

**CORRELATION BETWEEN STUDENTS' SIMPLE PRESENT TENSE
MASTERY AND THEIR ABILITY IN WRITING DESCRIPTIVE TEXT
AT THE TENTH GRADE STUDENTS OF SMAN 2 LAMBA-LEDA**

Skripsi

By:

**Monika Sarida Novi
4515101024**

UNIVERSITAS

BOSOWA



**ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TEACHERSHIP AND EDUCATION
UNIVERSITAS BOSOWA
2018**

SKRIPSI

CORRELATION BETWEEN STUDENTS' SIMPLE PRESENT TENSE
MASTERY AND THEIR ABILITY IN WRITING DESCRIPTIVE TEXT
AT THE TENTH GRADE STUDENTS OF SMAN 2 LAMBA-LEDA

Submitted by

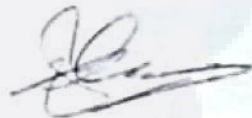
MONIKA SARIDA NOVI
NIM 4515101024

Had been defended in front of Skripsi Examination Committee
September 5th, 2018

Approved by:

Supervisor I,

Supervisor II,



Hj. St. Haliah Batau, S.S., M.Hum.
NIDN. 0907096901

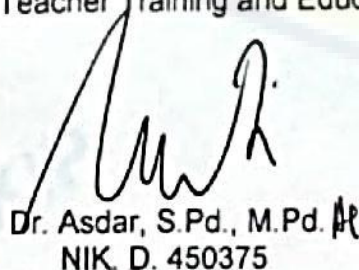


Mullati, S.Pd., M.Hum., M.Ed.
NIDN. 1212057601

Under the cognizance of,

Dean

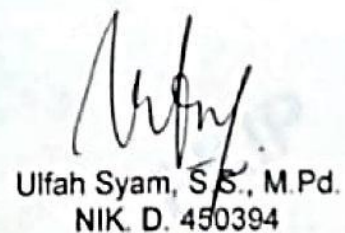
Faculty of Teacher Training and Education,



Dr. Asdar, S.Pd., M.Pd. *Dr*
NIK. D. 450375

Head

English Education Department,



Ulfah Syam, S.S., M.Pd.
NIK. D. 450394

PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul **”Correlation between students’ simple present tense Mastery and their ability in writing Descriptive text at the Tenth grade students of SMAN 2 Lamba-Leda”** beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung risiko/sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap karya saya ini.

Makassar, September 2018
Yang Membuat Pernyataan,



Monika Sarida Novi

ABSTRACT

Monika Sarida Novi. 2018. *Correlation between students' simple present tense mastery and their ability in writing Descriptive text at tenth grade students of SMAN 2 Lamba-Leda* (Supervised by Hj. St. Haliah Batau and Muliati).

The aims of this research was to describe the correlation between students' simple present tense mastery and their ability in writing descriptive text. This research used correlation method that used an analysis correlation product moment (r) to know the correlation between students' simple present tense mastery and their ability in writing descriptive text. The instrument that used in this research was test to find out the level of students' simple present tense mastery and their ability in writing descriptive text by asked for students to write descriptive text at least 70 words about their favorite person, place or thing. The population of this reearch was the tenth grade students of SMAN 2 Lamba-Leda numbered 115 students which consits of four classes. The number of sample were 20 students of class X science. The result of this research showed that there was no correlation between students' simple present tense mastery and their ability in writing descriptive text, this fact can be seen the result of $r_{\text{count}} < r_{\text{table}}$ ($0,1958 < 0,3783$).

Key words : Correlation, Simple Present Tense, Writing Descriptive

ABSTRAK

Monika Sarida Novi. 2018. *Correlation between Students' Simple Present Tense Mastery and Their Ability in writing Descriptive Text at Tenth Grade Students of SMAN 2 Lamba-Leda*. (Dibimbing oleh Hj. St.Haliah Batau dan Muliati).

Penelitian ini bertujuan untuk mengetahui korelasi antara penguasaan siswa dalam simple present tense dengan kemampuan mereka dalam menulis karangan deskriptif siswa SMAN 02 Lamba-Leda. Penelitian ini menggunakan korelasi product moment (r) untuk mengetahui hubungan antara penguasaan siswa dalam simple present tense dengan kemampuan mereka dalam menulis karangan deskriptif. Instrumen dari penelitian ini adalah tes yang diberikan untuk mengetahui penguasaan mereka dalam simple present tense dan untuk mengetahui kemampuan siswa dalam menulis karangan deskriptif dengan meminta siswa menulis sekurang-kurangnya 70 kata tentang favorite person, place or thing. Populasi penelitian ini terdiri dari siswa kelas X SMAN 2 Lamba-Leda yang berjumlah 115 siswa yang terbagi dalam empat kelas. Sampel berjumlah 20 siswa yang diambil secara keseluruhan dari kelas X IPA. Hasil dari penelitian ini menunjukkan bahwa tidak ada hubungan antara penguasaan siswa dalam simple present tense dengan kemampuan mereka dalam menulis karangan deskriptif. Hal ini dibuktikan dari hasil $r_{hitung} < r_{table}$ ($0,1958 < 0,3783$).

Kata kunci : Korelasi, Simple Present Tense, Menulis Deskriptif.

ACKNOWLEDGEMENT

In the name of the Father, of the Son and of the Holy spirit Amen. She would like to express her gratitude to the almighty God, the most compassionate and merciful of the world because of only mercy and blessing of God, the writer was able to finish the skripsi.

In this time, the writer would like to say thanks to D, Ir. Muhammad Saleh Pallu, M.Eng as the Rector Bosowa University of Makassar. Thanks to Dr. Asdar, S.pd., M.Pd as the Dean of faculty of teachership and Education Department. Thanks to Ulfah Syam S.S., M.Pd as the Head of English Education Department.

Thanks to Hj. St. Haliah Batau, S.S., M.Hum as the first supervisor and Muliati, S.Pd., M.Pd., M.Ed as the second supervisor, thanks for the assistance idea, opportunity to correct, suggestion and encourage her during the accomplishment of this skripsi. Thanks to Andy Hamzah Fansury, S.Pd.,M.Pd and Hj.Restu January, S.Pd., M.Pd as the examiner who has provided suggestions to this skripsi. Thank you very much for all your time for her. Thanks to all lecturers of Faculty of teachership and Education Department of Bosowa University of Makassar. Thanks to Vinsensius Ngole, S.Pd as the Head Master of SMAN 02 Lamba-Leda and, thanks to Louresius Lou, S.Pd as the tutor and to all of his staffs, also the eleventh grades students specially class X Science who being sample of this research.

The biggest appreciation goes to her Big beloved family especially for her beloved parents Mr. Pius Hemo and Mrs. Yuliana Levi. Thanks for sacrifice, support, prayer, affection, love, patience, encouragement and all you have done for her. Nothing can change for you. All thanks to her beloved brothers and sister (Lasarus Fandi, Matius Demon and Osifatimah Nasriyati) thanks to her beloved husband Arnoldus Robi and her Daughter Victoria Aquinera, who always pray for her and help her in all condition, special thank to your sacrifice.

Thanks to all her friends of English Education Department in academic year of 2014 who always gave her support in completing her skripsi and help her when she need your help, especially for Ketty, Rini and Athy who has given her support, sharing in the same struggle and grow up, given invaluable sacrifice, thank you very much she always remember you.

The writer realised this skripsi still far from the perfectness because the capable and limitation of knowledge, so the writer pleased to received criticism, advice and correction from others people in the future. Finally, she wishes this skripsi could give meaningfull information and knowledge for the readers.

Makassar, September 2018



Monika Sarida Novi

TABLE OF CONTENT

	Page
Page of Title	i
Approval Sheet	ii
Declaration	iii
Abstract	iv
Abstrak	v
Acknowledgement	vi
Table of Content	viii
List of Table	x
List of Appendices	xii
CHAPTER I: INTRODUCTION	1
A. Background	1
B. Problem Statement	5
C. Objectives of the Research	5
D. Significant of the Research	5
E. Scope of the Research	6
CHAPTER II: REVIEW OF RELATED LITERATURE	7
A. Some Previous Related Finding	7
B. Some Pertinent Ideas	8
C. The Concept of writing	14
D. The concept of Text	23

E. Concept of Descriptive Text	29
F. Conceptual Framework	30
G. Hypothesis	31
CHAPTER III: METODOLOGY OF RESEARCH	32
A. Research Design	32
B. Location and Time	33
C. Research variables	33
D. Population and Sample	34
E. Research Instrument	34
F. Procedure of Collecting Data	35
G. Technique of data Analysis	36
CHAPTER IV: FINDING AND DISCUSSION	41
A. Finding	41
B. Discussion	56
CHAPTER V: CONCLUSION AND SUGGESTION	59
A. Conclusion	59
B. Suggestion	61
BIBLIOGRAPHY	63
APPENDICES	66
BIOGRAPHY	77

LIST OF TABLE

	Page
Table 2.1. The formula of verbal sentence	11
Table 2.2 Spelling of third person singular form	11
Table 2.3. The formula of nominal sentence	12
Table 2.4. Example of Descriptive text	29
Table 3.1 The classification of students' score of simple present tense mastery	35
Table 3.2 Writing descriptive text rubric	37
Table 3.3 Criterion of measurement writing descriptive text	39
Table 3.4 Standard of Correlation	40
Table 4.1 Students' Score of Simple Present Tense Mastery	42
Table 4.2 Students' Score of Ability in Writing Descriptive Text	43
Table 4.3 Percentage of Student' score of Simple Present Tense Mastery	44
Table 4.4 Percentage of Student' score of Ability in Writing Descriptive Text	45
Table 4.4.1 students' score of ability in writing descriptive text for Content	46
Table 4.4.2 students' score of ability writing descriptive text for Mechanic	46

Table 4.4.3 students' score of ability writing descriptive text for Grammar	47
Table 4.4.4 students' score of ability writing descriptive text for Vocabulary	47
Table 4.4.5 students' score of ability writing descriptive text for Organization	48
Table 4.5. Correlation between Students' Simple Present Tense Mastery and Their Ability in Writing Descriptive Text	52

UNIVERSITAS

BOSOWA

LIST OF APPENDICES

	Page
Appendix 1 : Research Instrument	66
Appendix 2: Table of Data of Sample	67
Appendix 3: Students' Answer Sheet	68
Appendix 4: Documentation	74
Appendix 5: The Result of Correlation Product Moment	76

UNIVERSITAS

BOSOWA

CHAPTER I

INTRODUCTION

This first chapter consists of background of the research, problem statement, scope of the research, objectives of the research and significance of the research.

