRADE X SMK NEGERI 2
PADANGSIDEMPURAN

A THESIS

*Submitted to the State Institute for Islamic Studies, Padangsidempuan as
a Partial Fulfillment of the Requirement for the Degree of Graduate of
Islamic Education (S.Pd.) in English*

Written By:

KIRIN NOVITRI

Reg. No. 18 540 0912

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDEMPURAN

2015



**AN ANALYSIS ON THE STUDENTS ABILITY USING
SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE
TEXT AT GRADE X SMK NEGERI 3
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Degree of Graduate of
Islamic Education (S.Pd.I) in English*

Written By:

RIRIN NOVITRI
Reg No. 10 340 0022

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2015



**AN ANALYSIS ON THE STUDENTS ABILITY USING
SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE
TEXT AT GRADE X SMK NEGERI 3
PADANGSIDIMPUAN**

A THESIS

*Submitted to the State Institute for Islamic Studies Padangsidimpuan as
a Partial Fulfillment of the Requirement for the Degree of Graduate of
Islamic Education (S.Pd.I) in English*

Written By:
RIRIN NOVITRI
Reg. No : 10 340 0022



Advisor I

Ranfahubi

Rayendriani Fahmei Lubis, M. Ag
NIP. 19710510 200003 2 001

Advisor II

Yusni

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

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015**

Term : Thesis
a.n. Ririn Novitri
Appendix : 7 (seven) Exemplars

Padangsidempuan, 16th February 2015
To:
Dean Tarbiyah and Teacher
Training Faculty
In-
Padangsidempuan

Assalamu'alaikum Wr. Wb.

After Reading, studying, and giving advices for necessary revision on thesis belongs to RIRIN NOVITRI, entitled "*An Analysis on The Students Ability Using Simple Present Tense in Writing Descriptive Text at Grade X SMK Negeri 3 Padangsidempuan*". We approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Islamic Education (S.Pd.I) In English

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan.

Thank you.

Wassalamu'alaikum Wr. Wb

Advisor I



Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Advisor II



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

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : RIRIN NOVITRI
Registration Number : 10 340 0022
Faculty/Department : Tarbiyah/ and Teacher Training Faculty/TBI-1
Thesis : **AN ANALYSIS ON THE STUDENTS
ABILITY USING SIMPLE PRESENT
TENSE IN WRITING DESCRIPTIVE TEXT
AT GRADE X SMK NEGERI 3
PADANGSIDIMPUAN**

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from other except the guidance from advisor, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14. Verse 2.

I do this declaration truthfully. If there is deceitfulness and incorrectness degrading to this declaration in the future, I will be willing to get punishment as it is required in students' ethic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, 23 February 2015
Declaration Maker



RIRIN NOVITRI
Reg. No. 10 340 0022

AGGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY

As academic civity of State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : RIRIN NOVITRI
Reg. No : 10 340 0022
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1
Kinds : Thesis

For development of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan **Non-exclusive Royalty Right** on my thesis entitled:

“AN ANALYSIS ON THE STUDENTS ABILITY USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT AT GRADE X SMK NEGERI 3 PADANGSIDIMPUAN”

With all sets of equipments (if needed). Based on this Non-exclusive Royalty Right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in database form, to keep and to publish my thesis as for as I am determined as writer and owner of its creative right.

Above all, this statement is made true heartedly to be used properly.

Made in : Padangsidimpuan

Date : 23 February 2015

Signed



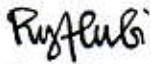
(RIRIN NOVITRI)

DEWAN PENGUJI

SIDANG MUNAQASYAH SKRIPSI

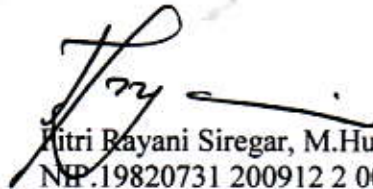
NAMA : RIRIN NOVITRI
NIM : 10 340 0022
JUDUL SKRIPSI : AN ANALYSIS ON THE STUDENTS ABILITY USING
SIMPLE PRESENT TENSE IN WRITING
DESCRIPTIVE TEXT AT GRADE X SMK NEGERI 3
PADANGSIDIMPUAN

Ketua



Rayendriani Fahmei Lubis, M.Ag.
NIP.19710510 200003 2 001

Sekretaris



Fitri Rayani Siregar, M.Hum.
NIP.19820731 200912 2 004

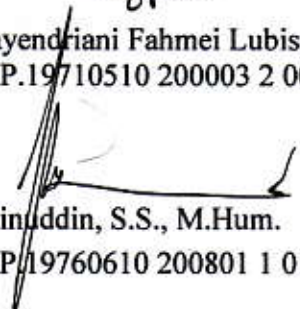
Anggota



Rayendriani Fahmei Lubis, M.Ag.
NIP.19710510 200003 2 001

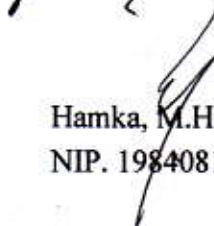


Fitri Rayani Siregar, M.Hum.
NIP.19820731 200912 2 004



Zainuddin, S.S., M.Hum.

NIP.19760610 200801 1 016



Hamka, M.Hum.

NIP. 19840815 200912 1 005

Pelaksana Sidang Munaqasyah

Di

: Padangsidimpuan

Tanggal/Waktu

: 23 Februari 2015/ 14.00- 17.00

Nilai

: 73,62 (B)

Indeks Prestasi Kumulatif (IPK)

: 3.48

Predikat

: "Amat Baik"



MINISTRY OF RELIGION
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Alamat: Jl. H.T. Rizal Nurdin km. 4,5 Telp. (0634) 22080 Sihitang 22733 Padangsidimpuan

LEGALIZATION

Title of thesis : AN ANALYSIS ON THE STUDENTS ABILITY USING
SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE
TEXT AT GRADE X SMK NEGERI 3
PADANGSIDIMPUAN

Name : RIRIN NOVITRI

Reg. Number : 10 340 0022

Faculty/Department : Tarbiyah and Teacher Training Faculty/ English Education
Department

The Thesis had been accepted as a partial fulfillment of the requirements for the degree
of Islamic Education Scholar (S.Pd.I)

Padangsidimpuan, 16 April 2015



Hj. ZULHIMMA, S.Ag., M.Pd
NIP. 19720702 199703 2 003

ABSTRACT

NAME : **RIRIN NOVITRI**
REG. NUMBER : **10.340.0022**
FACULTY/DEPARTMENT : **TARBIYAH AND TEACHER TRAINING
FACULTY /TBI-I**
THESIS TITLE : **AN ANALYSIS ON THE STUDENTS ABILITY
USING SIMPLE PRESENT TENSE IN
WRITING DESCRIPTIVE TEXT AT GRADE
X SMK NEGERI 3 PADANGSIDIMPUAN**

This research is about an analysis on the students' ability using simple present tense in writing descriptive text at grade X SMK Negeri 3 Padangsidimpuan. The purposes of the research are to describe the students ability using simple present tense in writing descriptive text at grade X SMK Negeri 3 Padangsidimpuan.

This research was designed by qualitative research and the method used descriptive method. This data would be collected from students SMK Negeri 3 Padangsidimpuan academic year 2014/2015. The students were 28 students. In addition, the collecting of the data was done by doing test, interview and observation.

After the research was done, the researcher found that an analysis on the students ability using simple present tense in writing descriptive text at grade X SMK Negeri 3 Padangsidimpuan were enough categories. It could be seen from the students score were 42%. The students problems to use simple present tense in writing descriptive text is students difficulties study tense especially simple present tense in positive and negative sentences. The students did not understand verb with add "s or es" in positive sentences. Then, the students did not remember if in negative form not add "s or es".

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise is to Allah lord of the word who has bestowed upon the write in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers. In writing this thesis, I was assisted by some people and institutions. Therefore, in this opportunity I would like to say thanks to them. In truth, this thesis can not completed without a great deal of help from many people they are:

1. Mrs. Rayendriani Fahmei Lubis, M.Ag as the first advisor
2. Mrs. Yusni Sinaga, M.Hum as the second advisor.
3. The Rector of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, MCL who has given chance and time so I could learn and get some knowledge from IAIN Padangsidimpuan
4. Mrs. Hj. Zulhimma, S.Ag,M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty.
5. Mrs. Rayendriani Fahmei Lubis, M.Ag., as the leader of English Education Department.
6. All lecturers and staffs in English Education Department who had give their valuable, advice, and cooperative.
7. Chief of IAIN Padangsidimpuan Library YusriFahmi, S.Ag., M.Hum and his staff for their cooperative and permission to use many books of this library.

8. My beloved parents, Syahrrial Amri and Sariani, and my beloved brother Ricky Alfiansyah and Rifandi, and my beloved sister Nurhayani who always give their materials, prays, motivation, and moral encouragement to finish my study.
9. My beloved friends Suryani Harahap, Rondani Batubara, Siti Aisyah, Liony, Riska Wahyuni, Nuradilah, Leni Hartini, Iin Suryani, Misbahannum, Safran Pasaribu, Sabban Simbolon, Mega Wahyuni, Nondang Sari Bulan, Safitri Ramadhani and all of my friends that I can't mention for their support and suggestion.
10. All my friends in IAIN Padangsidimpuan good luck for you
11. All the people who have helped me to finish my study that I can not mention one by one.

May Allah, The almighty bless them all, Amin.

