

CHAPTER I

INTRODUCTION

1.1 Background of The Study

Writing is the most important skill in learning English as a communication tool in written form. Writing ability can help students convey ideas and messages to readers with a specific purpose. Writing means pouring what the writer thinks or feels that comes across the writer's mind in a written form (Boyle, Ramsay, & Struan, 2019). Writing needs some effort to gain a good result on a paper, especially in a foreign language. This skill concentrates on words, phrases, sentence patterns, and grammar and on each paragraph idea. Writing is a visual symbol system that can be used to convey meaning as well as the act of composing a text. Writing is taught to help pupils create and generate ideas or thoughts in written form. According to Lyons and Heasley (2006:9), writing is a very complex process involving the ability to communicate in a foreign language, especially in English, and construct a text that expresses the ideas effectively so that the written product is readable to the readers.

There are three kinds of writing, such as academic, creative, and personal writing. According to Oshima and Hogue (2007:3), academic writing is the kind of writing used in high school and college classes. Academic writing differs from creative writing, which is the type of writing in which the writer tells stories. Furthermore, personal writing is the type of writing that occurs when a writer writes letters or e-mails to friends and relatives. Because creative and personal writing is casual, slang, acronyms, and missing phrases are acceptable. However,

since academic writing is formal, the writer should not use slang or contractions to express their ideas. Furthermore, the writer must create whole phrases and structure them in a specific manner.

Writing is a necessary tool of civilization. Writing is a highly refined skill that combines various distinct parts that necessitate grammatical and rhetorical elements. As a result, writing can be described as the ability to express thoughts through written symbols by structuring the concepts according to language system rules in order to convey meaning to readers. Furthermore, Hogue (2008:2) states that every kind of writing has a particular purpose and audience. Academic writing is intended to clarify or provide information on ideas that are clearly expressed to a specified audience. The audience is the teacher in the classroom and their classmates.

Writing is not just putting ideas on a piece of paper; it is also about how those ideas are expressed. Writing is still the most important means of accessing the vast repository of knowledge of literate cultures. And writing needs to combine all the techniques and abilities possessed by students both in terms of vocabulary and sentence structure; combining sentences into a paragraph, even text, or essay (Zilka, Rahimi, & Cohen, 2019). To improve students writing skills in a foreign language needs special treatment to propose for students. The model of writing text introduces students to many sorts of text. They learn about social functions, general structures, and language properties. Students are expected to produce written work in which they convey their ideas and feelings. In this case, the product that is mentioned is a paragraph. Junior high school students should

learn many types of paragraphs. A descriptive paragraph is one of the paragraphs that should be mastered.

In writing, the students are anticipated to write a descriptive paragraph and express their ideas and sentiments. In this case, the product that is specified may be a paragraph. Descriptive text is a text that gives information about a particular person, place, or thing. Gerot et al in Mursyid (2011:4) state that descriptive text is a kind of text with the purpose to give information. The context of this kind of text is the description of a particular thing, animal, person, or others.”

A descriptive paragraph is a paragraph that describes or discusses a thing, place, or person based on the generic structure such as clear identification, vivid detail descriptions, and a suitable conclusion. A descriptive paragraph is a paragraph that describes or discusses a thing, place, or person based on the generic structure such as clear identification, vivid detail descriptions, and a suitable conclusion. To make a good description, writers cannot just imagine an object based on what they see, read or hear. The writer must also provide precise details and use interesting language in writing descriptive paragraphs by using the five senses of the reader: sight, smell, sound, taste, and touch. Besides, the use of words in writing a descriptive paragraph must be considered, and it will help the readers get information from it. Zemach and Rumisek (2005:25) state that a descriptive paragraph explains how a person, thing, animal, or place looks or feels. In writing a descriptive paragraph, adjectives are needed to describe an object in such vivid detail descriptions.

In writing descriptive paragraphs, it is necessary to use good and correct grammar based on language, namely the use of simple present tense grammar. A

simple present tense action or scenario is one that does not change regularly. It is used to describe habits or routines, express ideas, or make broad generalizations. The future can also be referred to using the basic present. It means that simple present tense is one kind of English pattern that is used to express daily activities and general statements, Kroeger (2005:153) states that in English, events are expressed in simple present tense to state habitual action. The presence of event predicates implies that the subject is carrying out the acts stated by the predicate. Students' understanding of the simple present tense has a significant impact on their ability to write descriptive paragraphs.