A. Background

Language is important in human life. It is purely human and non instinctive method of communicating ideas, emotions and desires by mean of a system of voluntary produced symbols (Edward, in Azizah, 2017: 1). People use language to communicate between one to another. It is used to deliver message or ideas from the speaker to the listener in interaction among themselves or among the environment. Halliday and Christian (2014: 20) claimed that language communication is the product or the result of the process of interplay between the ideational, interpersonal and textual function of language. Through this interplay, the meaning potential of language is realized. The human activities could not run without language, it is impossible for people or everyone to join interaction each other in daily life or in listening something.

Every country has a different language, we need an international language for communication around the world. English is one of international languages which is used throughout the world. Richard, in Azizah (2017: 1) stated that English has been lingua franca that is

language used as a means of communication among speakers of other language. It is used in many fields and life such as: Politics, economics, social and education. Therefore, English as a language in international communication is clearly needed by many learners to delivery thought and idea in variety of situation.

In Indonesia, English is a foreign language that is taught formally from junior high school through university level as a compulsory subject. The goals of teaching and learning English is to make the students master in English skill. There are four English skills, namely speaking, reading, listening and writting, that should be mastered by the students. Among the basic skills, writing is consider to be the most complicated skill, because in writing the writer should be to combine and express his or her opinions in good written forms. The written productive language skill is called writing, it is a skill of writer to communicate information or to transfer her or his mind to the reader(s) effectively. It is a way to express feelings, ideas, arguments, willingness and thoughts in the form of words in sentences.

In writing there are many kinds of text. One of the text is descriptive text. It is a text which is intended to describe a particular person, place or thing. It means descriptive text is a kind of a text with a purpose to give information about particular person, place or thing. Moreover, Mursyid (2015: 1) explained that the social function of descriptive text is to describe a particular person, place or thing. It can be concluded that descriptive text is a type of text which is describe particular person, animal or thing.

In teaching and learning English as a foreign language. It needs grammar to speak and write correctly. Grammar is the description of the ways in which words can change their forms and can be combined into sentences in that language. It is also called as organization words that are combined into sentence to express thought and feeling or to express of the idea in writing. The students need grammar in order to make a good sentence. It is one of the components of language that must be mastered by the students to learn English. The grammatical rules of Indonesian language are different from English. It could cause students to make some grammatical errors. In other words, the Indonesian students may find difficulties in using the correct structure in English. This might mostly be because the students are influenced by their mother tongue on the acquisition of the new structures. Since students' learning English is still affected by their mother tongue, they often find problems in grammar, vocabulary, spelling, and the like. That is why, learning English grammar is very important to understand (Siahaan, 2013: 113).

There are many topics of grammar that cannot be ignored. They are articles, parts of speech, modal auxiliaries, tenses, etc. However, there is part of the grammar that is considered to be the most difficult to learn for the Indonesian students, namely, tenses. Simple present tense is one of the example of tenses. Grammarly (2018) pointed out that simple present tense used to talk about something that it happening at or round about the time of speaking or when its happen regularly. It refers to action or

situation that to do not change frequently. Brown (2010: 5) stated that the simple present tense used to talk about actions we see as long term or permanent, daily activities or routines.

As we know in descriptive text often use simple present tense formula. Siahaan (2013: 115) remarked that linguistic features of descriptive text are: use specific participant, write in present tense, use linking verb, use adjective, use relational and material process. In writing descriptive text, the students often found the difficulties although they have been guided by their teachers to write it. There were some difficulties such as:

- a) Students are difficult to understand the formula of simple present tense.
- b) Students are difficult to understand the difference of nominal and verbal sentence in simple present tense.
- c) Students are difficult in writing descriptive text correctly based on the grammatical rule.
- d) Students are difficult to understand the generic structure of descriptive text.

Due to such conditions above, then it necessary for students, particularly students in tenth grade students of SMAN 2 Lamba-Leda, to know and understand the language elements of descriptive text which at least may compare grammatical rules, such as tenses especially simple present tense for these will influence their ability in writing descriptive text.

Therefore, based on the reason above, the writer had chosen the tittle “Correlation between students’ simple present tense mastery and their ability in writing descriptive text at tenth grade students of SMAN 2 Lamba-Leda”.

B. Problem Statement

Based on the background above the writer formulates questions “is there any correlation between students mastery of simple present tense and their ability in writing descriptive text ?”.

C. Objectives of the Research

Based on the research question above the objectives of the research was to find out the correlation between students mastery of simple present tense and their ability in writing descriptive text.

D. Significant of the Research

The writer expects that this research can be useful for:

1. Theoritically

To give information to the reader(s) about the correlation between students’ mastery of simple present tense and their ability in writing descriptive text at tenth grade students of SMAN 2 Lamba-Leda.

2. Practically

a. For the students

The result of this research can motivate the students in learning English especially in simple present tense and descriptive text.

b. For the teachers

The result of this research can give information for the teachers about the correlation between students' mastery of simple present tense and their ability in descriptive text.

c. For the school

The result of this research is expected to be able to motivate the school to improve the quality of learning English.

E. Scope of the Research

In order to make a focus on this research, the writer limits the study on the students' mastery of simple present tense and their ability in writing descriptive text at tenth grade students of SMAN 2 Lamba-Leda.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer explains about some previous related findings, some pertinent ideas, conceptual framework and hypothesis.

A. Some Previous related Findings

There were some previous research related to the topic as follows: The first related study was conducted by Desy Lia (2013: 65) with the title "*The correlation between students' mastery of simple present tense and ability in writing descriptive text of the eleventh grade students of SMAN 4 Purworejo in the academic year of 2012/2013*". The population of this research was 120 students and the number of sample was 30 students. The result of this research was 0,712. It means that there was a significant correlation between students' simple present tense mastery and their ability in writing descriptive text of the eleventh grade students of SMAN 4 Purworejo in the academic year of 2012/2013.

Then, the second previous research conducted by Nayu Zariah (2015: 53) with title "*The correlation between students' mastery of simple present tense and their ability in writing descriptive text at second grade students of SMPN 3 Batang Anai kab. Padang*". The population of this research was 100 students and the number of sample was 26 students. The result of this study was 0,760. It showed that there was a significant

correlation between students' mastery of simple present tense and ability in writing descriptive text.

In addition, the last previous research was conducted by Yuyun Azizah (2017 : 69) with the title is "*The Correlation between students vocabulary mastery and their writing achievement in descriptive text of the seventh grade students of SMP Islam Sudirman 1 Bancak Semarang District in academic year of 2016/2017*". The population of this research was 180 students and the number of sample was 27 students. The result of this study was 0,724. It means there was a significant correlation between students vocabulary mastery and their writing achievement in descriptive text.

Followed the previous research above, the writer was interested to do the research under the title "Correlation between students' simple present tense mastery and their ability in writing descriptive text at tenth grade students of SMAN 2 Lamba-Leda".

B. Some Pertinent Ideas

1. Concept of Simple Present Tense

a. Definition of Simple Present Tense

In particular time, the simple present tense shows clearly that in English tense is not the same is time. Simple present tense is not usually used to describe activities and states which are generally and universal true, but It also the tense for the description.

Azar, et al (2009: 2) argued that simple present tense expresses events, perceptions, feelings or state that occur or exist always, usually, habitually; they exist now, have existed in past and probably will happen in the future. It helpful to express actions which are always, repeatedly, or generally true, or actions occur at the moment of speaking. In English grammar, the simple present tense is a form of verb that refers to an action or an event that is on going or that regularly takes place in present time. For example: he cries easily.

Based on the preceding definitions of simple present tense above, it can be concluded that simple present tense usually does not only refer to particular time, it uses for facts and general statements that include the present and true at anytime and also uses to indicate habitual action, event and condition. For Indonesian students they will undergo some interference from their mother tongue when they study simple present tense. For example, the existence of suffix –s or –es of the verb for the third person singular subject, the auxiliary do or does in negative and interrogative sentence and the verb 'be' in nominal sentence that never exist in Indonesian language. Those will make the Indonesian students have difficulties in applying them in sentences.

b. Use of Simple Present Tense

Michael (2008: 2) pointed out several function of simple present tense.

1) The simple present tense is used to talk about facts or things that are generally true.

E.g. Sun rises in the east

2) The simple present tense is used to talk about repeated action or routines and habits.

E.g. Monika goes to school every day

3) In certain special case, the simple present tense is used rather than the present continuous tense to describe action that exists right now, at the moment of speaking.

E.g. Marry plays piano (a general fact: Marry knows how to play piano or she often plays the piano).

4) Simple present tense can be used to refer to future time in sentences that concern events that are on definite schedule or timetable.

E.g. the concert begins at 7.30.

c. Form of Simple Present Tense

The following form of simple present tense are:

1) Verbal sentence

When the predicate is a verb, the sentence will be called verbal sentence.

Table 2.1 The formula of verbal sentence

Affirmative	S + v ₁ (s/es) + o	She speaks English
Negative	S + do/does + not + v ₁ + o	She does not speak English
Interrogative	Do/does + s + v ₁ + o	Does she speak English?

Adapted from Azar, et al (2009: 55)

in the affirmative, the simple present tense has the same form or the infinitive, but adds an 's' for the third person. These are the spelling; final -s and -es of the third person singular form (he, she and it) of verbal sentence.

Table 2.2 Spelling of third person singular form

Most verbs add-s to infinitive	work → works sit → sits stay → stays
Many verbs end in -e, simply add -s	hope → hopes write → writes
Verb ending in consonant +y change y to i and add-es	cry → cries hurry → hurries reply → replies
Verb ending -ch, -sh, -s, -x or -z add -es to infinitive	miss → misses buzz → buzzes watch → watches push → pushes fix → fixes
Final -es is added to do and go	do → does go → goes
Exeptions;	have → has

Adepted from Azar, et al (2009 : 58)

2) Nominal

When the predicate (in a sentence) is to be and the complement are noun, pronoun, adjective and adverb of place the sentence will be called nominal sentence.

Table 2.3 Formula of nominal sentence

Affirmative	S + to be (am, is, are) + complement	He is handsome
Negative	S+ to be (am, is, are) + not + complement	He is not handsome
Interrogative	To be (am, is, are)+ s+ complement?	Is he handsome?