Padangsidimpuan, 23 Februari 2015
The Researcher



RIRIN NOVITRI
Reg. No. 10 340 0022

TABLE OF CONTENTS

	Page
TITLE OF PAGE	
ADVISOR LEGALIZATION PAGE	
ADVISOR DECLARATION PAGE	
DECLARATION OF SELF THESIS COMPLICATION	
AGREEMENT OF PUBLICATION OF FINAL TASK FOR ACADEMIC CIVITY PAGE	
MUNAQOSAH EXAMINATION PAGE	
LEGALIZATION OF DEAN TARBIYAH AND TEACHER TRAINING FACULTY	
ABSTRACT	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLE	vi
LIST OF APPENDIXES	vii
CHAPTER I INTRODUCTION	
A. Background of the Problems	1
B. Focus of the Problem	4
C. Definition of Terminologies	5
D. Formulation of the Problem.....	8
E. Purposes of the Research.....	9
F. Significances of the Research.....	9
G. The Outline of Thesis	10
CHAPTER II THEORETICAL DESCRIPTION	
A. The Description Theory	
1. Definition of Simple Present Tense	11
a. The Formulation of Simple Present Tense	12
b. Adverb of Time Simple Present Tense	14
c. Spelling notes in Simple Present Tense	14
2. Writing Descriptive Text	15
a. Definition of Writing	15
b. The Purposes of Writing	17
c. Process of Writing	19
d. Definition of Descriptive Text	21
e. Generic Structure of Descriptive Text	23
B. Review of Related Findings.....	25

CHAPTER III THE RESEARCH METHODOLOGY

A. Kinds of the Research	27
B. Place and Time of the Research	28
C. The Sources of the Data	29
D. The Technique of Collecting Data	30
1. Test	30
2. Interview	31
3. Observation	32
E. The Technique of Analyzing Data	33
F. The Technique of Checking Trustworthiness	34

CHAPTER IV THE RESULT OF THE RESEARCH

A. Finding	
1. General Finding	36
2. Specific Finding	37
a. Description of An Analysis on the Student Ability Using Simple Present Tense in Writing Descriptive Text at Grade X SMK Negeri 3 Padangsidempuan ..	37
b. The Students Difficulties Using Present Tense In Writing Descriptive Text at Grade X SMK Negeri X SMK Negeri 3 Padangsidempuan	49
B. Discussion	53
C. Threats of the Research	56

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. Conclusions	57
B. Suggestions	58

REFERENCES

CURRICULUM VITAE

APPENDIXES

LIST OF TABLE

	Page
Table I : The total of Students SMK Negeri 3 Padangsidempuan	29
Table II : Indicator of Simple Present Tense	31
Table III : Criteria Score Interpretation	48

LIST OF APPENDIXES

- Appendix I : Test
- Appendix II : Interview
- Appendix III : Observation
- Appendix IV : The Result of the Test

CHAPTER I

INTRODUCTION

A. Background of The Problem

Language is a tool of communication. A language has a systematic order to communicate by using sounds and conventional symbols. Language is so important in life. Everything in this world needs language. By a language human can interact with other people. Every human uses language to convey their knowledge, opinion, ideas, feelings and emotions. People cannot communicate and interact to other people without language.

There are some levels of language such as, mother tongue is a first language given by parents when the children birth or a language from cultural usually use by parents in the house. Local language is a language learned after people have learned mother tongue or a language production from a small area. National language is the official language of Indonesia. Then, the foreign language is a language that comes from other country. In Indonesia, English as foreign language. There are so many languages in this world such as: English, Arabic, Mandarin, German, Indonesia, and French.

One of language in this world is English. Learning English is very important, because English has become an International language and English also the second language of many countries in the world. Many countries use

English to communicate with other people. English is not only used to communicate with other people orally but English also used in almost all fields in life such as: medicine, engineering, commerce, economy, politics, education, science, and technology.

In Indonesian, English has been taught from elementary school (SD), junior high school (SMP), senior high school (SLTA) and up to university. The students must remember one thousand vocabularies and must master the grammar. English is also called as the target language that has been to be taught in Indonesian curriculum. Based on the curriculum, one of the main goals Indonesian government in teaching English at Indonesian is to improve communication skill in listening, speaking, reading, and writing. Thus, Indonesian government also includes English into national examination.

English is quite difficult for Indonesia learners. It is happened because of cases in the grammar: in the tense, part of the speech, and in vocabulary. So, the students must master the four basic skills in English, such as: reading, speaking, writing, and listening. To improve those skills they must master about English grammar or structure and vocabulary. Without grammar and vocabulary impossible the students can speak, listen, read, and write well.

Grammar has a systematic study of scientific method which provides information and guidance necessary to learn a language. Then, grammar is primarily concerned with the formation and classification of words and sentences in daily life. Grammar is the way in which words are put to form

proper sentences. In linguistic, grammar is the set of structural rules governing the composition of clauses, phrases and words in any given natural language. The science of grammar teaches how a language is spoken and written correctly and effectively. There are many subjects that must be studied by students in grammar, such as: part of speech and tense. In grammar, tense is a category that locates a situation in time, to indicate when the situation takes place. Tense is the grammatically of time reference, often using three basic categories present, past and future.

Simple present tense is used to express everyday activities and general truths. Learning about tenses is started in elementary school until high school. When the researcher interview towards the English teacher on SMK Negeri 3 Padangsidempuan, she said that students at grade X is lack about tenses. Through they have been studying about tense for nine years. But, in fact among of them do not understand about tense.

The researcher found some problems in SMK Negeri 3 Padangsidempuan. The first problem, when the researcher did PPL there, the students did not understand about tense especially if the teacher orders them to write descriptive text and they had not some vocabularies to write something. The second, Students did not interest to study grammar especially tense, because they felt difficult about tense. Third, students have been studying about simple present tense at least four years, but in fact to learn that students felt difficult to understand about simple present tense.

Beside according to English teacher, she said that writing ability students at SMK Negeri 3 is lack. It is happened because the students cannot master about vocabulary and structure grammar. When the teacher taught a lesson, some of students did not hear it seriously. Then, if the teacher orders students to write especially descriptive text, the students have not some vocabularies and it is make them for cheating with their friends. Finally, when the teacher gives homework or task, students often do their homework in school.

Based on the problem above, the researcher is interested in doing a research in SMK Negeri 3 Padangsidimpuan. Finally the research conduct a research entitles **“An Analysis on The Students Ability Using Simple Present Tense in Writing Descriptive Text at Grade X SMK Negeri 3 Padangsidimpuan”**.

B. Focus of The Problem

Based on the background above, the researcher focuses of the problem about simple present tense and writing descriptive text. Then, the researcher limits of the problem into an analysis on the students ability using simple present tense in writing descriptive text at Grade X SMK Negeri 3 Padangsidimpuan in 2014 academic year.

C. Definition of Terminologies

To avoid misunderstanding in assuming the title of the research, then it was clarified the definition of terminologies in title “an analysis on the student’s ability using simple present tense in writing descriptive text at Grade X SMK Negeri 3 Padangsidempuan” as follows:

1. Analysis

According to Hornby, analysis is the study of something by examining its parts and their relationship.¹ Then, analysis is a systematic examination and evaluation of data or information, by breaking it into its component parts to uncover their inter relationships. Opposite of synthesis is an examination of data and facts to uncover and understand cause-effect relationships, thus providing basis for problem solving and decision making.²

So, from the definition above the researcher concluded that analysis is the study about something to find real situation.

¹Hornby, *Oxford Advanced Learner’s Dictionary*, (New York: Oxford University Press, 1995), p. 38.

²<http://www.businessdictionary.com/definition/analysis.html>, accessed on September 12, 2014 at 09.37.

2. Students

According to Hornby students is a person who is studying at a school or college.³ Then, student is a learner or someone who attends an educational institution.⁴

Based on the definition above, the researcher concluded that the student is a person who learns on the elementary school, junior high school and senior high school not only the formal education but also the informal education.

3. Ability

According to Hornby ability is the mental or physical capacity, power or skill required to do.⁵ Then, ability is an acquired or natural capacity or talent that enables an individual to perform a particular job or task successfully and the power to carry out a legal act or satisfy a legal obligation.⁶

Based on the definitions above the researcher concluded that ability is a skill of someone to do something either physically or mentally.

³ *Ibid.*, p. 1187.

⁴ <http://en.wikipedia.org/wiki/Student.html>, accessed on September 12, 2014 at 10.00.

⁵ *Ibid.*, p. 2.

⁶ <http://www.businessdictionary.com/definition/ability.html>, accessed on September 12, 2014 at 10.10.

4. Simple Present Tense

According to Surayin simple present tense is used to express habitual action and general truth.⁷ Then, According Martin Hewings simple present tense is to describe things that are always true or situations that exist now and indefinitely or talk about habits or things that happen on a regular basis for example: Each July we go to Turkey for a holiday.⁸

Based on the definition above, the researcher concluded that simple present tense is used to express habitual action and general truth.

5. Writing

According Hornby writing is written works of an author or person's feeling.⁹ Then, according to Michael O'malley and Lorraine Valdez Pierce writing is a personal act in which the writers take ideas or prompts and transform them into "self-initiated" topics. The writer draws on background knowledge and complex mental processes in developing new insights.¹⁰

Based on the definitions above, the researcher concluded that writing is a process to express opinion, ideas, feeling, experience and information that made with written.

⁷ Surayin, *Perfect English Grammar*, (Bandung: Yrama Widya, 1999), p.20.

⁸ Martin Hewings, *Advanced Grammar in Use*, (England: Cambridge University Press, 2000), p. 2.

⁹ Hornby, *Op.Cit.*, p. 502.

¹⁰ Michael O'malley and Lorraine Valdez Pierce, *Authentic Assessment for English Language Learners*, (Virginia: Addison-Wesley Publishing Company, 1995), p. 136.

6. Descriptive text

According to Sanggam Siahaan and Kisno Shinoda, Descriptive text is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, a house, or camping. It can be about any topic. The identification is to identify the object to describe. The description describes parts, qualities, and characteristic of the parts of the object.¹¹

According to Otong Setiawan Djuharie descriptive text is purposes to describe person, animals, thing, and place.¹² So, descriptive text is the process to describe, explain or to know something. Such as: person, place, and animal.