According to Knapp and Watkins (2005:17), the genres and grammar approach aims to provide students with the ability to effectively and efficiently use the grammar of writing. Without genres and grammar, the writing process can be frustrating and unproductive. Students who are staring at a blank piece of paper frequently do not know where to begin, do not grasp writing genres, and do not understand grammar.

Moreover, in the previous research, Fitria (2016) found that there was a correlation between simple present tense mastery and descriptive paragraph writing ability. Students who performed well in simple present tense also performed well in descriptive paragraph writing. Otherwise, the students who had a low score in simple present tense mastery also got a low score in writing a descriptive paragraph. It meant that in order to write a competent descriptive paragraph, all students needed to learn grammar, particularly the simple present tense. Simple present tense can improve each aspect of students' ability in writing descriptive paragraphs. Those statements made the researcher want to know more

about the correlation between simple present tense mastery and descriptive paragraph writing ability.

Thus, the previous theories about simple present tense mastery and descriptive paragraph writing ability have convinced the researcher that simple present tense can influence the students' descriptive paragraph writing ability, according to the explanation above. Furthermore, it can have an impact on the learning process. Moreover, based on the research background, the researcher was curious and highly motivated to measure the significant correlation between simple present tense mastery and descriptive paragraph writing ability. Therefore, the researcher is really interested in conducting a research entitled "The Correlation between Simple Present Tense Mastery and Descriptive Paragraph Writing Ability of the eighth-grade Students of SMP Saraswati 1 Denpasar in Academic Year 2022/2023."

1.2 Research Problem

A scientific investigation always starts with a problem. Furthermore, developing a research problem prior to conducting the investigation is vital and beneficial to the researcher. Based on what has been described in the background of the study above, the researcher would like to research the correlation between simple present tense mastery and descriptive paragraph writing ability of the eight-grade students of SMP Saraswati 1 Denpasar in academic year 2022/2023. Therefore, the research problem can be formulated in the form of a question as follows: is there any significant correlation between simple present tense mastery

and descriptive paragraph writing ability of the eighth-grade students of SMP Saraswati 1 Denpasar in academic year 2022/2023?

1.3 Objective of The Study

Every research has its objective. Research objectives simply summarize what the research is attempting to accomplish. A particular investigation should provide a scientific solution to the research problem. Besides that, the research objective should be in line with the research background and problem that has been previously formulated and determined. Furthermore, the aims of the activities related to the scientific investigation were always intended to find a scientific solution to the research problem formulated. Thus, in line with the research background and problem which has been stated, the primary objective of this study is to figure out whether there is any significant correlation between simple present tense mastery and descriptive paragraph writing ability of the eighth-grade students of SMP Saraswati 1 Denpasar in academic year 2022/2023.

UNMAS DENPASAR

1.4 Limitation of The Study

The limitation of the study is very important to make the discussion to be more specific and to avoid a broad discussion. Thus, the researcher would like to limit this present study. The discussion of writing is considered too board and complex in single coverage of the study. The discussion of writing is considered too broad and complex in single coverage of the study. Generally, the present study is intended to figure out the correlation between simple present mastery and descriptive paragraph writing ability of the eighth-grade student of SMP Saraswati

1 Denpasar in academic year 2022/2023. However, the researcher would like to limit her study to be more specific. It is only limited to finding the correlation between simple present mastery and descriptive paragraph writing ability, namely by assessing the grammar ability of the simple present tense whether it can affect the ability to write descriptive paragraphs.

1.5 Significance of The Study

This study is concerned to figure out the significance correlation between simple present mastery and descriptive paragraph writing ability of the eighth-grade student of SMP Saraswati Denpasar in academic year 2022/2023. Therefore, the results of this study are expected to provide knowledge and information related to the correlation between simple present mastery and descriptive paragraph writing ability of the eighth-grade student of SMP Saraswati 1 Denpasar in academic year 2022/2023. This is especially in writing descriptive paragraphs, the need for mastery of simple present tense grammar affects in writing descriptive paragraphs. This research is also expected to provide benefits for those in need, both theoretically and practically.