Adapted from Azar, et al (2009: 55)

d. Time Signal of Simple Present Tense

When we talk about permanent situation or about things that happen regularly or all the time not just around now, we usually use the simple present. Signal are words and phrases that tell us when an event take place. Time signals for the simple present tense identify more than just one event. Remember that the simple present tense is used for repeated events. Here are the time signal of simple present tense taken from English grammar (2012)

1) Adverb of time

- a) every day
- b) every week
- c) every month
- d) every year
- e) every / each
- f) in the morning
- g) here / there

Note: adverb of time used in the first or in the end sentence.

Example: she reads a book *every day*.

2) Adverb of frequency

The frequency adverbs used to modify verbs or adjectives. They describe how regularly or what percentage of time happens. The adverbs are often used with simple present tense to indicate frequency.

Here are the meaning of frequency adverbs in approximate percentage of time.

- 100% = always
- 90% = usually
- 75% = often
- 50% = sometimes
- 10% = seldom/rarely
- 0% = never

Note : adverb of frequency often follow be and adverb of frequency come before all simple present tense except *be*

Example: Monika *is always* late for school and Monika *always comes* late.

Based on the statement above, it can be concluded that simple present tense is a sentence construction which tells or shows the daily activities and general truth in the nominal or verbal form of affirmative, negative and interrogative sentence using its particular time signal.

e. Simple Present Tense Mastery

mastery is a great skill or knowledge about something which is had by someone. It is obviously necessary for effectiveness, but it is also a means for achieving deeper understanding. It means that mastery is a complete of having control over something superiority in through knowledge of a subject. It is the broad knowledge and skill in understanding the world of physical objects. It can be concluded that mastery is have a broad skill of knowledge in understanding the objects. Based on those statement, it can be concluded that simple present tense mastery is the students' skill to construct sentences which tell or show daily activities or general truth.

C. The Concept of Writing

1. Definition of Writing

Writing is an important skill to be mastered in learning English as a foreign language. It is a medium of human communication that

represents language and emotion with sign and symbol. Writing is also not language, but a tool used to make language to be read . Nordquist (2017) defined writing is a procces organizing the idea , opinions and feeling into written form in order to understandable by the other people. When someone can not share the ideas by speaking, he or she can use written form to communicate with others. Biside that, Shewan (2017) stated that writing is intimidating to a lot of people, particularly those who do not write for a living or on a regular basis. In addition, (Langan, 2008: 6) stated that writing is one of the language skill which is used to communicate indirectly, without having to face to face with other people. In writing must be provide solid evidence for any point of written and must be support by specifict reasons or detail effectively.

Based on the definitions above, it can be conclude that writing is process of creativity of thoughts, ideas and feelings expressed in writing language with the goal of certain to perform creativity in using the language skill to produce a written text. It is a way of remembering and a way of thinking. Many factors that influencing writing to be a good one such as grammatical, vocabularies, punctuation and spelling knowledge which must be integrated to be a paragraph. None of us can write much of interest without first thinking, probing, observing, asking question, experimenting and reading. That is why it needs hard work.

2. The Aspect of Writing

According to Harmer (2009: 255-256), writing involves three different aspects, they are:

a) Handwriting.

It may seem strange to worry about handwriting when so much communication takes place electronically, in emails or by using word processing software. Yet there are still many occasions, even for the most computer-literate, when we have to write by hand. Many language exams are still taken by candidates using pens and pencils, and we generally write notes, post card, memos, journal, etc. In writing.

b) Spelling

One of reasons that spelling is difficult for students of English is that correspondence between the sounds of a word and the way it is spelt is not always obvious. A single sound may have many different spellings and the same spelling may have different sounds.

c) Punctuation

The conventions of English capital letter and punctuation are not universal and might have to be taught.

3. The Process of Writing

Harmer (2009: 224) explained that process of writing is a way of looking at what people do when they compose written text. The most important part when someone wants to write they should know the goal

and understandable to the readers. Subsequently, Oshima and Hogue (2009: 3-10) stated that there are three main stages in writing process, they are:

a. Prewriting

The first step is called prewriting. Prewriting is a way to get ideas. There are two steps, they are (1) choosing and narrowing a topic; you choose a topic that you are interested in, then narrowing it to particular aspect., (2) brainstorming; it can help you to start writing more quickly and save your time in the later stages of the writing process. There are three useful brainstorming techniques: listing, freewriting and clustering.

b. Planning

Planning (outlining); develop an outline, including a topic sentence. In planning stage, you organize the ideas you generated by brainstorming into an outline. There are three useful steps (1) making sublisting; list further into sublist and to cross out any items that are not useable., (2) writing the topic sentence., and (3) outlining; you write down about main and sub points.

c. Writing and revising draft

In this stage, you just write down as much information as you can. there are four useful steps: (1) writing the first rough draft; here you write the topic sentence, add more detail information, write the paragraph, no need to worry about the grammar, punctuation or spelling., (2) revising content and organization; edit your rough draft for content and organization, including unity, coherence and logic, you can change,

rerange, add or delete, all for the goal communicating your thought more clearly, more effectively and in more interesting way.,

(3) proofreading the second draft; proofread it for grammar, spelling and punctuation., (4) write the final copy; write neatly and legibly.

4. Purpose of Writing

Rehbein (2015) proposed that writing has some purpose as follows:

a. Writing to inform

Writing to inform is intended to tell readers about something. For example: newspaper, articles, scientific or business reports, instructions or procedures and essay for school and university.

b. Writing to entertain

Writing to entertain is a writing that may engage the readers' feeling through its plot or the emotion provided in the writing. Some examples of this writing are novels, stories, poems, song lyrics, plays and screen plays.

c. Writing to explain

Gathering facts and combine with experience to clarify who or what something is, how it happened or why something happened. For example: cause-effect explanation.

d. Writing to persuade

Writing to persuade means the writing is aimed to convince the readers of something through providing evidence.

For example: advertisements, articles, newspaper and magazine.

e. Writing to argue

Special kind of persuasion that fairly and accurately appeals to logic, emotion and character and uses evidence in stating point of view. For example: problem-solution.

f. Writing to evaluate

Specific kind of argument that argues for the merits of a subject and presents evidence for support. For example: book, movie and music review.

g. Writing to express

Thoughts and feelings of author on a specific topic, often informal. For example: letter, poetry and personal narrative.

In conclusion, each purpose of writing will tell the readers about the reason why the writers write the text or composition and show it to them; besides each purpose will lead to different product or form of the writing.

5. Types of Writing

Anonymous (2015) there are four types of writing, they are:

a. Argumentations

Argumentative is a composition which means supporting one side or the other of controversial topic. Argument is designed to convince that something is true. Its method is to make a general statement and support it, or sometimes to lead logically to a general conclusion by a series of facts argument depends for its effectiveness on logical reasoning and concrete support for stated facts.

b. Description

Description reproduces the way things, smell, taste, or sound it makes also evoke moods such as happiness, loneliness or fear in the word. We may say that description gives sense impression. Description helps the readers through their imaginations to visualize a scene or a person, or to understand a sensation or an emotion.

c. Persuasion

Persuasion is a verbal art, which aims to ensure someone to do something ordered by the speaker or the writer since the aim of persuasion is the reader does something, persuasion can be categorized as a way to take decision. They, who get persuasion should have belief that the decision they take is the right and wise that decision that they take voluntarily, without any force. Persuasion actions that are set as an event for a period of time. This the target of narrative writing does not force someone to do something. It therefore must be able to encourage or stimulate someone to take decision according to decision persuasion's need.

d. Narration

Narration is a form discourse, which has narration can also be called as a kind of writing that aims to give information to the readers through set of events or stories.

6. Components of Writing

Husna, et al (2013: 7- 8) pointed out five significant components in writing descriptive text namely; developing ideas, organizing ideas, vocabulary, grammar and mechanics.

a. Developing ideas

There are at least four things that can be measured in connecting with content: the composition should contain one central purpose only, should have unity, coherence and continuity and should be adequately.

b. Organizing ideas

The purpose of organizing material in writing involve coherence order of importance, general to specific to general, chronological order and spatial order of pattern. When writing, the learner should arrange their writing chronologically. They should present their ideas based in the order of which happened from the beginning to the end.

c. Vocabulary

The affective used of words will always result good writing both specific and technical writing, the dictionary is very considerable. The lack of vocabulary makes the learners difficult to express idea.

d. Language usage

Language use in writing description and other form of writing involves correct languages and point of grammar. An adequate grammar should be one that is capable of producing grammar. We should not be able to do

anything more than utter separate items function and grammar also can help the learner improve the use of formal language.

e. Mechanics

There are two parts of mechanics in writing namely punctuations and capitalization. Punctuation is important as the way to clarify meaning. In English writing, capital letters have two principles. First, used to distinguish between particulars and things. Second, used as first word in quotations, a formal statement and paper adjectives.

7. Characteristic of Good Writing

Donnovan (2013) defined six characteristics of good writing, they are:

a. Clarity and focus

In good writing, everything makes good sense and readers do not get lost and have to reread passages to figure out what's going on. Focused writing sticks with the plot or core idea without running off on too many scenes or ideas are well ordered.

b. Organization

A well organized piece of writing is not only clear, it presents in a way that is logical and aesthetically pleasing.

c. Ideas and theme

It has relevant topic and with complete theme to make the reader visualize your written. In writing, to be considered well crafted, it has contains clearly identifiable ideas and themes.

d. Voice

It should have uniqueness in stringing words together, formulating ideas, relating scenes or images to reader. In any piece of writing, the voice should be consistent and identifiable.

e. Language

Good writing includes precise and accurate word choices and well crafted sentences.

From explanation above, then it may be synthesized that features of good writing at least cover the following criteria:

- a. It contains something beneficial or knowledge that will lead to the readers interests to read it;
- b. It is developed with a good sequence that means the ideas flowing between the sentences or paragraphs make sense;
- c. The ideas of the writing are conveyed clearly and straightly to the point;
- d. It is appropriately written and developed with the appropriate word choice or dictions and it is grammatically correct.

D. Concept of Descriptive Text

1. Defenition of Descriptive Text.

Siahaan (2013: 115) said that descriptive text is a text which is intended to describe a particular person, place or thing. It says what a person or a thing is like. Subsequently, Husein and Anni (2017: 1) added that descriptive is type of text which give description about an object (living and non-living things) such as person, place or animals.

In addition, Anonymous (2017) pointed out that descriptive is used to add details about something physical: a person, place or thing. This method uses sensory language, that is, words that appeal to the five sense.