D. Formulation of The Problem

Based on the definition of the terminologies above, the researcher formulation of the problems are:

1. How are the students ability using simple present tense in writing descriptive text at grade X SMK Negeri 3 Padangsidimpuan?
2. What are the students difficulties using simple present tense in writing descriptive text at grade X SMK Negeri 3 Padangsidimpuan?

¹¹ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 89.

¹² Otong Setiawan Djuharie, *Genre*, (Bandung: Yrama Widya, 2008), p. 24.

E. Purposes of The Research

Based on the formulation of the problem above, the purposes of the research are:

1. To describe the students ability using simple present tense in writing descriptive text at grade X SMK Negeri 3 Padangsidempuan.
2. To identify the student's difficulties using simple present tense in writing descriptive text at grade X SMK Negeri 3 Padangsidempuan.

F. Significances of The Research

Based on the purposes of the research above, the significances of the research are:

1. For the students as the motivation to improve their ability in writing especially in writing descriptive text.
2. For researcher will use this research to the teacher using simple present tense in helping and improving quality writing of teaching and learning process.
3. For the other researcher in conducting research in same topic

G. The Outline of Thesis

Outline of thesis this research consists of five chapters. Each chapter is divided into many sub chapters in which detail as follows:

1. Chapter I Introduction. Introduction include background the problems, focus of the problem, limitation of the problem, definition of terminology, formulation of the problems, purposes of the research, significances of the research.
2. Chapter II Theoretical Description. Theoretical Description includes literature review/theoretical description and review of related finding. Theoretical description consists of definition of simple present tense, definition of writing and definition of descriptive text.
3. Chapter III Research Methodology. Research Methodology is divided into time and schedule of research, research design, and participant, source of data, technique of collecting, technique of analyzing data, and technique of checking data trustworthiness.
4. Chapter IV Result of Research: it consists of finding, discussion and threats of the research.
5. Chapter V Conclusion. Includes conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. The Description Theory

1. Definition of Simple Present Tense

There are sixteen tenses in English. In any language, tense is divided into three classes namely such as: present tense, past tense and future tense. But the researcher only explains about simple present tense. The first, according to Thomson and Martinet the main use of the simple present tense is to express habitual actions:¹

The second, according to Betty Schramper Azar simple present tense is used to express habitual or everyday activity. The simple present tense says that something was true in the past, is true in the present, and will be true in the future. It is used for general statement of fact.²

The third, according to Raymond Murphy simple present tense is true in general or for things that happen sometimes or all the times.³ Also,

¹ Thomson and Martinet, *A Practical English Grammar*, (London: Oxford University Press, 1986), p. 159.

² Betty Schramper Azar, *Understanding and Using English Grammar*, (USA: Prentice Hall Regents, 1989), p. 11.

³ Raymond Murphy, *Essential Grammar in Use*, (New York: Cambridge University Press, 1990), p. 10.

according to Wren and Martin simple present tense is habitual actions and general truth.⁴

The fourth, according to Jayanthi Dakshina Murthy simple present tense is used to show that action takes place at present to express a habitual action, to express general truths, to express planned activities, in exclamatory sentences beginning with here, there and then to introduce quotations.⁵

Finally, According to Howard Sargeant simple present tense is used to tell the event that happened regularly, sometimes or never, and to state fact, finally to tell the event of a story that is happening now.⁶ From the explanation above, the researcher concluded that simple present tense is used to express habitual action and general truth.

a. The Formulation of Simple Present Tense

The formulation of simple present tense such as:⁷

Positive	Subject + VI + S/ES + O + Adverb
-----------------	---

Example: 1) She gets up every day at five o'clock

2) He goes to school every day

3) Father drinks coffee every morning

⁴ Wren and Martin, *High School English Grammar and Composition*, (N.D.N: Persada Rao, 1990), p. 79.

⁵ Jayanthi Dakshina Murthy, *Contemporary English Grammar*, (New Delhi: Book Place, 2003), p. 165.

⁶ Howard Sargeant, *Basic English Grammar for English Learners*, (Singapore: Saddleback, 2007), p. 58.

⁷ Satrio Nugroho, *Practical Complete English Grammar*, (Surabaya: KARTIKA), p. 16.

4) Anita studies English every Monday

5) Mother cooks rice every morning

Negative	Subject + DO/DOES+ Not + V1 + O + Adverb
-----------------	---

Example: 1) She does not get up every day at five o'clock

2) He does not go to school every day

3) Father does not drink coffee every morning

4) Anita does not study English every Monday

5) Mother does not cook rice every morning

Interrogative	DO/DOES + Subject + V1 + O + Adverb?
----------------------	---

Example: 1) Does she get up every day at five o'clock?

2) Does he go to school every day?

3) Does father drink coffee every morning?

4) Does Anita study English every morning?

5) Does mother cook rice every morning?

Example of general truth such as:⁸

1) The sun rises in the east.

2) A week has seven days.

3) The sun shines by day and the moon by night.

⁸ John Surjadi, *Accurate, Brief, and Clear English Grammar*, (Surabaya: Indah Surabaya, 1986), p. 280.

b. Adverb of time Simple Present Tense

The simple present tense is often used with adverbs or adverb phrases such as always, never, often, sometimes, usually, every week or day, on Mondays, for example:⁹

- 1) We always read newspaper every monday
- 2) How often do you wash your hair?
- 3) They never go to America
- 4) Sometimes Andre playing Piano after school
- 5) Susilo usually studies hard
- 6) Raffi plays football every week
- 7) I send letter on Monday

c. Spelling notes in Simple Present Tense

There are spelling notes in simple present tense such as:¹⁰

- 1) Verbs ending in **ss**, **sh**, **ch**, **x** and **o** add **es**, instead of **s** alone, to form the third person singular:
 - a) I kiss —————> he **kisses**
 - b) I rush —————> She **rushes**
 - c) I watch —————> Riska **watches**
 - d) I box —————> Ahmad **boxes**

⁹ *Ibid.*, p. 159.

¹⁰ Thomson and Martinet, *Op. Cit.*, p. 159.

- e) I do → Liony **does**
- f) I go → Dila **goes**
- 2) When **y** follows a consonant we change the **y** into **i** and add **es**:
- a) I carry → Leni **carries**
- b) I copy → Ricky **copies**
- c) I try → She **tries**
- 3) But verbs ending in **y** following a vowel obey the usual rule:
- a) I obey → Fandy **obeys**
- b) I say → Novi **says**

2. Writing Descriptive Text

a. Definition of writing

Writing is an activity to expression our ideas, knowledge, and opinion. Nunan said that writing can be defined by a series of contrast as:¹¹

- 1) It is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium, whether it is hieroglyphics inked into parchment or an e-mail message types into a computer. On the other hand, writing is the mental work of inventing thinking about how to express them, and organizing them into statement and paragraphs that will be clear to a read.

¹¹ David Nunan, *Practical English Language Teaching*, (New York: Mc. Grow Hill, 2003), p. 88.

- 2) Its purposes are both to express and impress. Writers typically serve two masters themselves and their own desires to express an idea or feeling and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing a shopping list. Notes from a meeting, a scholarly article, a novel, or poetry are only a few of the choice. Each of these types of writing has a different level of complexity depending on its purposes.
- 3) It is both process and a product. The writer imagines, organizes, drafts, edits, and rereads. This process of writing is often cyclical and sometimes disorderly, ultimately, what the audiences, whether it is an instructor or wider audience is a product an essay, letter, story or research report.

According to Joyce Amstrong Carroll writing is a permanent form of communication. Writing is often the most effective way to communicate. Suppose you read an article in a newspaper that makes you feel angry or frustrated. Writing a thought to the editor can help express and share feeling, writing also bring surprising insight into yourself.¹²

Then, according to Hamp-Lyons Writing is a personal act in which the writers take ideas or prompts and transform them into “self-initiated” topics. The writer draws on background knowledge and complex mental processes in developing new insights.¹³

Finally, according to Kathteen says that writing is an excellent means of monitoring and improving your comprehension and retention also an effective learning strategy. In fact, many successful students

¹² Joyce Amstrong Carrol, *Writing and Grammar*, (New Jersey: Prentice Hall, 2001), p. 5.

¹³ Michael O'malley and Lorraine Valdez Pierce, *Op. Cit.*, p. 136.

almost always read with a pen in hand ready to underline, mark, annotate, or paraphrase ideas. Then, after reading some students use writing to study and review the materials. The theory outlines to organize information, write to condense ideas or draw to show relationship.¹⁴

So, writing is an activity to expression our ideas. If we want write sentence or text we must comprehension and mastery with grammar, vocabulary and punctuation. And then, writing is a process to express thing, the meaning of thing can be idea, opinion, experience and information that made with written.

b. The Purposes of Writing

The purposes of writing consist of three such as:¹⁵

- 1) *Expository or informative writing*, to share knowledge and give information, directions or ideas. Example of informative writing include describing events or experiences, analyzing concepts, speculating on causes and effects, and developing new ideas or relationship. Informative writing helps writers integrate new ideas and examine existing knowledge.

¹⁴ Kathleen T. Mc. Whorter, *Efficient and Flexible Reading*, (USA: The Lehigh Press, 1992), p. 289.

¹⁵ Michael O'malley and Lorraine Valdez Pierce, *Op. Cit.*, p. 137-138.

- 2) *Expressive/narrative writing*. Is a personal or imaginative expression in which the writer produces stories or essays? This type of writing is often based on observations of people, object, and place and may include creative speculations and interpretations. This type of writing is often used for entertainment, pleasure, discovery, or simply as “fun” writing and can include poems and short plays.
- 3) *Persuasive writing*. This type of writing is often based on background information, facts and examples the writer uses to support the view expressed. This type of writing might include evaluation of a book, a movie, a consumer product, or a controversial issue or problem. Writers can also use personal experience or emotional appeals to argue in support of their view.