Theoretically, the study results are expected to distribute and support the theoretical and empirical outcome of the existing correlation theory, especially about simple present tense mastery and descriptive paragraph writing ability. Moreover, the extra empirical evidence is expected to be employed in future studies or to offer empirical support to the existing research findings concerning the relationship between simple present tense proficiency and descriptive

paragraph writing ability. In addition, the findings of the present research can disclose further areas of similar research area.

Practically, the results of the present study are expected to be beneficial for English teachers, students, and other researchers. It is expected of English teachers to provide information that can be utilized as a consideration to get better outcomes for the students being taught at SMP Saraswati 1 Denpasar. It is intended that it will assist students in solving the issue by contemplating better learning method for the next learning process in the class. Then they may address their challenge in writing, particularly when it is writing for the simple present tense. Moreover, this research can be used as a basic reference for future researchers who want to do a research in the same field of correlation between simple present tense and descriptive paragraph writing ability.

1.6 Definition of Key Term

Key terms are important to be defined to give a clear understanding of the topic. Moreover, it refers to avoid misunderstanding and confusion of the readers in comprehending this research, the researcher needed to provide a clear operational definition of the key terms used in the simple present. Furthermore, the definitions of the important phrases are designed to make them apparent in comprehending this research, as well as to limit the scope of the research conducted. Thus, the key terms defined in the current research is simple present tense and descriptive paragraph writing ability. Furthermore, the key terms which are practically used in the present research are clearly and operationally defined as

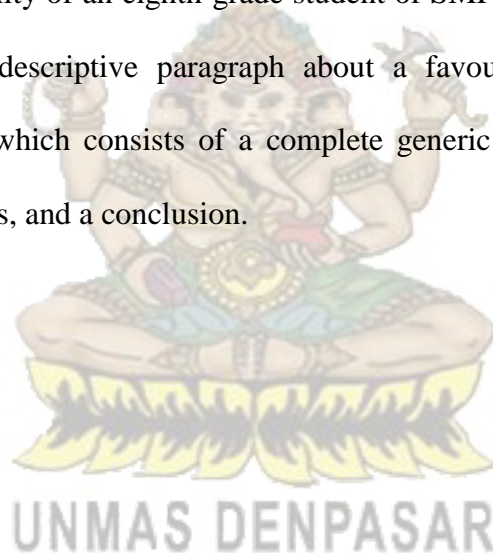
the following elaboration so that the readers will get a clear picture of the present research.

1. Simple Present Mastery

The simple present tense is operationally defined as the ability of the eighth-grade student of SMP Saraswati 1 Denpasar in academic year 2022/2023 in simple present tense both verbal and nominal sentences.

2. Descriptive Paragraph Writing Ability

Descriptive paragraph writing ability is operationally defined as the writing ability of an eighth-grade student of SMP Saraswati 1 Denpasar in writing a descriptive paragraph about a favourite actor or actress in Indonesia which consists of a complete generic structure: identification, descriptions, and a conclusion.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a review of the related theories that shape the study. The scientific study is a very formal work in which all of the fundamentals must be derived essentially from the linked study theories. The present research should be undertaken based on relevant theoretical reviews because a review of related literature is very important. The present study dealt with the correlation between simple present tense mastery and descriptive paragraph writing ability. Thus these two variables will be explained thoroughly in this chapter.

2.1.1 Simple Present Tense

Grammar is an important aspect of English language instruction and should be included in students' mastery. It is one of the most challenging components to master. Grammar is a collection of words that are combined into sentences to represent thought, feeling, or an idea in writing. Students must grasp grammar when teaching English as a foreign language since mastering grammar will allow them to write English correctly. It is true that different countries speak different languages, and each language has its own grammar system. Students must understand the structure of the language in order to translate effectively. Tenses are vital in the creation of sentences in English grammar.