Based on the theory above, it can be conclude that descriptive is a text that describes the details of someone, something or place based on the real conditions of them. it usually may engage the readers' mind or the readers may imagine what have been described by using sensory language involving five senses, such as sight, hearing, smell, taste and touch.

2. Purpose of Descriptive Text.

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood home and people whom we meet. We even use description to persuade us to think or act in particular ways: advertisers describe products to persuade us to buy them; travels agents describe locales to entice us to visit them; and real a state agents describe properties to stimulate a desire to see them. Description also enables us to entertain, express feeling, related experience, inform and persuade.

- a. To entertain: an amusing description of a teenager's bedroom
- b. To express feeling: a description of your favorite outdoor retreat so your readers understand why you enjoy it so much

- c. To relate experience: a description of your childhood home to convey a sense of the poverty you grew up in.
- d. To inform: a description of an apple to help the readers rediscover the joys of this fruit.
- e. To persuade: a description of a degrading music video.

3. Generic Structure of Descriptive Text

Husein and Anni (2017: 1) divided the structure of descriptive text into two parts, they are: (a) identification is an introduction to the objects/things described which includes who or what, when and where. (b) description, which consist of the details description about the object that is identified in identification. For example: color, the size, the smell, the taste, what they look like, what they do, how they act, how it sounds, feel, where it is found or seen, how it used or what makes it special.

4. Characteristic of Descriptive Text.

- a. Descriptive text using the present tense, for example: go, eat, fly, etc.
- b. Descriptive text using adjectives describing the nature (potrait), numbering and classifying, for example; two strong legs, sharp white fangs, etc.
- c. Descriptive text using verb relating to provide information about the subject, for example; my brother is really cool.
- d. Descriptive text using thinking verbs (think, believe, etc . . .) and feeling verbs (feel) to reveal author's personal views about the subject, for example: police believe the suspect is armed.

Descriptive text also uses adverbs to provide additional information about the behaviour or trait (adjective) are describe, for example: it is extremely high.

5. Kinds of Descriptive text

As we know that descriptive text is a text to describe something, such as people, places or things. So it normally takes on three forms, they are:

a. Description of people

People are different and in describing of people is different. You are probably aware of some of the complications because you have often been asked, “what’s so-and-like?” in replying, you might resort to identifications or a character sketch, depending on the situation. Let’s examine each.

1) Identification

Although you might provide identification, you would probably want to go further than that. Used mainly in official records and documents, identifications consists only of certain statistical information (height, weight, age), visible characteristic (color of hair, skin and eyes), and recognizable marks (scars, birthmark).

2) Impressions

Unlike the identification, the impressions may not identify a person, but it does convey an overall ideas of him or her. The writer does provide in a few broad strokes a general feeling about the subject. Although

impression is usually less complete and informative than identification, it may be more effective in capturing an individual's certain attitude.

3) Character sketch

More complete descriptions of people are usually called character sketches; they may also be referred to as literary portraits and biographical sketches. As its name indicates, the character of a person or at least his or her main personality attitude. In the process, it may include identification and impressions, but it will do more than tell what people *look* or *seem like*. A character sketch may be about a type rather than an individual, revealing the characteristics common to the members of a group, such as campus jocks, cheerleaders, art students and television devotees.

b. Descriptions of place

In describing a place for example a room, what should you describe first the wall or the floor? Unlike the chronologically developed paragraph, there is no set pattern for arranging sentences in a descriptive paragraph. It is not necessary to begin with one area and then proceed to another one. Nevertheless, the sentences should not be randomly arranged. The description must be organized so that the reader can vividly image the scene being described. To make the paragraph more interesting, you can use a controlling idea that states an attitude or impressions about the place being described and the arrangement of the details in your description depends on your subject and purpose.

c. Description of thing

To describe a thing the writer must have a good imagination about a thing that will be described. Beside, to make our subject as interesting and as vivid to our readers as they are to us; using proper noun and effective verbs.

1) Using proper noun

In addition to filling our descriptive writing with concrete details and figures of speech, we might also want to include a number of *proper nouns* which as we know are the names of particular persons, places or things. For example: Arizona, university of Tennessee. Including proper noun that readers recognize easily and can make what we are describing more familiar for them.

2) Using effective verbs

We know how important verbs are to narration, but effective verbs can also add much to a piece of description. Writers use verbs to make descriptions more specific, accurate and interesting. For example, "the wind had *chiseled* deep grooves into the sides of the cliffs" is more specific than "the wind had made deep grooves". The verb *chiseled* also gives the reader a more accurate picture of the wind's action than *made* does.

6. The Example of Descriptive Text

Table 2.4 The example of descriptive text

Title	My toy
Identification	I have a toy. It is a doll, a bear doll, i call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year
Description	The doll is small, fluffy and cute. It has thick brown fur, when i cuddle it, the fur feel soft. Because my Teddy bear is a doll. I do not need to feed it. I wash it at laundry at least twice a month. Every night Teddy accompanies me sleeping. When i am at school, Teddy stays in my bed. Teddy bear is really nice, adorable and charming toy. I love my Teddy bear very much.

E. Concept Of Correlation

Correlation is the statistical concept which describes the amount and type of relationship between two variables. It is talk about whether two variables are related to each other and how that relationship, it is a positive or direct relationship or an negative or invers relationship. Simple present tense may defined as one of the tenses that used to describe the general satetment of fact and also ro describes the activities and habits that happen again and again (English grammar: 2012). Descriptive text is a text which says what a person, place or things is look like. It purposes to describe and reveal a particular person, place or thing in real conditions of them (Yulianto, 2012). In addition, Chevarria, et al (2013) explained that

grammatical futures of descriptive writing are use nouns, adjective noun phrases and verb simple present tense in terms of describing things from factual point of view.

Based on the explanation above, It means that in writing descriptive text, simple present tense has the important rule to describing the things, place or person in real or fact conditions of them.

F. Conceptual Framework

Here is the conceptual framework of this research:

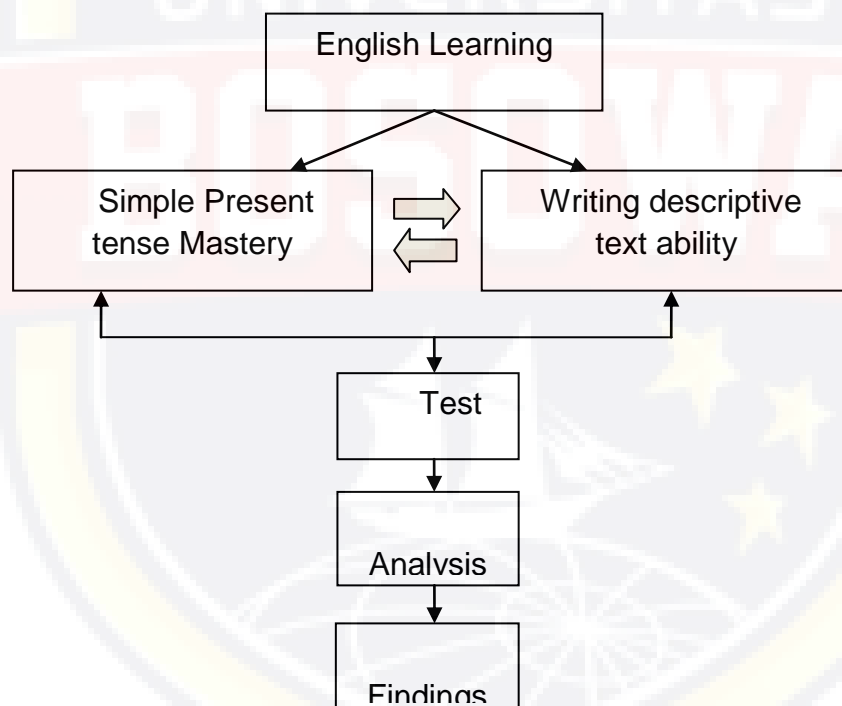


Figure. 2.1. Conceptual framework of students' mastery of simple present tense and their ability in writing descriptive text.

The diagram above describes how the writer analysing the correlation between students' mastery of simple present tense and their

ability in writing descriptive text. The writer needs the unit of analysis to ease and to know whether there is the correlation between students' simple present tense mastery and their ability in writing descriptive text or not. The unit of analysis of this research is essay test. It will be given to find out the students' mastery of simple present tense and their ability in writing descriptive text, then the writer will analysis the data by using correlation product moment.

G. Hypothesis

Hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment. Arikunto (2010: 112) claimed that hypothesis is a temporary answered forward a research problem by collecting data in research. The hypothesis of this research can be formulated as follows:

1. Null hypothesis (H_0): There was no correlation between students' simple present tense mastery and their ability in writing descriptive text of the tenth grade of SMAN 2 Lamba-Leda.
2. Alternative hypothesis (H_a): There was a correlation between students' simple present tense mastery and their ability in writing descriptive text of the tenth grade of SMAN 2 Lamba-Leda.

CHAPTER III

METODOLOGY OF RESEARCH

This chapter deals with research design, research variables, population and sample, research instrument, procedure of collecting data, technique of collecting data and technique of data analysis.

A. Research Design

The aim of this research was to correlate two variables. It applied the correlational method in describing their relation. Nickolas (2018), defined that correlation is used to measure the relationship between one variable to another. Basically, the correlation talk about how the variables correlate to each other. As that theory above, the writer used the study of correlation method.

In correlation study, there are three possible result, they are:

1. Possitive correlation

It assumes that there is positive correlation whenever all of the variables improve or decreases at the same time. A correlation coefficient which is close to +1.00 indicates a strong positive correlation. It is a relationship which two factors vary in the same direction. Both variables tend to go up or go down together.

2. Negative correlation

There is a negative correlation when one variable improve, whereas the other decrease. A correlation coefficient which close to -1.00 indicates

2. Sample

As the sample of the research, the writer used total sampling technique and took X Science which consist of 20 students.

D. Research Instrument

Instrument is the whole procces of preparing to collect te data. In this research the writer applied essay test. It gave to measure the students' mastery of simple present tense and their ability in writing descriptive text .In this test, the writer asked the students to write a paragraph at least 70 words about their favorite thing, place or person.

E. Procedures of Collecting Data

The procedure of this research had been arranged as the following steps:

1. The writer gave the test to find out the students' mastery of simple present tense and their ability in writing descriptive text by asked for students to write an paragraph related to the descriptive text at least 70 words about their favorite thing, place or person.
2. The students had been asked for to write about 45 minutes in a piece of paper that has been provided by the researcher.
3. Finally, the writer analyze the data.