The three purposes of writing describe here can overlap, as when students write an informative, persuasive essay. The three purpose of writing describe the kinds of writing students so in second language class rooms as well as in grade level classroom. An important point to remember is that student writing ability may vary considerably depending on the purposes.¹⁶

¹⁶ *Ibid.*,

c. Process of Writing

According to Michael O'malley and Lorraine Valdez Pierce there are three processes writing such as:¹⁷

- 1) Pre Writing or motivation, discussion, and concept development.
- 2) Writing, which takes place in classroom or at home so students can rely on both teachers and other students for feedback and support.
- 3) Post Writing is which students share their writing with others, read aloud what they have written or exchange writing with other students.

In the pre writing stages, students might use graphic organizer as aid to clarify the concepts they will use in writing. During writing process, opportunities should be provided for students to edit and revise their work, share ideas with other students on how improve their writing, or review the criteria against which the work will be evaluated with an eye toward improvement.¹⁸

According to Joyce Amstrong Carroll the process of writing in several stages such as: ¹⁹

- 1) Prewriting includes exploring topics, choosing a topic, and beginning to gather and organize details before write.

¹⁷ *Ibid.*, p. 139.

¹⁸ *Ibid.*,

¹⁹ Joyce Amstrong Carroll, *Op. Cit.*, p. 15.

- 2) Drafting involves getting your ideas down on paper in roughly the format intend for the finished work.
- 3) Revising is the stages in which rework first draft to improve its content and structure.
- 4) Editing and proofreading involved correcting errors in grammar, spelling, and mechanics.
- 5) Publishing and presenting are the sharing of your work with others.

An important component of process writing instruction is conferring. In conferencing, teachers meet with students individually and ask questions about the processes they use in writing. The questions reflect the stages of process writing might focus on how the writer select the topic, plants the writing, composes the written pieces, and edits or revises the product after words.²⁰

From the explanation above, there are many process of writing. So, the researcher concluded that process of writing is pre writing, writing and post writing.

²⁰ Michael O'malley and Lorraine Valdez Pierce, *Op. Cit.*, p. 140.

d. Definition of Descriptive Text

Descriptive text is a text which tells what a person or a thing is like. Its purposes are to describe and reveal a particular person, place, or thing. According to Kathleen T. Mc. Whorter, descriptive text is describe about of people, events, or places. Descriptive writing is often used in advertising.²¹

Descriptive text is description of a person, place or thing contain sensory details that bring to life actual people, places and things, and observations describe an event the writer has witnessed, often the event takes place over an extended period of time, travel brochures contain factual information as well as persuasive language to encourage tourism, finally character sketches describe fictional characters such as: appearances, personalities, hopes and dreams.²²

According to George E. Wishon description gives sense impressions the feel, sound, taste, smell, and look of things. Description helps the reader, through his or her imagination to visualize a scene or a person, to understand a sensation or an emotion. Good description requires careful observation and organization.²³

²¹ Kathleen T. Mc. Whorter, *Op. Cit.*, p. 266.

²² Joyce Amstrong Carroll , *Op. Cit.*, p. 101.

²³ George E. Wishon, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p. 128.

According to Sanggam Siahaan and Kisno Shinoda, Descriptive text is a written English text in which the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person, or an animal, or a tree, a house, or camping. It can be about any topic. The identification is to identify the object to describe. The description describes parts, qualities, and characteristic of the parts of the object.²⁴

According to Otong Setiawan Djuharie, “teks deskriptif bertujuan untuk menggambarkan seseorang, tempat, and hewan. Teks deskriptif umumnya memiliki struktur identification dan description” (The purpose of descriptive text is to describe someone, place and animals. The structure of descriptive generally has identification and description).²⁵

From the explanation above, the researcher concluded that Descriptive text is process how to describe a person, animals, place or things.

²⁴ Sanggam Siahaan and Kisno Shinoda, *Op. Cit.*, p. 89.

²⁵ Otong Setiawan Djuharie, *Op.Cit.*, p. 24.

e. Generic structure Descriptive Text

Descriptive text has actions and steps such as generic structure and dominant grammatical aspect.²⁶

1) Generic Structure

- a) Identification is to identify phenomenon to be described.
- b) Description is to describe parts, qualities, and characteristics.

2) Dominant grammatical aspect.

- a) Focus on specific participants.
- b) Use of attributive and identifying processes.
- c) Frequent use of epithets and classifiers in nominal groups.
- d) Use of simple present tense

For example of descriptive text such as:

MY PET	
Identification	I have a pet. It is a rabbit and I call it Sisy. I get it from my uncle.
Description	Sisy has brown eyes. Sisy has soft fur and beautiful. She is four years old now. Sisy has white fur and long ears. Sisy body is too fat. It is big and cute. Every day it eats carrot. Sisy very like eats carrot and

²⁶ Sanggam Siahaan and Kisno Shinoda, *Op. Cit.*, p. 89.

	<p>also like other vegetables. Sometimes, I play with sisy.</p> <p>Sisy like plays in the yard, especially plays the water, runs and also good at jumping. Sisy like to sleeps under the table, sometimes sisy sleeps in her own place. I am very happy have rabbit like sisy.</p>
--	--

From the example above, the researcher explain generic structure and dominant grammatical aspect about text such as:

- a) **Identification** about text is my pet. It is a rabbit and I call it sisy.
- b) **Description** about text is Sisy has brown eyes. Sisy has soft fur, beautiful and lush. Sisy has white fur and long ears. Sisy body is too fat. It is big and cute. Every day it eats carrot. Sisy very like eats carrot. Sisy like plays in the yard, especially plays the water, runs and also good at jumping. Sisy like to sleeps under the table, sometimes sisy sleeps in her own place.
- c) **Focus on specific participants** is Sisy.
- d) **Use of Simple Present Tense** is She is four years old now, *every day it eats carrots. Sisy like plays in the yard, especially plays the water, runs and also good at jumping. Sisy like to sleeps under the table, sometimes sisy sleeps in her own place.*

B. Review of Related Finding

In this research, the researcher was related finding to some researchers. The first is Anni Mardiyah had done research about “Students Mastery on Simple Present Tense of Grade VIII in Madrasah Tsanawiyah Negeri 1 Gunung Tuleh Pasaman Barat” in 2011 academic year. The result of this research shows that 54, 42% of grade VIII students were good in Simple Present Tense. It can be categorized into enough categories.²⁷

The second research is Khoirul Muttaqin had done research about “An Analysis on the Students Achievement in Comprehending both of Descriptive and Procedural Text to the Grade XI students SMK Merpati Nusantara Siabu 2008/2009 Academic Year”. Based on the research, he found that the comprehending both of descriptive and procedural text to the students are “enough”. It can be seen from the mean are 61 and 62, 7.²⁸

The third research is Khotimah had done research about “An Analysis of Students Ability in Understanding References in Descriptive Text at Grade VIII-5 Students of MTS Negeri Batang Angkola 2012/2013 Academic Year”. Based on the research, she found that the students ability in understanding

²⁷ Anna Mardiyah, *Students Mastery on Simple Present Tense of Grade VIII in Madrasah Tsanawiyah Negeri 1 Gunung Tuleh Pasaman Barat in 2011 Academic Year (Unpublished thesis)*. (Padangsidempuan: STAIN, 2011), p. 44.

²⁸ Khoirul Muttaqin, *An Analysis on the Students Achievement in Comprehending both of Descriptive and Procedural Text to the Grade XI students SMK Merpati Nusantara Siabu 2008/2009 Academic Year (Unpublished thesis)*. (Padangsidempuan: UMTS, 2009), p. 26.

references in descriptive text of grade VIII-5 at MTS Negeri Batang Angkola can be categorized into “enough” category with score 59,05%.²⁹

So that, from the researchers above, the researcher want to look for the other information deeply with the same material in Simple Present Tense and writing Descriptive Text. It is “An Analysis on the Students Ability Using Simple Present Tense in Writing Descriptive Text at Grade X SMK Negeri 3 Padangsidempuan”.

²⁹ Khotimah, *An Analysis of Students Ability in Understanding References in Descriptive Text at Grade VIII Students of MTS N Batang Angkola 2012/2013 Academic Year (Unpublished thesis)*. (Padangsidempuan: STAIN, 2013), p. 24.

CHAPTER III

RESEARCH METHODOLOGY

A. Kinds of the Research

This research is conducted by using descriptive method with qualitative approach. Based on analysis of data, this research used qualitative approach. Qualitative research is focusing on the characteristic of a single person or phenomenon (case study) a group's cultural pattern and perspective (ethnography) the link between a groups everyday activities and its social structure (ethno methodology). Qualitative research is useful describing or answering question about particular, localized occurrences' or contexts and the perspective of a participant group towards events, beliefs or participants.¹

According to Jhon W. Crewsell qualitative research is fundamentally interpretive. This means that the researcher makes an interpretation of the data. The qualitative researcher views social phenomena holistically.²

According to Sumadi Suryabrata stated "penelitian deskriptif adalah penelitian yang bermaksud untuk membuat deskripsi mengenai situasi-situasi

¹ L.R. Gay and Peter Airasian, *Educational Research Competencies for Analysis and Application*, (New York: Prentice Hall, 2000), p.201-202.