Each tense of English has its form, including simple present tense. People should consider that there are several forms of sentences. The form of sentences

can be a positive, negative, or interrogative sentence. According to Huddleston and Pullum (2005:31), the central use of present tense forms is to indicate the present time. It explains why the present tense forms are so called, but it must be emphasized that they are not invariably used for referring to the present time. Almost all verbs have two present tense forms. The choice depends on the subject of the clause. A third-person singular subject uses the third-person singular form, while any other subject uses the plain present tense form.

The simple present tense is imperative in English. According to Pardiyono and Handoko (2018:204) "simple present tense is often used to discuss things that now exist or are happening, there are things that usually are done". The simple present tense is a grammatical language component that students must understand because it can help students use the target language for oral and written communication. Students will be able to convey their ideas and concepts to transmit their grasp of the present tense correctly at this time if they master the simple present tense. By learning simple present tense, the students are expected to know the use of to be in every subject that exists and the use of verbs that are appropriated for telling daily activities. Besides, according to Knapp and Watkins (2005:156), verbs are in the simple present tense to create a sense of timelessness. In addition, they are also stated as imperatives. It means that the sense of timelessness refers to general habits that are done repeatedly.

This tense is often used in daily life and daily communication firstly. This statement supported by Pereira & Mosa (2017) said Simple Present Tense is important as the basic rule for the students to make and use sentences to communicate in daily life. The simple present describes things that are generally

true. The use of simple present tense is to state truths and describe the facts or permanent situations, things that happen regularly, and a series of events or actions (to give directions or instructions). The simple present tense is also used in formal writing for certain actions, describes fixed events in the future, or expresses the future after conjunctions. In the simple present tense, adverbs of frequency and frequency expressions determine events repeatedly or regularly.

According to Sargeant (2007:58), if the action happens regularly, use the simple present tense sometimes or never. The simple present tense is also used to state the facts, the story events of a story that is happening now, things that will/happen in the future, facts in the future or plans that will not change. In addition, Walker and Elsworth (2000:11) state that simple present tense is used for something that is permanently true, for habits and repeated actions, and it is also used to express permanent facts, inversely proportional to the continuous to present continuous tense, which is used as a contrast to the simple present tense. Furthermore, for the verbs, certain verbs generally use only the simple form.

Willis (2003:10) states that learners begin by recognizing the meaning of the simple present tense in most elementary English courses. Without help and direction from the teacher, it would be challenging for learners to generalize that the simple present tense is generally used for habitual actions or ongoing states. Learners discover that the simple present tense refers to conditions and regular or habitual actions at an early stage. It is necessary to supply an auxiliary using the forms do and does in the simple present tense. Simple items like the third person-s in the simple present tense or the formation of do-questions are oddly resistant to

teaching. It is hardly surprising that, in the short term, complex systems like tense are not affected at all, even by careful teaching.

The simple present tense is the one that we use when an action is happening right now or when it happens regularly (or unceasingly, which is why it has sometimes been called present indefinite). It has a range of meanings, so much more common than others. Simple present tense expresses or states habitual actions that occur now, often occur or are factual. The simple present comes in four different forms: a positive, negative, interrogative, and negative interrogative. In the simple present tense, commonly used adverbs or adverbial phrases include always, often, generally, every day, sometimes, never, occasionally, rarely, and twice a week, among others. Furthermore, the ability to articulate an idea, opinion, sentiment, or experience that has been heard in written form is expressed using simple present tense.

The simple present tense is divided into two forms, verbal and nominal. Verbal sentences express simple present tense sentences that use verbs. Ansell (2000:25) states that the sentences that perform expressing actions or activities are commonly referred to as verbal sentences. For instance, the simple present tense can be used to refer to actions that occur at regular intervals. For example, "We visit our friends every Sunday." In contrast, a nominal sentence is used to express present action using a non-verbs predicate. That statement is supported by Eastwood (2002) who states that a nominal expresses an idea in a noun. In addition, Mew and Seaton (2007:83) state that it uses am with the pronoun I, and is with the pronoun he, she and it. It also uses are with the pronouns you. we and they to make nominal sentence because they are simple present of the verb be.