F. Technique of Collecting Data

The writer was carry out the test as instrument to collect the data. Arikunto (2010: 193) stated that test is a series of questions or an exercise and other tools used to measure the skill, knowledge, intelligance, ability or talent possessed by individuals or groups. In academic, the test usually uses by teachers to know the skill or knowledge of their students in understanding the lesson. The result of the test is able to be as an interpretation of the achievement in teaching and learning process. In this research, the researcher carry out essay. It is a test that requires the student to structure a rather long written response up to several paragraphs (Nugant, 2013). For example: the essay test reffers to any written test that requires the examine to write a sentence, a paragraph or longer passages.

To judge the students' grade and the level of simple present tense mastery, the writer used the criteria from the standard of evaluation for the students' score. However they are simplified into five classifications of students' score as seen in the following table:

Table 3.1 The classifications of students' score of simple present tense mastery

No	Interval	Criteria
1.	86 -100	Excellent
2.	66 – 85	Good
3.	46 – 65	Enough
4.	26 – 45	Poor
5.	Under 25	Failed

Kemdikbud (2015: 48)

G. Technique of Data Analysis

The technique of data analysis of this research can be seen bellow:

1. Scoring

In scoring the students' mastery of simple present tense, the answer were score 1 if it is correct and 0 if it incorrect each word of simple present tense

$$S = \frac{r}{n} \times 100$$

Notes: s = the score of the test

r = the total of the right answer

n = the total of items

Arikunto (2012: 187)

2. Analyzing the data

In analyzing the data, related to the students' writing descriptive text ability, the writer used writing assesment rubric. Husna, et al (2013: 8-9) mentioned that there are five components of writing assesment rubric to evaluate, they are: content, mechanic, grammar, vocabulary and organization. The research tabulate five components in writing scoring tables. It can be seen clearly in tables as follows:

Table 3.2 Writing descriptive text rubric

No	Aspect	Score scale	Level	Classification
1.	Content	30 – 27	Excellent	Knowledge, suitable, substantive.
		26 – 22	Good	Some knowledge of subject, no stated.
		21 – 17	Fair	Limited knowledge, little substance.
		16 – 13	Poor	Does not show knowledge of subject, non substance.
2	Mechanic	5	Excellent	Demonstrates mastery of conventions.
		4	Good	Occasional errors of spelling, punctuation, capitalization.
		3	Fair	Frequent error of spelling, punctuation, capitalization.
		2	Poor	Non mastery of conventions, dominated by errors of spelling, punctuation and capitalization paragraphing.
3.	Grammar	25 – 22	Excellent	Effective complex construction
		21 – 18	Good	Effective but simple construction
		17– 11	Fair	Major problems in

To be Continue

Continue

				sample/complex construction
		10 – 5	Poor	Virtually no understand of sentence construction
4.	Vocabula ry	20 -17	Excellent	Sophisticated range, effective word/idiom choices and usage.
		17 -14	Good	Edequate range, occasional errors of word/idiom, choice, usage but meaning not absured.
		13 -10	Fair	Limited range, frequent error of words/idiom form, choice and usage.
		9 – 7	Poor	Essentially translation, little knowledge of English vocabulary.
5.	Organiza tion	20 -18	Excellent	Fluent expression, ideas clearly stated.
		17 -14	Good	Somewhat choopy, loosely, organized but minimum ideas stand out.
		13 -10	Fair	Non-fluent, ideas confuced/ disconnected.
		7 – 9	Poor	Does not communicate.
Total		100		

3. Mean score

To Calculate the mean score, the writer used:

$$\bar{X} = \frac{\sum x}{N}$$

Notes: \bar{X} = the mean score
 $\sum x$ = the total number of score
 N = the number of sample

Sugiyono, 2011:49

4. Criterion of measurement category

To measure the students' ability in writing descriptive text, the writer used the criterion of measurement category, as follow:

Table 3.3 Criterion of measurement of writing descriptive text

No	Interval	Criteria
6.	86 -100	Excellent
7.	66 – 85	Good
8.	46 – 65	Enough
9.	26 – 45	Poor
10.	Under 25	Failed

Kemdikbud (2015: 48)

5. Hypotheses Testing

To find out the degree of correlation between the students' simple present tense mastery and their ability in writing descriptive text of the tenth grade students of SMAN 2 Lamba-Leda. The writer used formula of standard correlation person (correlation product moment) as follow:

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

Notes:

r_{xy} = correlation coefficient between x and y variable

N = the number of sample

$\sum x$ = the sum of the score in x distribution

$\sum y$ = the sum of the score in y distribution

$\sum xy$ = the sum of the product paired x and y

$\sum x^2$ = the sum of the square in x

$\sum y^2$ = the sum of the square in Y

Sugiyono (2011: 228)

6. Interpretation of Correlation

To interpret the result of the correlation analysis, the writer used the standard correlation as follows:

Table 3.4 Standard Correlation

No	Standard	Interpretation
1	0,00 – 0,199	Very low
2	0,20 – 0,399	Low
3	0,40 – 0,599	Moderate
4	0,60 – 0,799	Substantial
5	0,80 – 1,000	High

Note:

If $r = +1$ it means positive correlation

If $r = -1$ it means negative correlation

If $r = 0$ it means zero correlation

Sugiyono (2011: 231)

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections. The first section deals with findings which covers the result of the data and discussion deals with interpretation and description of data gained from the test based on the writing descriptive text test.

A. Finding

As mentioned in previous chapter, the writer conducted the research using test to get the students' simple present tense mastery and their ability in writing descriptive text score. The test conducted on June 4-5th 2018. Finally the writer analyzed the data to know the correlation between students' simple present tense mastery and their ability in writing descriptive text with formula of Pearson Product Moment. The data taken from 20 students of x Science were analyzed in four stages: scoring the students' answer, classifying the students' score, calculating the mean score and calculating the correlation.

1. Scoring the Students' Answer Sheet

a. The Students' Score of Simple Present Tense Mastery

Students' score of simple present tense mastery as x variable (independent variable) in this study. To get the score, the writer conducted the research by counting the right verb of simple present tense in descriptive text that has been written by students of class X Science as the

sample. The writer got the score $N = 20$, and $\sum x = 1,625$. We can see in table below:

Table 4.1 Students' Score of Simple Present Tense Mastery

No	Initial Name	Score	Classified
1	BSG	83	Good
2	BNK	85	Good
3	FAK	26	Poor
4	FKI	82	Good
5	FAI	100	Excellent
6	GA	89	Excellent
7	GWT	99	Excellent
8	IKFJ	83	Good
9	JA	78	Good
10	JG	75	Good
11	KT	81	Good
12	KE	75	Good
13	MB	83	Good
14	MR	85	Good
15	MRM	88	Good
16	PN	70	Good
17	RS	90	Excellent
18	SAH	78	Good
19	YS	75	Good
20	YYH	100	Excellent
Total		1625	

After conducted research in class X Science in tenth grade students of SMAN 2 Laba-Leda, the writer investigated that many students got good score. The students got 100 score were 2 students reached the highest score as excellent category, 1 student got 26 score as poor category and no student got enough and failed classification. The total score of students' in mastery of simple present tense ($\sum = 1625$) and the ranges ($\bar{x} = 81,25$). Based on the table 4.1 above, the writer concluded

that the tenth grade students of SMAN 2 Lamba-Leda have a good mastery of simple present tense.

b. The Students' Score of Writing Descriptive Text Ability

Students' ability in writing descriptive text as y variable (dependent variable), the students' ability in writing descriptive text score took from the text descriptive text that had been written by the students based on writing rubric (content, Mechanic, Grammar, vocabulary and organization). The writer got the score N = 20 students and $\sum y = 1,698$. We can see in the table bellow.

Table 4.2 Students' Score of Writing Descriptive Text Ability

No	Initial Name	Score					Total Score	Classified
		C	M	G	V	O		
1	BSG	27	4	20	18	17	86	Good
2	BNK	17	4	15	17	14	87	Good
3	FAK	28	4	18	17	19	86	Excellent
4	FKI	28	4	19	18	17	86	Excellent
5	FAI	30	3	20	19	18	90	Excellent
6	GA	27	4	19	19	15	84	Good
7	GWT	27	3	18	17	16	81	Good
8	IKFJ	30	5	20	19	17	91	Excellent
9	JA	27	4	17	20	17	85	Good
10	JG	27	4	17	18	16	82	Good
11	KT	26	4	18	14	14	74	Good
12	KE	20	3	17	14	13	67	Good
13	MB	27	4	20	18	17	86	Excellent
14	MR	27	4	17	20	16	84	Good
15	MRM	27	5	21	19	17	89	Excellent
16	PN	26	4	17	20	16	83	Good
17	RS	29	4	20	19	18	90	Excellent
18	SAH	27	5	20	19	17	88	Excellent
19	YS	29	5	19	15	18	86	excellent
20	YYH	29	4	21	19	20	93	Excellent
Total	Σ	535	81	373	359	332	1698	

After conducted research in class X Science of tenth grade students of SMAN 2 Lamba-Leda, the writer investigated that many students got good score. The students got 93 score was 1 student reached the highest score as excellent category and no student got score as poor and failed category. The total score of students' each components of writing descriptive text was 535 for content which is indicated as the high total score of five components, 373 for grammar which is indicated as the lower than content, 359 for vocabulary which is indicated as lower than grammar, 332 for organization which is indicated as the lower than vocabulary and 81 for mechanic which is indicated as the lowest total score. Than the total score of students' ability in writing descriptive text ($\Sigma = 1698$) and the ranges ($\bar{x} = 84,9$).

Based on the table 4,2 above, the writer concluded that the tenth grade students of SMAN 2 Lamba-Leda have a very good ability in writing descriptive text.

2. Classifying the Students' Scores of Simple Present Tense Mastery and Their Ability in Writing Descriptive Text

a. Percentage of Students' Simple Present Tense Mastery Test

Table. 4.3 Percentage of students' simple present tense mastery

No	Classification	Score	Frequency	Percentage
1	Excellent	86 – 100	6	30%
2	Good	66 – 85	13	65%
3	Enough	46 – 65	0	0%
4	Poor	26 – 45	1	5%
5	Failed	Under 25	0	0%
Total			20	100%

Table 4.3 above shows that there were 6 students got excellent classification (30%), 13 students got good classification (65%), no student got enough classification, 1 student got poor classification (5%) and no student got poor and failed classification. It can be said that most the tenth grade students of SMAN 2 Lamba- Leda have good mastery in simple present tense.

b. Percentage of Students' Ability in Writing Descriptive Text

Table. 4.4 Percentage of students' ability in writing descriptive text

Test

No	Classification	Score	Frequency	Percentage
1	Excellent	86 – 100	12	60%
2	Good	66 – 85	8	40%
3	Enough	46 – 65	0	0%
4	Poor	26 – 45	0	0%
5	Failed	Under 25	0	0%
Total			20	100%

Table 4.4 above shows that there were 12 students got excellent classification (60%), 8 students got good classification (40%), no students got enough, poor and failed classification. It can be said that most the tenth grade students of SMAN 2 Lamba-Leda have very good ability in writing descriptive text.