² Jhon W. Crewsell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches*, (USA: Sage Publications, 2002), p. 182.

atau kejadian”. (Descriptive research is the research has a sense that perceptions descriptive about situations or event).³

Then, according to Suharsimi Arikunto “penelitian deskriptif tidak memerlukan administrasi dan pengontrolan terhadap perlakuan. Penelitian deskriptif tidak dimaksudkan untuk menguji hipotesis tertentu, tetapi hanya menggambarkan apa adanya tentang suatu variable, gejala atau keadaan”. (Descriptive study does not require the administration and control of treatment. Descriptive study is not intended to test specific hypothesis, but only describes what is on a variable, symptoms or circumstances).⁴ Based on the explanation above, the researcher concluded that qualitative research is the study conducted to reveal social phenomenon.

B. Place and Time of the Research

The researcher was done at SMK Negeri 3 Padangsidimpuan. It is located at Jl. Silandit. This subject of research is at the grade X of students at SMK Negeri 3 Padangsidimpuan 2014 academic years. This research is planned to start from April until finally.

³ Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: PT. Raja Grafindo Persada, 2005), p. 76.

⁴ Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta: Rineka Cipta, 2003), p. 309-310.

C. The Sources of the Data

There are two sources of the data in this research. They are primary source of the data and secondary source of the data. The sources of data for this research consist of:

a) Primary source of the data

Primary source of the data is at grade X students in SMK Negeri 3 Padangsidempuan. They were divided into nine classes. The researcher used purposive sampling to take the data only class X Kecantikan 1. The students were 28 students who answered the test.

Table I

The total at Grade X SMK Negeri 3 Padangsidempuan in 2014-2015 academic years

No	Classes	Total
1.	X Kecantikan 1	28
Total of Students		28

b) Secondary of the data

Secondary of the data it is information from the English teacher of SMK Negeri 3 Padangsidempuan.

D. The Technique of Collecting Data

To get the data from the students, the researcher used the technique of collecting data by doing test, interview and observation.

a) Test

According to Lyle F. Bachman test is a procedure designed to elicit certain behavior from which one can make inferences about certain characteristic of an individual. From this definition, it follows that test is a measurement instrument designed to elicit a specific sample of an individual's behavior. As one types of measurement, a test necessarily quantifies characteristics of individuals according to explicit procedures.⁵

The researcher gives test to students SMK Negeri 3 about using simple present tense in writing descriptive text. So, the researcher writes the indicator of simple present tense, the researcher wants to know the ability of students writing descriptive text with using simple present tense. In this test, the researcher write the indicator of test simple present tense such as: positive and negative form. Because, in descriptive text often used positive and negative form. While, interrogative form sometimes used in descriptive text. So, the researcher choosing the indicator of the test in positive and negative form

⁵ Lyle F. Bachman, *Fundamental Considerations in Language Testing*, (New York: Oxford University Press, 1990), p. 20.

Table II

Indicators of Simple Present Tense

No	Indicators	Value	Number of Item	Total Score
1.	Subject + Verb (S/Es) + O + Adverb	50	1	50
2.	Subject + Do/Does + Not + VI + O + Adverb	50		50
	Total			100

b) Interview

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person. Interviews permit the researcher to obtain important data that cannot be obtained from observation. Interview methods can be used as a study's sole data collection method or used in conjunction with other data collection such as participant's observation.⁶

⁶ L.R. Gay and Peter Airasian, *Op.Cit.*, p. 219.

So, this interview is one of the techniques to collecting data by doing oral interview in individual meaning. Interview has given for grade X students in SMK Negeri 3 Padangsidimpuan, the question was appropriate with the list of interview and also done to the English teacher of SMK Negeri 3 Padangsidimpuan.

c) Observation

Observation can take many forms in qualitative research, depending on the involvement of the observer. The observer can be a participant observer who engages fully in the activities being studied but is known to the participant as a researcher. The advantages of participant observation include the ability to gain insights and develop relationship with participants that cannot be obtained in any other way.⁷

So, this observation used to know the situations in SMK Negeri 3 Padangsidimpuan included learning process especially simple present tense in writing descriptive text, location, facilities and subject of research as supporting to know the students ability in using simple present tense in writing descriptive text.

⁷ *Ibid.*,

E. The Technique of Analyzing Data

After collecting of the data the researcher was done analysis the data by using some steps, such as: editing the data, reduction of the data, tabulation of the data, description of the data, taking conclusion such as:⁸

- a) Editing the data, it was done to arrange the data become structured sentences systematically.
- b) Reduction of the data, it was done two seek the uncompleted data and put a side data unnecessary.
- c) Tabulation of the data, it was done to account and give the scores to respondents answer through test and take on the table that consist alternative answer, frequency and percentage. To obtain the percentage of the answer subject and take on the table with formula:

$$P = \frac{f}{N} \times 100\%$$

Explanation:

f = frequency

N = Sum of the students

P = Percentage

⁸ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja Grafindo Persada, 1991), p. 40.

- d) Description of the data, it is done to describe or interpreted data that have been collected systematically.
- e) Taking conclusion, it is done to conclude the discussion solidly and briefly.

F. The Techniques of Checking Trustworthiness

The researcher uses triangulate to check the trustworthiness data. Triangulate is using different data sources to confirm one other, as when interview, and recollections of other participants produce the same description of an event, or when a participants responds similarly to a personal questions asked on three different occasions.⁹ There are many steps to check data trustworthiness. According to L.R Gay and Peter Airasian techniques of checking trustworthiness are:¹⁰

- a) Extend the study by staying in the field for a longer period to obtain additional data that can be compared to the earlier data or to compare participant's consistency or responses.
- b) Include additional participants to broaden the representativeness of the study and thus the database.
- c) Make a concerted fort to obtain participants trust and comport, thus providing more detailed, honest information from participants.

⁹ L.R Gay and Peter Airasian, *Op. Cit.*, p. 225.

¹⁰ *Ibid.*,

- d) Try to recognize one's own biases and references and be honest with oneself in seeking them out.
- e) Work with another researcher and independently gather and compare data collected from subgroups of the participants.
- f) Allow participants to review and critique field notes or tape recordings for accuracy and meaning, but only at the end of the entire data collection period.
- g) Use verbatim accounts of observation or interviews by collecting and recording data with tape recordings or detailed field notes.
- h) Record in a journal one's own reflection, concerns, during the study and refer to them when examining the data collected.
- i) Examine unusual result for explanation.
- j) Triangulate by using different data sources to confirm one other, as when interview, and recollections of other participants produce the same description of an event, or when a participants responds similarly to a personal questions asked on three different occasions.

Based on the technique above, the researcher just takes triangulate to check the trustworthiness of the data with compare the result of test and interview teacher and interview students.

CHAPTER IV

THE RESULT OF THE RESEARCH

A. Findings

1. General Findings

This research was done in SMK Negeri 3 Padangsidimpuan which SMK Negeri 3 is one of the junior high school in Padangsidimpuan. The location SMK Negeri 3 Padangsidimpua at Silandit, number 33 and call number (0634) 21539. The first, this school built in 1920 called school general to Holland wife with two departments such as: tailor and babysitter. The second, when 1940 until 1947 changed name with called SKP (Sekolah Kepandaian Putri) with third department such as: tailor, cook and babysitter.

The third, 1971 changed name with called SGKP (Sekolah Guru Kepandaian Putri). The fourth, 1974 changed name with called SKKA (Sekolah Kesejahteraan Keluarga Atas). The fifth, 1977 changed name with called SMKK (Sekolah Menengah Kesejahteraan Keluarga) consist of two departments such as: cook and tailor.

After that, on 1 July 1981 changed name with called SMKK Padangsidimpuan and 1990 SMKK add new department such as: beautiful department. Then, when 1992-1996 SMKK is located at Silandit with new

built and tools. Finally, 2001 SMKK changed name with called SMK Negeri 3 Padangsidempuan until now. Then, when 2012-2013 SMK Negeri 3 Padangsidempuan add one department such as: Technique computer and communication.¹

2. Specific Finding

a. Description of An Analysis on the Students Ability Using Simple Present Tense in Writing Descriptive Text at Grade X SMK Negeri 3 Padangsidempuan.

Based on the result of the test, total of students SMK Negeri 3 generally Kecantikan department were 28 students. It can be seen the score of the students between 0 up to 50. It means that the lowest score which got by students was 0 and highest score was 50. So, it can be said that an analysis on the students' ability using simple present tense in writing descriptive text at grade X SMK Negeri 3 Padangsidempuan can be seen as below:

¹ Darwisah, The Headmaster in SMK Negeri 3 Padangsidempuan, *Interview* at, 2nd December 2014.

1) Positive Sentences

Based on the result of the test, the researcher described students wrote descriptive text in positive sentences. The first was Ariska Ningsih. She wrote with the title “My Pet”. In the first paragraph, she missed to write subject “he”. In second paragraph, she missed to write add “S” on the verb “play, drink” and she missed to write subject “she”. Finally, in the last paragraph, she missed to write “ES” on the verb “go” and she missed to write subject “she”. She got the score 20.

The second was Evi Anggraini. She wrote with the title “My Father”. In the first paragraph, she used correct of simple present tense. In second paragraph, she did not write verb to continue object in the sentences. Finally, in the last paragraph, she was truly. She got the score 40.

The third was Fatimah Lubis. She wrote with the title “My Pat”. In the first paragraph, she missed to write subject “she”. In second paragraph, she missed to write add “S” on the verb “play and drink”. Finally, in the last paragraph, she missed to write add “ES” on the verb “go”. She got the score 20.

The fourth was Hermila Lubis. She wrote with the title “My Father”. In the first paragraph, she missed to write subject “my mother”. In second paragraph, she missed to write add “ES”

on the verb “go”. Finally, in the last paragraph, she did not write. She got the score 35. The fifth was Ihwani Guswinanda Siregar. She wrote with the title “My Father”. In the first paragraph, she wrote truly. In second paragraph, she wrote truly. Finally, in the last paragraph, she writes truly. She got the score 50.