Hewings (2002:2) simply states that the simple present tense is used to describe things that are always true or situations that exist now. Depending on the person, the simple present tense is formed by using the base form or by adding -s or -es to the end of the verb. In the simple present tense, most regular verbs use the base form, except in the third-person singular. In English communication, the simple present tense is usually used to talk about habits or things that happen on a regular basis by adding the adverb of time to the sentence. The simple present tense is also used to describe something that is regularly done at a particular time by adding an adverb of frequency to the sentences both nominal and verbal.

2.1.2 Descriptive Paragraph Writing Ability

The most challenging linguistic skill is writing. In comparison to other language skills, it is also believed to be the most difficult to master. We always use our thinking and creative skills in the writing process. Not only that, but it is also backed up by strict rules. The essential key to successful writing is mastering vocabulary and tenses. To arrange words into a sentence and grow it into a paragraph, we must choose acceptable vocabulary. In addition, we must utilize a compatible tense to indicate an event that occurred at a specific moment. The ability to write is one of the skills that pupils must develop. According to Langan (2010:5), writing consists of making a point and then providing evidence to support or develop those points. Writing skills help the learners get comprehensibility, fluency, and creativity in expressing ideas in written form.

According to Brown (2004:218), writing is a skill that is an exclusive domain of scribes and scholars in educational or religious institutions. As the

basis of learning those skills, role structure and vocabulary are very crucial. The ability to write has become an indispensable skill in the global literate community. In addition, according to Zemach and Islam (2005:iv), writing is one of the most difficult skills to be mastered in both the first language and second language. Writing is not as easy as most people think. Students can find it challenging to find ideas to include in their writing, and each culture has its own style for organizing the paragraph. In writing, the students need to focus on ideas imagination, information, creativity, and feeling to create good writing.

Writing is the process of putting thoughts, feelings, and views into written form. It is a difficult task that requires control of language at both the sentence level (grammar, structure, vocabulary, punctuation, spelling, and later information) and beyond the sentence rank (organizing and integrating information into cohesive and coherent paragraphs or text). What we wish to write should have some sort of meaning. According to Hyland (2003:9), writing is a way of sharing personal meanings, and writing courses emphasize the power of the individual to construct his or her views on a topic. By writing, the students can express everything about what they want to show in written form. Because writing is an act of discovering meaning, a willingness to engage with students' assertions is crucial, and response is a central means to initiate and guide ideas. Furthermore, Pollard (2008:49) states that writing is a productive skill and the way the teacher treats it in the classroom has some similarities with the teaching and learning process of speaking. As they are both productive language skills in which students produce the language.

Writing is a productive skill because, in this section, the students need to be active and have critical thinking to make them have good writing. Students must improve their writing skills because they are critical to their academic success. Hogue (2008:28) states that good writing is more than just sitting down and "talking" on a piece of paper. Good writing involves thinking, planning, writing, and revising. It means that the students should think first about what they will write about. The students should have a plan about what they want to write based on the writing product. After that, the students start to write based on their plan, and the last one is the student should check their writing again and revise if any errors are found.

Brown (2004:225) states that a good deal of writing is displaying writing instead of real writing: the student produces language to display their competence in grammar, vocabulary, or sentence formation, and not necessarily to convey meaning for the original purpose. Furthermore, the teacher has to facilitate the students in the learning process. Thus, the students have more chances to write down all of their ideas. According to Langan (2010:10), a realistic attitude about writing must build on the idea that writing is a skill. It is done not in one easy step but a series of steps, and seldom at one sitting. Writing is a skill, like driving or typing, that the students can master with hard work.

According to Shaik (2015), writing is divided into two types. Those are academic writing and general writing. Academic writing measures writing in clear, formal English, as is generally demanded in an academic context. General writing measures the ability to communicate about common, practical issues and expand on topics of personal interest. General writing types are factual

information, making suggestions, expressing like and dislikes, or presenting complaints, opinions, or views. In addition, a descriptive paragraph is one of the academic writing genres because the writing activity is carried out to fulfil assignments at school. Writing ability means the students can use the rules of grammar, and punctuation, and use acceptable composition methods.