- 1) Percentage of students' ability in writing descriptive text for each components

a) Content

Table 4.4.1. students' ability in writing descriptive text for content

No	Score	Classification	Frequency	Percentage
1	30-27	Excellent	16	80%
2	26-22	Good	2	10%
3	21-17	Fair	2	10%
5	16-13	Poor	0	0%
Total			20	100%

Table 4.4.1. above showed that there were 16 students got excellent classification (80%), 2 students got good classification (10%), 2 students got fair classification (10%) and no students got poor classification. It can be said that most the tenth grade students of SMAN 2 Lamba-Leda have very good ability in content component.

b) Mechanic

Table 4.4.2. students' ability in writing descriptive text for Mechanic

NO	Score	Classification	Frequency	Percentage
1	5	Excellent	4	20%
2	4	Good	13	65%
3	3	Fair	3	15%
5	2	Poor	0	0%
Total			20	100%

Table 4.4.2. above showed that there were 4 students got excellent classification (20%), 13 students got good classification (65%), 3 students got fair classification (15%) and no students got poor classification. It can be said that most the tenth grade students of SMAN 2 Lamba-Leda have good ability in Mechanic component.

c) Grammar

Table 4.4.3. students' ability in writing descriptive text for Grammar

NO	Score	Classification	Frequency	Percentage
1	25-22	Excellent	0	0%
2	21-18	Good	13	65%
3	17-11	Fair	7	35%
5	10-5	Poor	0	0%
Total			20	100%

Table 4.4.3. above showed that there were 13 students got good classification (65%), 7 students got fair classification (35%) and no students got excellent and poor classification. It can be said that most the tenth grade students of SMAN 2 Lamba-Leda have good ability in Grammar component.

d) Vocabulary

Table 4.4.4. students' ability in writing descriptive text for Vocabulary

NO	Score	Classification	Frequency	Percentage
1	20-17	Excellent	17	85%
2	16-14	Good	3	15%
3	13-10	Fair	0	0%
5	9-7	Poor	0	0%
Total			20	100%

Table 4.4.4. above showed that there were 17 students got excellent classification (85 %), 3 students got good classification (55%) and no students got fair and poor classification. It can be said that most the tenth grade students of SMAN 2 Lamba-Leda have very good ability in vocabulary component.

e) Organization

Table 4.4.5. students' ability in writing descriptive text for Organization

NO	Score	Classification	Frequency	Percentage
1	20-18	Excellent	4	20%
2	17-14	Good	15	75%
3	13-10	Fair	1	5%
5	9-7	Poor	0	0%
Total			20	100%

Table 4.4.5. above showed that there were 4 students got excellent classification (20%), 15 students got good classification (75%) and no students got fair and poor classification. It can be said that most the tenth grade students of SMAN 2 Lamba-Leda have good ability in organization component.

3. Calculating the Mean Score of Students in Simple Present Tense Mastery and Their Ability in Writing Descriptive Text

The mean score is the total of the raw scores divided by the number of the subject. Based on the data the mean score of each variables were calculated as follows:

- a. Mean score of simple present tense mastery test

Based on the table 4.1 in page 42 were known:

$$N = 20$$

$$\sum x = 1625$$

$$\bar{X} = \dots ?$$

$$\bar{X} = \frac{\sum x}{N}$$

$$= \frac{1625}{20}$$

$$= 81,25$$

The mean score of students' simple present tense mastery was 81,25

- b. Mean score of students' ability in writing descriptive text and mean score for each component of writing (Content, Mechanic, Grammar, Vocabulary and Organization).

- 1) Mean score of students' ability in writing descriptive text

Based on the table 4.1 in page 42 were known:

$$N = 20$$

$$\sum y = 1625$$

$$\bar{X} = \dots ?$$

$$\bar{X} = \frac{\sum y}{N}$$

$$= \frac{1698}{20}$$

$$= 84,9$$

The mean score of students' ability in writing descriptive text was 84,9

2) Mean score for each component of writing (Content, Mechanic, Grammar, Vocabulary and Organization).

a) Content

Based on the table 4.4.1 in page 42 were known:

$$N = 20$$

$$\sum C = 535$$

$$\bar{X} = \dots ?$$

$$\bar{X} = \frac{\sum C}{N}$$

$$= \frac{535}{20} = 26,7$$

b) Mechanic

Based on the table 4.4.2 in page 42 were known:

$$N = 20$$

$$\sum M = 81$$

$$\bar{X} = \dots ?$$

$$\bar{X} = \frac{\sum M}{N}$$

$$= \frac{81}{20} = 4$$

c) Grammar

Based on the table 4.4.3 in page 42 were known:

$$N = 20$$

$$\sum G = 373$$

$$\bar{X} = \dots?$$

$$\bar{X} = \frac{\sum G}{N}$$

$$= \frac{373}{20} = 18,6$$

d) Vocabulary

Based on the table 4.4.4 in page 42 were known:

$$N = 20$$

$$\sum c = 359$$

$$\bar{X} = \dots?$$

$$\bar{X} = \frac{\sum V}{N}$$

$$= \frac{359}{20} = 17,9$$

e) Organization

Based on the table 4.4.5 in page 42 were known:

$$N = 20$$

$$\sum O = 535$$

$$\bar{X} = \dots?$$

$$\bar{X} = \frac{\sum O}{N}$$

$$= \frac{332}{20} = 16,6$$

From the calculation the mean score above, it showed that the mean score of students' mastery of simple present tense 81,2 was little bit lower than mean score of students ability in writing descriptive text 84,9. While the mean score for each components of writing descriptive text was 26,7 for content which is intended to the highest mean score, 18,6 for grammar, 17,9 for vocabulary, 16,6 for organization and 4 for meachanic which intended to the lowest mean score.

4. Calculating the Correlation between Students' Simple Present Tense Mastery and Their Ability in Writing Descriptive Text

To know whether there is a correlation or no between students' simple present tense mastery and their ability in writing descriptive text at tenth garde students of SMAN 2 Lamba-Leda, it can be seen in the following table.

Table 4.5 Correlation between Students' Simple Present Tense Mastery and Their Ability in Writing Descriptive Text.

No	Initial Name	Simple present tense mastery score (x)	Writing descriptive text score (y)	(x) ²	(y) ²	x.y
1	BSG	83	86	6889	7396	7138
2	BNK	85	87	7225	7569	7395
3	FAK	26	86	676	7396	2236
4	FKI	82	86	6724	7396	7052

To be Continue

5	FAI	100	90	10.000	8100	9000
6	GA	89	84	7921	7056	7476
7	GWT	99	81	9801	6561	8019
8	IKFJ	83	91	6889	8281	7553
9	JA	78	85	6089	7225	6630
10	JG	75	82	5625	6724	6150
11	KT	81	74	6561	5476	5994
12	KE	75	67	5625	4489	5025
13	MB	83	86	6889	7396	7138
14	MR	85	84	7225	7056	7140
15	MRM	88	89	7744	7921	7832
16	PN	70	83	4900	6889	5810
17	RS	90	90	8100	8100	8100
18	SAH	78	88	6084	7744	6864
19	YS	75	86	5625	7396	6450
20	YYH	100	93	10.000	8649	9300
Total	Σ	1625	1698	136.587	144.820	138.302

Based on the table are known

$$\sum x = 1625$$

$$\sum y = 1698$$

$$\sum x^2 = 136.587$$

$$\sum y^2 = 144.820$$

$$\sum x \cdot y = 138.302$$

$$\sum_{(x)}^2 = 2.640.625$$

$$\sum_{(y)}^2 = 2.883.204$$

$$\sum_x \cdot \sum_y = 1625 \times 1698 = 2.759.250$$

$$N = 20$$

$$r_{x,y} = \dots\dots?$$

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

$$r_{x,y} = \frac{20 \times 138.302 - (1625)(1698)}{\sqrt{(20 \times 136.302 - (2.640.625))(20 \times 144.820) - (2.883.204)}}$$

$$= \frac{2.766.040 - 2.759.250}{\sqrt{(2.731.740 - (2.640.625))(2.896.400) - (2.883.204)}}$$

$$= \frac{6.790}{\sqrt{(91115)(13196)}}$$

$$= \frac{6.790}{\sqrt{1.202.353.540}}$$

$$= \frac{6.790}{346.749.699.351}$$

$$= \mathbf{0,1958 (r_{count})}$$

With regard to the $r_{x,y}$ to determine whether the relationship between two variables is significant or not, $r_{x,y}$ be compared with r_{table} .

However before comparing it will first look for DF (Degree of Freedom)

using the following formula:

$$Df = N - nr$$

$$= 20 - 2$$

$$= 18$$

$$Df = 0,3783$$

$$= 0,3783$$

With Df of 18 conversions to r_{table} at significance level of 5% was obtained in price by the 0, 3783. Criteria filing is that if $r_{count} \geq r_{table}$ then H_1 rejected an H_0 accepted. Turns r_{count} (0,1958) which amount was lowest than r_{table} (0,3783), so that the null hypothesis was H_0 received and hypothesis alternative H_a was rejected. It means that there was no correlation between students' simple present tense mastery and their ability in writing descriptive text of tenth grade students of SMAN 2 Lamba-Leda, but if $r_{count} \geq r_{table}$ (0,1958 > 0,3783), then there was significant correlation between students' simple present tense mastery and their ability in writing descriptive text of the tenth grade students of SMAN 2 Lamba-Leda.

Based on the criterion data in table 3.8 in previous chapter, the degree of correlation r_{value} 0,1958 arithmetic mean value was in the range of 0,00 up to 0,199 so it can be said that the value of the students' mastery of simple present tense and their ability in writing descriptive text of the tenth grade students of SMAN 2 Lamba-Leda have a very low correlation level. It indicates to zero correlation, so H_0 was accepted and H_a rejected. It can be said that there was no correlation between students' simple present tense mastery and their ability in writing descriptive text

B. Discussion

The discussion consists of a description of students' score in their mastery of simple present tense and their ability in writing descriptive text, and the significant of correlation between two variables.