The sixth was Ika Putri Puspita Ningrum. She wrote with the title “My Pat”. In the first paragraph, she missed to write subject “she”. In second paragraph, she missed to write add “S” on the verb “play”. Finally, in the last paragraph, she missed to write add “ES” on the verb “go”. She got the score 20.

The seventh was Indah Fitria. She wrote with the title “My Father”. In the first paragraph, she used correct of simple present tense and also in second paragraph. Finally, in the last paragraph, she missed to write verb “seeing”. She got the score 40.

The eighth was Kholijah Syafura Harahap. She wrote with the title “My Father”. In the first paragraph, she used correct of positive sentences. In second paragraph, she missed to write verb “seeing”. Finally, in the last paragraph, she did not write. She got the score 50.

The ninth was Lilis Suriani Ritonga. She wrote with the title “My Mother”. In the first paragraph, she missed to write subject “he”. In second paragraph, she missed to write sentences

“family”. Finally, in the last paragraph, she missed to write sentences “back”. She got the score 40.

The tenth was Linda Sari Siregar. She wrote with the title “My Father”. In the first paragraph, second paragraph and the last paragraph she used correct of simple present tense. She got the score 50. The eleventh was Maya Masita. She wrote with the title “My Father”. In the first paragraph, she missed to write adjectives “tall and hair”. In second paragraph, she missed to write add “ES” on the verb “go”. Finally, in the last paragraph, she did not write any sentences. She got the score 40.

The twelfth was Megawati Ritonga. She wrote with the title “My Father”. In the first paragraph, she missed to write object “Susi”. In second paragraph, she used correct sentences. Finally, in the last paragraph she missed to write verb “seeing”. She got the score 40.

The thirteenth was Mutiara Try Annisyah Siregar. She wrote with the title “My Father”. In the first paragraph and second paragraph she used correct of simple present tense. But, the last paragraph, she missed to write verb “seeing”. She got the score 50. The fourteenth was Nirwana Siregar. She wrote with the title “My Mother”. In the first paragraph, she missed to write subject “she”. In second paragraph, she missed to write subject “she”. Finally, in

the last paragraph, she missed to write missed to write verb “seeing”. She got the score 20.

The fifteenth was Noni Sundari. She wrote with the title “My Father”. In the first paragraph, she missed to write subject “my father”. In second paragraph, she did not write verb in sentences. Finally, in the last paragraph, she did not write any sentences. She got the score 40.

The sixteenth was Nur Hasanah Lubis. She wrote with the title “My Pat”. In the first paragraph, she missed to write subject “she and he”. In second paragraph, she missed to write add “S” on the verb “play and go” and she missed to write subject “we and she”. Finally, in the last paragraph, she did not write any sentences. She got the score 20.

The seventeenth was Nur Paini. She wrote with the title “My Father”. In the first paragraph, she missed to write adjectives “hair”. In the second paragraph, she missed to write verb “work”. But, the last paragraph she wrote any sentences. She got the score 40. The eighteenth was Putri Nirwana Hasibuan. She wrote with the title “My Father”. In the first paragraph, she missed to write adjectives “fairly”. In the second paragraph, she used correct of simple present tense. But, the last paragraph she did not write any sentences. She got the score 40.

The nineteenth was Rahma Desi Siregar. She wrote with the title “My English Teacher”. In the first paragraph she wrote sentences correct. The second paragraph, she missed to write verb “teach”. The last paragraph she did not write any sentences. She got the score 40. The twentieth was Rahma Yani. She wrote with the title “My Father”. In the first paragraph, second paragraph and the last paragraph she wrote sentences correct. She got the score 50.

The twenty first was Riani Harahap. She wrote with the title “My Mother”. In the first paragraph, she missed to write object “bus” and she missed to write adjectives “handsome”, finally she missed to write subject “he”. The second paragraph, she missed to write add “ES” on the verb “go and drink” and she missed to write personal pronoun “his and mi”. Finally, in the last paragraph, she wrote sentences with correct. She got the score 30.

The twenty second was Riri Yunita Siregar. She wrote with the title “My Mother”. In the first paragraph, she missed to write verb “eaten” and she did not know how to determine and use adverb in the sentences. The second paragraph, she missed to write add “S” on the verb “drink” and she missed to write verb “seeing”. Finally, in the last paragraph, she did not write any sentences. She got the score 30.

The twenty third was Riska Ade Putri Lubis. She wrote with the title “My Mother”. In the first paragraph, second paragraph and the last paragraph she missed to write subject “he” and personal pronoun “his” on the sentences. She got the score 20. The twenty fourth was Robiatul Adawiyah. She wrote with the title “My Father”. In the first paragraph, second paragraph she used correct sentences. In the last paragraph, she missed to write verb “seeing”. She got the score 45.

The twenty fifth was Sefri Yanti. She wrote with the title “My Father”. In the first paragraph, she wrote with correct. The second paragraph, she missed to write verb “go”. But, the last paragraph she did not write any sentences. She got the score 40. The twenty sixth was Silva Aurora Hasibuan. She wrote with the title “My Father”. In the first paragraph, second paragraph and the last paragraph she used correct sentences. She got the score 50.

The twenty seventh was Sri Yati. She wrote with the title “My Mother”. In the first paragraph and the second paragraph she wrote with correct. The last paragraph, she missed to write verb “eaten” and she missed to write subject “my mather”. She got the score 45. The last was Ubana Harahap. She wrote with the title “My Mother”. In the first paragraph, second paragraph, she used

correct sentences. The last paragraph, she did not write any sentences. She got the score 20.

Based on the explanation above, the researcher describes scores all of the students in wrote positive sentences can be known with score 1025. The total score students wrote positive sentences 1025 the divided to 28 students in 100 time percents and the result was 36.60%.

2) Negative Sentences

Based on the result of the test, the researcher described students wrote descriptive text in negative sentences. The first was Ariska Ningsih. She wrote with the title "My Pet". In second paragraph, she used correct negative sentences. She got the score 25. The second was Evi Anggraini. She wrote with the title "My Father". She did not write negative sentences. She got the score 0. The third was Fatimah Lubis. She wrote with the title "My Pat". In second paragraph, she used correct negative sentences. She got the score 25.

The fourth was Hermila Lubis. She wrote with the title "My Father". She did not write negative sentences. She got the score 0. The fifth was Ihwani Guswinanda Siregar. She wrote with the title "My Father". She did not write negative sentences. She

got the score 0. The sixth was Ika Putri Puspita Ningrum. She wrote with the title “My Pat”. In second paragraph, she used correct negative sentences. She got the score 25.

The seventh was Indah Fitria. She wrote with the title “My Father”. She did not write negative sentences. She got the score 0. The eighth was Kholijah Syafura Harahap. She wrote with the title “My Father”. She did not write negative sentences. She got the score 0. The ninth was Lilis Suriani Ritonga. She wrote with the title “My Mother”. She did not write negative sentences. She got the score 0.

The tenth was Linda Sari Siregar. She wrote with the title “My Father”. She did not write negative sentences. She got the score 0. The eleventh was Maya Masita. She wrote with the title “My Father”. She did not write negative sentences. She got the score 0. The twelfth was Megawati Ritonga. She wrote with the title “My Father”. She did not write negative sentences. She got the score 0.

The thirteenth was Mutiara Try Annisyah Siregar. She wrote with the title “My Father”. She did not write negative sentences. She got the score 0. The fourteenth was Nirwana Siregar. She wrote with the title “My Mother”. In second paragraph, she used correct negative sentences. She got the score

25. The fifteenth was Noni Sundari. She wrote with the title “My Father”. She did not write negative sentences. She got the score 0.

The sixteenth was Nur Hasanah Lubis. She wrote with the title “My Pat”. In second paragraph, she used correct negative sentences. She got the score 25. The seventeenth was Nur Paini. She wrote with the title “My Father”. She did not write negative sentences. She got the score 0. The eighteenth was Putri Nirwana Hasibuan. She wrote with the title “My Father”. She did not write negative sentences. She got the score 0.

The nineteenth was Rahma Desi Siregar. She wrote with the title “My English Teacher”. She did not write negative sentences. She got the score 0. The twentieth was Rahma Yani. She wrote with the title “My Father”. She did not write negative sentences. She got the score 0. The twenty first was Riani Harahap. She wrote with the title “My Mother”. She did not write negative sentences. She got the score 0.

The twenty second was Riri Yunita Siregar. She wrote with the title “My Mother”. She did not write negative sentences. She got the score 0. The twenty third was Riska Ade Putri Lubis. She wrote with the title “My Mother”. In second paragraph, she used correct negative sentences. She got the score 25.

The twenty fourth was Robiatul Adawiyah. She wrote with the title "My Father". She did not write negative sentences. She got the score 0. The twenty fifth was Sefri Yanti. She wrote with the title "My Father". She did not write negative sentences. She got the score 0.

The twenty sixth was Silva Aurora Hasibuan. She wrote with the title "My Father". She did not write negative sentences. She got the score 0. The twenty seventh was Sri Yati. She wrote with the title "My Mother". She did not write negative sentences. She got the score 0. The last was Ubana Harahap. She wrote with the title "My Mother". She did not write negative sentences. She got the score 0.

Based on the explanation above, the researcher describes scores all of the students in wrote negative sentences can be known with score 150. The total score students wrote negative sentences 150 the divided to 28 students in 100 time percents and the result was 53. 5%.

Finally, the researcher describes score all of the students wrote positive sentences and negative sentences. Total score all of students wrote positive sentences and negative sentences was 1175. Total score students wrote positive sentences and negative

sentences 1175 divided to 28 students in 100 time percent and the result was 42%. It can be seen in the table Riduan below:

Table I
Criteria Score Interpretation

Percentage	Criteria
0% - 20%	Very Low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	High
81% - 100%	Very high ²

From the table above, the average of the students was 42%. So, it can be said that an analysis on the students ability using simple present tense in writing descriptive text at grade X SMK Negeri 3 Padangsidempuan enough categories.

² Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*, (Bandung: alfabeta, 2005), p. 89.

b. The Students Difficulties Using Simple Present Tense in Writing Descriptive Text at Grade X SMK Negeri 3 Padangsidempuan

Based on the result of the test and interview of the students and English teacher, the researcher found difficulties of students using simple present tense in writing descriptive text such as: difficult in positive sentences and negative sentences.

a) Positive sentences

After the researcher interview to students. There are many students difficult in positive sentences. The first, According to Ika Putri Puspita Ningrum, she said that the study about English especially simple present tense is not difficult, but she did not understand meaning of word when done the test. When she answered the test, sometimes she forgot with add ‘S’ or ‘Es’ in verb.³

The second, according to Lilis Suriani, she said that study about simple present tense difficult, although she has study about tense in Junior high school, but in the fact she did not know formula of simple present tense. When she answered the test, she did not used verb with add “S or Es” in positive sentences.⁴

³ Ika Putri Puspita Ningrum, the students of SMK Negeri 3 Padangsidempuan, *Interview* at, 2nd December 2014.

⁴ Lilis Suriani, the students of SMK Negeri 3 Padangsidempuan, *Interview* at, 2nd December 2014.

The third, according to Ubana Harahap. She said that sometimes she likes English and sometimes not especially simple present tense. She said that, she felt difficult study English, because she did not interest if learn English. When she answered the test, she did not know used S or Es in verb and then she did not have some vocabulary to write descriptive text.⁵

The fourth, according to Riani Harahap. She said that she felt difficult about simple present tense. When she answered the test, she did not understand personal pronoun to subject and sometimes she wrote verb with add “ing”.⁶

Based on the explanation above there were some students SMK Negeri 3 difficulties in comprehending tense especially simple present tense. Then, when the researcher interview Mrs. Elly as the English teacher, she said that the ability of students SMK Negeri 3 Padangsidempuan especially X Kecantikan 1, she seen some students did not interested in learning English. Only many students want to study hard especially learn using simple present tense and descriptive text. It is happened because the students cannot mastery about Tense especially simple present

⁵ Ubana Harahap, the students of SMK Negeri 3 Padangsidempuan, *Interview* at, 2nd December 2014.

⁶ Riani Harahap, the students of SMK Negeri 3 Padangsidempuan, *Interview* at, 2nd December 2014.

tense in positive form. The students felt difficult with add verb with “S” or “ES” and the students did not know when used add verb with “S or ES” in sentences.⁷

From the interview to students and English teacher above, the researcher conclude the difficult students wrote positive sentences. The first, the students did not know formula and used verb with add “S or Es” in sentences. The second, the students did not interest learn about tense especially simple present tense. The last, they felt difficult when study about tense especially simple present tense and she did not have some vocabularies to write descriptive text and they wrote verb with add “ing”.

b) Negative sentences

After the researcher interview to students. There are many students difficult in negative sentences. The first, According to Ariska Ningsih, she said that simple present tense is difficult. Sometimes, she wrote verb in negative sentences with add “S or ES”⁸

⁷ Elly, S.Pd, English Teacher in SMK Negeri 3 Padangsidempuan, *interview*, 2nd December 2014

⁸ Ariska Ningsih, the students of SMK Negeri 3 Padangsidempuan, *Interview* at, 2nd December 2014.

The second, according to Fatimah Lubis, she said that study about simple present tense not difficult, but in the fact she always write verb add “S or Es” in negative sentences.⁹ The last, according to Robiatul Adawiyah, she said that difficult in simple present tense because she did not know formula simple present tense. When she answered the test, Sometimes she forgets wrote verb not used “S or ES in negative sentences.¹⁰

Based on the explanation above there were some students SMK Negeri 3 difficulties in comprehending tense especially in negative sentences. Then, when the researcher interview Mrs. Elly as the English teacher, she said that the ability of students wrote positive sentences same difficult in wrote negative sentences. When learning process directly, only students want to study. She seen the difficult of students in negative sentences is the students did not remember the formula simple present tense if in negative form not used add “S or ES”. So, the students sometimes used add “S or ES” when wrote negative sentences.

From the interview to students and English teacher above, the researcher conclude the difficult students wrote negative

⁹ Fatimah Lubis, the students of SMK Negeri 3 Padangsidempuan, *Interview* at, 2nd December 2014.

¹⁰ Robiatul Adawiyah, the students of SMK Negeri 3 Padangsidempuan, *Interview* at, 2nd December 2014.

sentences. The first, simple present tense is difficult especially in negative sentences. Sometimes, the students wrote verb in negative sentences with add “S or ES”. The last, they felt difficult when study about tense especially formula of simple present tense.

B. Discussion

The result of this research to an analysis on the students ability using simple present tense in writing descriptive text at grade X SMK Negeri 3 Padangsidempuan can be categorized into enough score. Then, researcher related findings of this research. The first is Anni Mardiyah had done research about “Students Mastery on Simple Present Tense of Grade VIII in Madrasah Tsanawiyah Negeri 1 Gunung Tuleh Pasaman Barat” in 2011 academic year. The result of this research shows that 54, 42% of grade VIII students were good in Simple Present Tense. It can be categorized into enough categories.¹¹

The second research is Khoirul Muttaqin had done research about “An Analysis on the Students Achievement in Comprehending both of Descriptive and Procedural Text to the Grade XI students SMK Merpati Nusantara Siabu 2008/2009 Academic Year”. Based on the research, he found that the

¹¹ Anna Mardiyah, *Students Mastery on Simple Present Tense of Grade VIII in Madrasah Tsanawiyah Negeri 1 Gunung Tuleh Pasaman Barat in 2011 Academic Year (unpublished thesis)*. (Padangsidempuan: STAIN, 2011), p. 44.

comprehending both of descriptive and procedural text to the students are “enough”. It can be seen from the mean are 61 and 62, 7.¹²

The third research is Khotimah had done research about “An Analysis of Students Ability in Understanding References in Descriptive Text at Grade VIII-5 Students of MTS Negeri Batang Angkola 2012/2013 Academic Year”. Based on the research, she found that the students ability in understanding references in descriptive text of grade VIII-5 at MTS Negeri Batang Angkola can be categorized into “enough” category with score 59,05%.¹³

Based on the related finding above, it could be seen the students ability using simple present tense in writing descriptive text was enough categories. But, there are many difficulties of students using simple present tense in writing descriptive text is positive and negative sentences. Many students did not able to use simple present tense in writing descriptive text. Then the students did not know wrote add verb with used “S or ES”

To anticipate difficult of students using simple present tense in writing descriptive text, their needed solution from the teachers. From the interview and observation the solutions were given by English teacher is explained again about tense especially simple present tense. Then, ordered students to remember the formula simple present tense and remember some vocabularies.

¹² Khoirul Muttaqin, *An Analysis on the Students Achievement in Comprehending both of Descriptive and Procedural Text to the Grade XI students SMK Merpati Nusantara Siabu 2008/2009 Academic Year (unpublished thesis)*. (Padangsidimpuan: UMTS, 2009), p. 26.

¹³ Khotimah, *An Analysis of Students Ability in Understanding References in Descriptive Text at Grade VIII Students of MTS N Batang Angkola 2012/2013 Academic Year (unpublished thesis)*. (Padangsidimpuan: STAIN, 2013), p. 24.

After that, the teacher explained about which verb used with add “S or Es” in positive sentences.

Finally, after the teacher explained about simple present tense and descriptive text, the teacher order students to come in front of class and wrote sentences with positive and negative form. The teacher done it to improve students ability in learning process simple present tense in writing descriptive text. After finished study, the teacher repeats again explanation about matter. Then, give to students’ home work.

The all of solution were given by English teacher to students, if did not able to do it so it was the mistakes. May be they did not hear or attention when the English teacher explained about the material.

C. Threats of the Research

In this research, there were many threats of this research. It started from the titles until the technique of analyzing data. So, the researcher knew this thesis so far from perfect. When researcher was doing the test, there were the threats of time because the students had many activities in their school. Beside, when the researcher was doing the test, they were facing lazy. It made them to be not concentration to do test. Then, the time given to the students was not enough and also students did not serious to do test.

The weakness of the research was when the researcher did test to the students they did not have some vocabularies to write descriptive text. It is

make them chat with their friends. Then, the students' bad mood if order to write descriptive text because they did not know about descriptive text and they did not brought dictionary. So, when they answered the test they less concentrate on the test. The last, when the researcher interviewed ten students, other students did not want to interview.

Even though there were many problem but researcher attempted to do the best. So, some weakness and lack of this research were finished. Finally, it has been done because the helping from entire advisors, headmaster and English teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After getting the result of the research, the next step is giving conclusion of this research. It is important, because it can describe the final the researcher itself. The researcher took the conclusion of research are explained below:

1. Students ability using simple present tense in writing descriptive text at grade X SMK Negeri 3 Padangsidempuan can be categorized into enough in which the score was 42%.
2. The difficult students SMK Negeri 3 Padangsidempuan in using simple present tense in writing descriptive text such as:
 - a. Difficult in positive sentences. The students did not understand verb with add “s or es” in positive sentences.
 - b. Difficult in negative sentences. The students did not remember if in negative form not add “s or es”.