According to Zemach and Islam (2005:9), a paragraph is a group of about 6-12 sentences about one topic. Every sentence in a strong paragraph is about the same topic. A paragraph has a topic sentence that directly tells the reader the main idea. The other sentences in the paragraph are called supporting sentences that give more information about the topic. The sentence should describe the topic logically in specific detail and explanations, and then it will make the readers capture the meaning of the paragraph easily. The explanation also should be logical and clear. The choice of words chosen can also determine the quality of a sentence to support the explanation based on the topic described.

When writing a descriptive paragraph, there are some generic structures. It has its own rules for its structure. Evans (2000) states that the generic structure of the descriptive paragraph is the introduction, main body, and conclusion. An introduction is like an identification, which tells about the general statement of the paragraph. The main body describes the object, for instance, the physical appearance, hobby, and characteristic, and it can be called descriptions. The students write some statements that describe the object in the whole paragraph.

2.2 Empirical Review

The empirical review is a review of relevant research that examines past research that is relevant to the current study. Empirical evidence can aid the researcher in avoiding unintended replication of past study findings as well as clarifying and defining the study's premise. The researcher wanted to see if there was a link between mastering simple present tense and being able to write descriptive paragraphs. Other studies have found a link between knowledge of the basic present tense and the capacity to write descriptive paragraphs. The studies were an important consideration for the researcher when doing this investigation. The following are the empirical reviews:

The first research was conducted by Ni Made Putri Nresti Utami (2021) in her correlation research entitled " the correlation between simple present tense mastery and descriptive paragraph writing ability of the ninth-grade students of SMPN 2 Mengwi in academic year 2020/2021". Furthermore, the objective of this study was to scientifically investigate the correlation between present tense mastery and writing ability. Moreover, based on the research results, it could be clearly seen that there was a correlation between present tense mastery and writing ability, especially in their apprehension and achievement. Additionally, students who had high present tense mastery would have good scores in writing ability. In contrast, students who had low present tense mastery would also have low writing ability scores.

In addition, the strength of the previous study was in its research findings. The previous research findings showed a significant correlation between two variables; they are present tense mastery and writing ability. However, the

instructions of the research instrument did not provide clear criteria on the scoring rubric of writing ability. Additionally, there was no specification of the scoring rubric used by the previous researcher. In the present study, the researcher would like to provide an exact aspect and indicator in a scoring rubric based on the statement stated by Oshima and Hogue (2007:196) that the aspects were focused on format, punctuation and mechanics, content, organization, and grammar and sentence structure. The researcher also provided a clear scoring rubric that made the readers easy to identify the items being valued to make an objective scoring.

The second research was conducted by Novarita (2018) in her correlation research entitled " the correlation study: student's mastery of simple present and their ability in writing descriptive". Furthermore, the objective of this study was to investigate the correlation between simple present tense mastery and descriptive text writing ability. The findings of the present research clearly showed that there was a correlation between the research variables: simple present tense mastery and writing ability, especially about their apprehension and achievement to students.

In addition, the strength of the previous study could be seen from the scoring rubric of writing ability that was used by the researcher. The researcher also explained the writing criteria in detail and comprehensively. However, there are no clear instructions for the descriptive paragraph construction test. In the previous research, the researcher did not clearly mention the instructions in research instrument especially for the aspects assessed in writing descriptive paragraph. This might make the students confused what should they do. In the present study, the researcher would like to provide clear instructions for the descriptive paragraph writing, especially for the aspects that are assessed in

writing a descriptive paragraph based on the statement stated by Oshima and Hogue (2007:196), the aspects were focused on format, punctuation and mechanics, content, organization, and grammar and sentence structure.

2.3 Hypothesis

A hypothesis predicts what was found as the outcome of a research project and is typically focused on the relationship between two different variables studied in the research. It is usually based on both theoretical expectations about how things work and already existing scientific evidence. To provide a tentative solution to the research problem, the researcher constructed a hypothesis, namely the non-directional hypothesis. The hypothesis would give the researcher direction toward the process of conducting the research. The hypothesis of the present research was constructed in the form of a non-directional hypothesis. As a result, the research hypothesis is stated as follows: there is a significant correlation between simple present mastery and descriptive paragraph writing ability of the eighth-grade student of SMP Saraswati 1 Denpasar in academic year 2022/2023.