1. The Students' Score of Simple Present Tense Mastery

Based on the result of the students' mastery of simple present tense as x variable (independent variable) engaged to the tenth grade students of SMAN 2 Lamba-Leda on table 4.1 in page 42 the classification of the students in mastery of simple present tense showed that the students' mastery of simple present tense nominality classified as good classification. It also indicated by the table 4.3 in page 44 showed that there were 6 students got excellent classification (30%), 13 students got good classification (65%), no student got enough classification, 1 student got poor classification (5%) and no student got enough and failed classification. It can be said that excellent classification is lower than good classification, then the poor classification is lowest. Subsequently, no one of students got enough and failed classification.

Based on the result of mean score calculating of students score in simple present tense mastery in page 49, it showed that the students' score of simple present tense mastery was good. this is reflected by the total score ($\Sigma = 1625$) with mean score ($\bar{x} = 81,25$). Meanwhile, the mean score for each components of writing descriptive text was 26,7 for content which is intended to the highest mean score, 18,6 for grammar, 17,9 for

vocabulary, 16,6 for organization and 4 for meachanic which intended to the lowest mean score.

2. The Students' Score of Writing Descriptive Ability

Based on the result of the students' ability in writing descriptive text as y variabel (dependent variable) engaged to the tenth grade students of SMAN 2 Lamba-Leda on table 4.2 in page 43 the classification of the students in writing descriptive text ability showed that the students' ability in writing descriptive text nominality clssified as excellent classification. It also indicated by the table 4.4 in page 45 showed that there were 12 students got excellent classification (60%), 8 students got good classification (40%) and no student got enough, poor and failed classification. It can be said that the classification of the students in writing descriptive text ability showed that the excellent classification is higher than good classification, then no student got the enough, poor and failed classification. Based on the result of mean score calculating of students score in writing descriptive text ability in page 46, it showed that the students' score in writing descriptive ability was excellent. this is reflected by the total score ($\Sigma = 1698$) with mean score ($\bar{x} = 84,9$).

From the data above, it showed that the mean score of simple present tense mastery was little lower than the mean score of ability in writing descriptive text. It means both scores were categories as good.

It can be said that the students who have good mastery in simple present tense, should have also good ability in writing descriptive text.

3. Correlation between Students' Simple Present Tense Mastery and Their Ability in Writing Descriptive Text.

The result of correlation analysis in page 54, it showed that the value of r_{count} was 0,1958, while r_{table} was 0,3783 at the level of significance 5% (0,05) with total of sample ($n = 20$) and the degree of freedom ($DF = N - 2 = 20 - 2 = 18$). It means that the value of r_{count} was lower than r_{table} ($0,1958 < 0,3783$). It can be concluded based on the that hypothesis H_0 was accepted and H_a rejected, in other words there was no correlation between students' simple present tense mastery and their ability in writing descriptive text of the tenth grade students of SMAN 2 Lamba-Leda. It is because the r_{xy} (0,1958) was lower than the r_{table} (0,3783). the writer conducted that the students' simple present tense mastery was no correlate to their ability in writing descriptive text, the position of their interpretation is very low. It lied between 0,00 – 0,199. It seems that having a good mastery of simple present tense can not impact to the students' writing descriptive text ability.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about conclusion and suggestion based on the research finding and discussion presented in the previous chapter.

A. CONCLUSION

This research has conducted on correlation between students simple present tense mastery and their ability in writing descriptive text at tenth grade students of SMAN 2 Lamba-Leda. Based on finding in previous chapter, the result shows:

The students' mastery of simple present tense were good. In this case, the highest score 6 of 20 students got 86-100 which is considered as excellent classification, while 1 of 20 students got the lowest score 26-45 which is considered as poor classification. Then 13 of 20 students got score 66-85 which is considered as good classification and no students got score under 25 which is considered as fair classification. Thus generally the students' mean score of mastery in simple present tense was 81,25 and it was considered as good classification of mastery.

Moreover the students' ability in writing descriptive text in term of five components (content, mechanic, grammar, vocabulary and organization) were considered as very good classification. In this case, the highest score 12 of 20 students got 86-100 which is considered as excellent classification. Then 8 of 20 students got score 66-85 which is considered

as good classification and no students got score which is considered as enough, poor and fair classification. Thus generally the mean score for each components of writing descriptive text was 26,7 for content which is intended to the highest mean score, 18,6 for grammar, 17,9 for vocabulary, 16,6 for organization and 4 for meachanic which intended to the lowest mean score. Meanwhile, the students' mean score of ability in writing descriptive text was 84,9 and it was considered as good classification of ability.

Subsequently, the correlation between students simple present tense mastery and their ability in writing descriptive text based on correlation product moment (r), the degree of correlation r_{count} was 0,1958. It was lower than r_{table} (0,3783) and lied in the standard of correlation 0,00 up to 0,199 were interppretated as very low interpretation. It was indicated to zero correlation, so H_0 was accepted and H_a rejected. It can be said that there was no correlation between students' simple present tense mastery and their ability in writing descriptive text.

It can be concluded that the students' mastery of simple present tense mastery and their abilty in writing descriptive text was in good classification and there was no correlation between students' simple present tense mastery and their ability in writing descriptive text at tenth grade students of SMAN 2 Lamba-Leda.

B. Suggestion

Based on the conclusion above, the writer purposes the following suggestions:

1. English teacher

English teacher suggested to be more creative when they are teaching descriptive text. The way they teach determine the way the students comprehend the aspect of writing. Automatically, the students' understanding of tenses especially simple present tense may increase.

2. Students

Students of the tenth grade students of SMAN 2 Lamba-Leda are expected to be more enthusiast in learning English. The students have much practice to acquire the English skills especially in grammar, vocabulary and writing skill.

3. School

The school of SMAN 2 Lamba-Leda is expected and suggested to increase the quality of the educators' works. They may provide the students with knowledge and guide them well and maximally.

4. For the government

The government of the East Manggarai District should be more pay attention to the facilities of the SMAN 2 Lamba-Leda in order to support the good quality of education which is equivalent to the others school in Indonesia so that it can generates the good quality educators.

5. Future researcher

The result of this study were difficult to generalize because of a small number of sample. In consequence, it is recommended for future research to examine large sample to make the research more effective. Last, as the result of this study, it is suggested to future research to examine the other possible variables related to writing ability such as others strategies, learning style and teacher style.



BIBLIOGRAPHY

- Anonymous. 2015. *Types of Writing*. <http://www.collinsed.com/S5types-.htm>. Retrived on January 13rd 2018.
- Anonymous. 2017. *Descriptive Text*. <http://www.britishcourse.com>. Retrived on May 19th 2018.
- Arikunto, Suharsimi. 2010. *Prosedur penelitian suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Arikunto, Suharsimi. 2012. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Bumi Aksara.
- Azar, Betty Schramper, Rachel. S. Koch and Stacy. A. Hagen. 2009. *Understanding and Using English Grammar fourth Edition*. Pearson: Longman.
- Azizah, Yuyun. 2017. *The Correlation between Students' Vocabulary Mastery and Their Writing Achievement in Descriptive Text of the Seventh Grade Students of SMP Islam Sudirman 1 Bancak Semarang District in Academic Year of 2016/2018*. Skripsi. Institut Agama Islam Raden Intan.Salatiga.
- Chevarria, Gaby, et al. 2013. *Descriptive text*. <http://www.decriptive-text.com>. Retrived on August 8th 2018.
- Donnovan, Mellisa. 2017. *Characteristics of Good Writing*. <http://www.the.characteristics.of.good-writing.com>. Retrived on 21th May 2018.
- English Grammar. 2012. *Time Expressions with Simple Present Tense*. <http://www.englishgrammar.org>. Retrived on May 21th 2018.
- Grammarly. 2018. *Simple Present Tense*. <https://www.grammar.cl>. Retrived on May 20th 2018.
- Halliday, M.K.A, and Christian, M.I.M. 2014. *Halliday's Introduction to Functional Grammar fourth Edition*. London and Newyork: Routledge.
- Jeremy, Harmer. 2009. *The Practice of English Language Teaching*. Third Edition. Logman.

Joseph, Paul. *Grammar Simple Present Tense*. <http://www.Englishleap.com//Grammar.Tense>. Retrieved on January 17th,2018.

Kementerian Pendidikan dan kebudayaan. 2015. *Panduan Penilaian untuk Sekolah Menengah Atas*. Jakarta: Direktur Jendral Pendidikan Dasar dan Menengah.

Lailatul, Husna, et al. 2013. *An Analysis of Students' Writing Skill in Descriptive Text at Grade XI IPA 1 Of MAN Padang*. Journal English Language Teaching. Padang: Universitas Negeri Padang.

Langan, Jhon. 2008. *College Writting Skill with Readings Seventh Edition*.

Lia, Desy. 2013. *The Correlation between the Students' Simple Present Tense Mastery and Their Abilityin Writing Descriptive text of the Eleventh grade students of SMAN 4 Purwerejo in Academic year of 2012/2013*. Skripsi. Universitas Islam. Yogyakarta.

Nickolas, Steven. 2018. *What does Correlation*. <https://www.investopedia.com>. Retrived on May 21th 2018.

Nugent, Pam. 2013. *the Different of Objective and Essay Test*. <http://www.k.state.edu/ksde/alp/resources/module6>. Retived on February 22nd 2018.

Oshima, Alice and Ann, Hogue. 2009. *Writing Academic English*. Third Edition. New York: Logman.

Rahman, Husein and Anni, Pullungan. 2017. *Description*. Kementrian Pendidikan dan Kebudayaan Direktorat Jendral Guru dan Tenaga Kependidikan.

Rehbein, Tiffany. 2015. *Teaching Students the many Purposes of Writing*. <http://www.sadlier.com>. Retrived on May 20th 2018.

Shewan, Dan. 2017. *Essay Ways to Improves Your Writing Skill*. <https://www.wordStream.com>. Retrived on May 22th 2018.

Siahaan, Juanita. 2013. *An Analysis of Students' Ability and Difficulties in Writing Descriptive Texts*. Journal of English and Education.

Sugiyono. 2011. *Statistik untuk Peneliti*. Bandung: Alfabeta.

Vince, Michael. 2012. *Macmillan English Grammar in Context*. Thailand: Macmillan.