B. Suggestion

Based on the conclusion above, the researcher wants give suggestion with the result of the research. It can be seen as below:

1. To students SMK Negeri 3 Padangsidempuan especially X Kecantikan 1 you must study hard about Tense especially simple present tense. Then, you must remember some vocabularies so you can more easy to write descriptive text.
2. To the English teacher and headmaster
 - a. To English teacher is hoping to develop the students' ability understanding tense especially simple present tense. Then, before studying writing descriptive text, the teacher give background knowledge about the text to students such as generic structure in descriptive text. Then, the teacher must have strategies, method which can improve or help them more understand and easy in write descriptive text. The last, the teacher must order students to remember some vocabularies and asked the students about vocabularies before learning process.
 - b. To the head master hoping to motivate the teacher about how to do teaching English process well so the students and teacher will be more active to study. Then, to increase their ability in study English, especially using simple present tense in writing descriptive text.

REFERENCES

- Arikunto, Suharsimi. *Manajemen Penelitian*, Jakarta: Rineka Cipta, 2003.
- Azar, Betty Schramper. *Understanding and Using English Grammar*, USA: Prentice Hall Regents, 1989.
- Bachman, Lyle F. *Fundamental Considerations in Language Testing*, New York: Oxford University Press, 1990.
- Carrol, Joyce Amstrong. *Writing and Grammar Communication in Action*, New Jersey: Prentice-Hall, 2001.
- Crewsell, JhonW. *Research Design Qualitative, Quantitative and Mixed Methods Approaches*, USA: Sage Publications, 2002.
- Dakshina, Jayanthi Murthy. *Contemporary English Grammar*, New Delhi: Book Place, 2003.
- Gay L.R. and Peter Airasian. *Educational Research Competencies for Analysis and Application*, New York: Prentice Hall, 2000.
- Hewings, Martin. *Advanced Grammar in Use*, England: Combridge University Press, 2000.
- Hornby, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 1995.
- [Http://www.businessdictionary.com/definition/analysis.html](http://www.businessdictionary.com/definition/analysis.html), accessed on September 12, 2014.
- [Http://www.businessdictionary.com/definition/ability.html](http://www.businessdictionary.com/definition/ability.html), accessed on September 12, 2014.
- [Http://en.wikipedia.org/wiki/student.html](http://en.wikipedia.org/wiki/student.html), accessed on September 12,2014
- Khotimah, *An Analysis of Students Ability in Understanding References in Descriptive Text at Grade VIII Students of MTS N Batang Angkola 2012/2013 Academic Year*. Padangsidempuan: STAIN, 2013.
- Kisno Shinoda, Sanggam Siahaan. *Generic Text Structure*, Yogyakarta: Graha Ilmu, 2008.
- Lorraine Valdez Pierce, Michael O'malley. *Authentic Assessment for English Language Learners*, Virginia: Addison-Wesley Publishing Company, 1995.

- Mardiyah, Anna. *Students Mastery on Simple Present Tense of Grade VIII in Madrasah Tsanawiyah Negeri 1 Gunung Tuleh Pasaman Barat in 2011 Academic Year*, Padangsidempuan: STAIN, 2011.
- Martin, Thomson. *A Practical English Grammar*, London: Oxford University Press, 1986.
- Martin, Wren. *High School English Grammar and Composition*, N.D.N: Persada Rao, 1990.
- Murphy, Raymond. *Essential Grammar in Use*, New York: Cambridge University Press, 1990.
- Muttaqin, Khoirul. *An Analysis on the Students Achievement in Comprehending both of Descriptive and Procedural Text to the Grade XI students SMK Merpati Nusantara Siabu 2008/2009 Academic Year*. Padangsidempuan: UMTS, 2009.
- Nugroho, Satrio. *Practical Complete English Grammar*, Surabaya: KARTIKA.
- Nunan, David. *Practical English Language Teaching*, New York: Mc. Grow Hill, 2003.
- Riduan. *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Peneliti Pemula*, Bandung: Alfabeta, 2005.
- Sargeant, Howard. *Basic English Grammar for English Learners*, Singapore: Saddleback, 2007.
- Setiawan Djuharie, Otong. *Genre*, Bandung: Yrama Widya, 2008.
- Sudijono, Anas. *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, 1991.
- Surjadi, John. *Accurate, Brief, and Clear English Grammar*, Surabaya: Indah Surabaya, 1986.
- Surayin, Perfect English Grammar, Bandung: Yrama Widya, 1999.
- Suryabrata, Sumadi. *Metodologi Penelitian*, Jakarta: PT. Raja Grafindo Persada, 2005.
- Wishon, George E. *Let's Write English*, New York: Litton Educational Publishing, 1980.

Whorter, Kathleen T. Mc. *Efficient and Flexible Reading*, USA: The Lehigh Press,
1992.

CURRICULUM VITAE

A. Identity

Name : RIRIN NOVITRI
Nim : 10 340 0022
Place and birthday : Padangsidempuan, Nopember 18th 1991
Sex : Female
Religion : Islamic
Address : Pasir Pangaraian (RIAU)

B. Parent

1. Father's name : SYAHRIAL AMRI
2. Mother's name : SARIANI

C. Educational background

1. Graduated from Elementary School of SDN 200219 Sitamiang in 1997 – 2003.
2. Graduated from Junior High School of SMP N 6 Padangsidempuan in 2003 – 2006.
3. Graduated from Senior High School of SMK Negeri 3 Padangsidempuan in 2006 – 2009.
4. Be College student in Faculty State Institute for Islamic Studies (IAIN) Padangsidempuan.

Appendix I

LIST OF TEST

A. Introduction

1. This instrument is used to find out students SMK Negeri 3 Padangsidempuan in analyzing students ability using simple present tense in writing descriptive text.
So, do by yourself.
2. Your answer will not influence to your position in this class
3. Your answer will be kept for its confidentiality

B. Guideline

1. Write carefully!
2. If you have question, ask to the researcher
3. Time is given for 90 minutes only

C. Indicator

1. There are 1 items (write maximal three paragraph)
2. Score all 100

Appendix II

LIST OF INTERVIEW

A. To The Students

1. Do you like learning English?
Apakah kamu suka belajar Bahasa Inggris?
2. How is your condition class when learning English?
Bagaimana situasi dan kondisi kelas ketika belajar Bahasa Inggris?
3. When do you study subject of simple Present tense and descriptive text?
Kapan kamu belajar materi tentang simple Present tense and descriptive text?
4. What do you know about simple present tense and descriptive text?
Apa yang kamu ketahui mengenai simple present tense dan descriptive text?
5. Is the subject difficult for you?
Apakah kamu merasa kesulitan dengan materi tersebut?
6. What are the difficulties that you found when you studying simple Present tense?
Kesulitan apa yang kamu hadapi ketika belajar simple Present tense?
7. Do you like writing? Especially write descriptive text!
Apakah kamu suka menulis? khususnya menulis karangan descriptive teks!
8. How do you feel when you order teacher to write descriptive text?
Bagaimana perasaanmu ketika kamu disuruh oleh gurumu untuk menuliskan karangan descriptive text?
9. What are the difficulties that you found when you write descriptive text?
Kesulitan apa yang kamu hadapi ketika kamu menuliskan descriptive teks?
10. What do you do to overcome your difficulties especially you are writing descriptive text?
Apa yang kamu lakukan untuk mengatasi kesulitan khususnya ketika kamu sedang menulis descriptive teks tersebut?

B. To English Teacher

1. How is the students' ability using simple present tense in writing descriptive text?
Bagaimana menurut Bapak/Ibu kemampuan siswa dalam menggunakan simple present tense di dalam menuliskan teks descriptive?
2. Do you use handbook in teaching simple present tense and descriptive text?
Apakah Bapak/Ibu menggunakan buku panduan dalam mengajar simple present tense and descriptive text?
3. What are students difficulties in learning simple present tense and descriptive text?
Apakah kesulitan siswa dalam pelajaran simple present tense dan descriptive text?
4. What are methods used by the teacher in teaching descriptive text?
Apakah metode yang Bapak/Ibu gunakan di dalam mengajarkan descriptive text?
5. What are you doing to improve their ability in learning simple present tense and descriptive text?
Apa yang Bapak/Ibu lakukan untuk meningkatkan kemampuan siswa dalam pelajaran simple present tense dan descriptive text?

Appendix III

OBSERVATION GUIDANCES

1. The English learning process especially learning about writing descriptive text and present tense in SMK Negeri 3 Padangsidempuan.

Proses pembelajaran Bahasa Inggris khususnya pelajaran mengenai descriptive text dan present tense di SMK Negeri 3 Padangsidempuan

2. The methods used of the teacher in teaching writing descriptive text on using present tense.

Metode yang digunakan oleh guru dalam mengajarkan menulis karangan descriptive text dengan menggunakan present tense

3. The students are follow when the teacher explains about descriptive text and present tense.

Tanggapan siswa ketika guru menjelaskan tentang descriptive text and present tense.

Appendix IV

The Score of the Students Ability Using Simple Present Tense in Writing Descriptive Text At Grade X SMK Negeri 3 Padangsidimpuan.

No	Initial Name	Positive	Negative	Score
1	AN	20	25	45
2	EA	40	0	40
3	FL	20	25	45
4	HL	35	0	35
5	IGS	50	0	50
6	IPN	20	25	45
7	IF	40	0	40
8	KSH	50	0	50
9	LSR	40	0	40
10	LSS	50	0	50
11	MMT	40	0	40
12	MR	40	0	40
13	MTAS	50	0	50
14	NIS	20	25	45
15	NOS	40	0	40
16	NH	20	25	45
17	NP	40	0	40
18	PNL	40	0	40
19	RD	40	0	40
20	RY	50	0	50
21	RH	30	0	30
22	RYS	30	0	30
23	RADL	20	25	45
24	RA	45	0	45
25	SY	40	0	40
26	SA	50	0	50
27	SRY	45	0	45
28	UH	20	0	20
	Total			1175

The researcher calculated the score by using the following formula:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{1175}{28} \times 100\%$$

$$P = 1175 \times 100\%$$

$$P = 117.500 : 28$$

$$P = 41.96 \%$$

$$P = 42 \%$$