Yulianto, Puguh. 2012. *Description Text*. <https://pakpuguh.wordpress.com>. Retrived on April 8th 2018.

Zariah, Nayu. 2016. *The Correllation between Students' Mastery of Simple Present Tense and Their Ability in Writing Descriptive Text at Second Year Students of SMPN 3 Batang Anai. Kab.Padang*. Skripsi. Institut Agama Islam Negeri Raden Fatah. Salatiga.



APPENDICES

BOSOWA



Appendix I.

Research Instrument

Title :

Correlation between students' simple present tense mastery and their ability in writing descriptive text at tenth grade students of SMAN 2 Lamba-Leda.

Keterangan :

1. Tujuan penelitian ini adalah sebagai bahan untuk menyusun skripsi pada program strata satu (S₁) jurusan pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Bosowa Makassar.
2. Waktu menulis 45 menit.
3. Atas partisipasi dan bantuan para siswa diucapkan terima kasih.

Petunjuk:

1. Pilihlah salah satu dari topik: favorite thing, place or person !
2. Susunlah sebuah karangan deskriptif berdasarkan topik yang telah anda pilih sekurang-kurangnya 70 kata !

Appendix 2
Table of Data of Sample

No	Respondents	Initial Name	Class
1	Bernadeta Sophia Goreti	BSG	X science
2	Biato N. Karman	BNK	X science
3	Fera Amelia Kontesa	FAK	X science
4	Flaviani Kurniati Indriayu	FKI	X science
5	Fransiska Ayu Iprati	FAI	X science
6	Gudella Arisona	GA	X science
7	Gradiana Warmida Tingga	GWT	X science
8	Istha Kurniati Fera Jaya	IKFJ	X science
9	Jefrianus Andriano	JA	X science
10	Jemiliano Gilbert	JG	X science
11	Kornelis Topan	KT	X science
12	Kristina Evi	KE	X science
13	Matius Bruno	MB	X science
14	Magdalena Rista	MR	X science
15	Merina Rosi Mete	MRM	X science
16	Petrus Nurdin	PN	X science
17	Rikardus Sumarto	RS	X science
18	Sebastianus Arifandi Has	SAH	X science
19	Yuliana Selti	YS	X science
20	Yuliana Yasinta Helni	YYH	X science

Class X Science of SMAN 2 Lamba-Leda

Appendix 3

Students' Answer Sheets

Name: FERA A. KONTESA
Class: X IPA

51

MY CAT

My cat name is Apin. It colored white and brown. It is body enough big. Apin likes fish, meat and cake.

Apin likes play with my dog. It also likes claw a certain in it's front. It always takes mud into house because Apin's leg tread or step on mud. Apin's bad habit is not my like. Then, I am always strike it.

Apin is very-very naughty. It is always carry cat in disorder. It is make me angry.

Apin not many eat but in one day Apin eat to several time.

Of course, ever eat many fish Apin's eat. Apin very be loved us, certain it very naughty.

moment Apin arrive in house I am embrace it. Apin's body hair white and brown make us to happy with Apin.

Soing : a simple present tense

$S = 1/n \Rightarrow N = 19 \Rightarrow S = 5 \times 100 = 26$

6. writing description

C	=	28
M	=	4
G	=	16
V	=	17
O	=	19
		+
		86

Name: Ritardus Sumarto

Class: X IPA

51

MY FAMILY

Last month my family and I moved to a new house. We moved because our old house was far from my father's office and located in a crowded neighbourhood.

Our new house is nicer and bigger than the old one, there are several rooms in the house, like a spacious living room, there are bedrooms, two bathrooms, a dining room and a modern kitchen which I like the most. There is also a backyard where my father built a gazebo.

The house is located in a good neighbourhood the people are friendly, kind and helpful. Though we've just stayed here for a while, we know all our neighbours. The most important thing is it is not noisy with vehicles, horns and engines. The air is still fresh.

a. Simple present tense

$$\Rightarrow S = r/n \Rightarrow N = 8 \Rightarrow S = 7 \times 100 = 90$$

$$r = 7 \Rightarrow 8$$

b. Writing Descriptive

$$C = 29$$

$$M = 4$$

$$G = 20$$

$$V = 19$$

$$O = 18 \quad +$$

$$90$$

Name: Fransiska Ayu
I Prati
Class: X Sejarah Program

51

My favorite Artist

Agnes Monica Muliato is my favorite artist.

She is a singer and nationality artist of Indonesian.

She was born in Jakarta, 1 July 1986.

She was bloody Chinese and was born in an athlete's family.

Her Shir father named Ricky Muliato former basketball player who ever entered the national team of Indonesia, and Her mother named Jenny Siswono had entered the world's top five in the branch of table tennis.

Agnes Monica has white skin, straight hair, and pointed nose.

She is a singer and artist. She started her career in the entertainment industry at the age of six as a young singer.

She is one of the successful Indonesian artists in the field of drag votes, acting, until the presenter as well.

I like her very much.

a. Simple present tense

$$S = \frac{r}{n} \Rightarrow N = 6 \Rightarrow S = \frac{6}{6} \times 100 = 100$$

b. Writing descriptive text

$$C = 30$$

$$M = 3$$

$$G = 20$$

$$V = 19$$

$$O = 18 +$$

90

Name: Kristina Evi

51

Class: X IPA

My Brother

I have a younger brother named Jorian. He is very naughty, so he does not want to tell the parents. He has brown skin, toothless, straight hair, and not tall. He is 6 years old and he has gone to school. His hobby is playing ball, and singing; he also likes to drink coffee.

I think ~~he~~ ^{my} child is very spoiled and very funny.

That's what I like from her. That's just characters from my brother.

a. Simple Present tense

$$S = \frac{r}{n} \Rightarrow M = 8 \Rightarrow S = \frac{6 \times 100}{8} = 75$$

b. writing Descriptive text

$$C = 20$$

$$M = 3$$

$$G = 17$$

$$V = 14$$

$$O = 13 +$$

$$\hline 67$$

Name: Juliana Y. Hejri

51

Class: X IPA

MY UNCLE'S FARM

My uncle Tom has a small farm.

He has a lot of chickens there.

He sells eggs and chickens.

Every summer, during the holidays, I go to his farm and help him.

I feed the chickens, collect the eggs, and clean the farm.

It is very interesting and uncle Tom pays me something for my help.

Twice a week, we put the eggs in boxes and take them to town.

There my uncle sells them.

He gets a lot of money for them.

Then he buys food for the chickens.

He buys in a big bag because it is cheaper in that way.

Scoring: a. simple present tense

$$S = \frac{1}{n} \Rightarrow M = 17 \Rightarrow S = \frac{17}{17} \times 100 = 100$$

$$R = 17$$

b. writing descriptive

$$C = 29$$

$$M = 4$$

$$G = 21$$

$$V = 19$$

$$O = 20$$

93

Name: Rikardus Sumarto

51

Class: X IPA

MY FAMILY

Last month my family and I moved to a new house. We moved because our old house was far from my father's office and located in a crowded neighbourhood.

Our new house is nicer and bigger than the old one, there are several rooms in the house, like a spacious living room, there are bedrooms, two bathrooms, a dining room and a modern kitchen which I like the most. There is also a backyard where my father built a gazebo.

The house is located in a good neighbourhood, the people are friendly, kind and helpful. Though we've just stayed here for a while, we know all our neighbours. The most important thing is it is not noisy with vehicles, horns and engines. The air is still fresh.

a. Simple present tense

$$\Rightarrow S = r/n \Rightarrow N = 8 \Rightarrow S = 7 \times 1000 \text{ go}$$

b. Writing Descriptive

$$C = 29$$

$$M = 4$$

$$G = 20$$

$$V = 19$$

$$O = 18 \quad +$$

$$90$$

Appendix 4. Documentation



Figure 1: Writer was explaining about Descriptive Text



Figure 2: Students were Listening to the instruction



Figure 3: Students were Writing of Descriptive Test



Figure 4: Students were Writing of Descriptive Text.

Appendix 5.
The Result of Correlation Product Moment

DF(N-2)	Taraf Significant				
	0,05	0,025	0,01	0,005	0,0005
1	0,9877	0,9969	0,9995	0,9999	0,0000
2	0,9000	0,9500	0,9880	0,9900	0,9990
3	0,8054	0,8783	0,9343	0,9587	0,9911
4	0,7293	0,8114	0,8822	0,9172	0,9741
5	0,6694	0,7545	0,8329	0,8745	0,9509
6	0,6215	0,7067	0,7887	0,8343	0,9249
7	0,5822	0,6664	0,7498	0,7977	0,8983
8	0,5494	0,6319	0,7155	0,7646	0,8721
9	0,5214	0,6021	0,6851	0,7348	0,8470
10	0,4973	0,5760	0,6581	0,7079	0,8233
11	0,4762	0,5529	0,6339	0,6835	0,8010
12	0,4575	0,5324	0,6120	0,6614	0,7800
13	0,4409	0,5140	0,5923	0,6411	0,7604
14	0,4259	0,4973	0,5742	0,6226	0,7419
15	0,4124	0,4821	0,5577	0,6055	0,7247
16	0,4000	0,4683	0,5425	0,5897	0,7084
17	0,3887	0,4555	0,5285	0,5751	0,6932
18	0,3783	0,4438	0,5155	0,5614	0,6788
19	0,3687	0,4329	0,5034	0,5487	0,6652
20	0,3598	0,4227	0,4921	0,5368	0,6524
21	0,3515	0,4132	0,4815	0,52256	0,6402
22	0,3438	0,4044	0,4715	0,5151	0,6287
23	0,3365	0,3961	0,4622	0,5052	0,6178
24	0,3297	0,3882	0,4534	0,4958	0,6074
25	0,3233	0,3809	0,4451	0,4869	0,5974

Sugiyono, 2011: 373

BIOGRAPHY



Monika Sarida Novi. She was born on september 8th 1994 in Bearana, East Manggarai. She is the last child of Mr.Pius Hemo and Mrs.Yuliana Levi. She has two brothers and a sister. She started her elementary school in 2000 at SDI Bearana and finished in 2006.

She continued her study at junior high school at SMPN 01 Reok and graduated in 2009. After that she continued her study at senior high school at SMAK St. Gregorius Reok and she finished in 2012. Then in 2013 she continued for her sarjana degree (S₁) in Putera Batam, Riau. She took English literature Department, then in 2015 she moved to Bosowa university of Makassar, South Sulawesi. She took English Education Department, Faculty of Teachership and Education. She finished in 2018.