

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the study

Writing is an important language skill that students at all grade levels must master. When learning a language, communication takes place not only verbally, but also in writing. This skill does not just focus on words, phrases, sentence patterns, grammar and all paragraph ideas. Writing is a system of graphic symbols that can be used to convey meaning and as the act of creating text. Writing helps develop and produce students' thoughts and ideas in written form. According to Lyons and Heasley (2006:9) Writing is a very complex process involving communicating in a foreign language, especially English, and creating sentences that effectively express ideas in a way that is easy for the reader to read.

There are three types of writing, are academic writing, creative writing, and personal writing. According to Oshima and Hogue (2007:23) Academic writing is used in high school and college courses. Academic writing is different from creative writing, where the author tells a story. Also, personal writing is the type of writing that the writers does when writing letters or e-mails to friends and family. Creative and personal writing is informal and often uses slang, abbreviations, and incomplete sentences. However, since academic writing is formal, the writer should not use slang or contractions to express their ideas. The writer should write complete sentences and organize them in a certain way.

Writing is one of the necessary tools of civilization. Writing is a highly sophisticated skill, combining several diverse elements that require grammatical and rhetorical features. As a result, writing can be defined as an ability to

communicate ideas through written symbols by organizing the arguments based on the language system rules to convey meaning so that readers can understand the messages. Furthermore, Hogue (2008:2) states that every writer has a particular purpose and audience. Academic writing aims to explain or give more information about the ideas clearly expressed to a specific audience.

Writing is not just putting a pen onto a piece of paper or writing down ideas; it is how the pictures are presented. Writing is still an essential tool in educating students to think critically. Students are introduced to several types of text through the model of writing text. They are taught about social function, generic structure, and language features. In writing, the students are expected to produce a written form and express their ideas and feelings. In this case, the product that is mentioned is a paragraph. A descriptive paragraph is one of the paragraphs that should be mastered.

A descriptive paragraph is a paragraph that describes or discusses a thing, place, or person based on a generic structure, such as clear identification, vivid detail description, and a suitable conclusion. To write a good description, writers must be able to imagine an object based on what they see, read or hear. 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 section 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, when the students want to make a simple paragraph, they need to know the rules on how to make it correct grammatically and structurally. To be

a good writer or make a proper sentence based on the rules, the students have to master grammar since it is the basic rule of language, especially writing a paragraph. In this case, verb tense has an essential role because they tell readers when actions are taking place. Careful and accurate uses of tenses are important to produce clear writing. Fulwiler (2002:194) states that punctuation and grammar are conventional and correct sentences, including the end. Based on the aforementioned statement, grammar is one of the important things in writing.

Richards and Schmidt (2002:230) mention that grammar is a description of the structure of a language and how linguistic units such as words and phrases are combined to produce sentences in the language. Grammar has an essential role in languages. English grammar is reflected in its tense, consisting of making a good sentence with the correct meaning and function. Students should learn about many kinds of English grammar. Grammar is essential as the rules of the wording to make meaningful utterances. Tenses are imperative to identify the times in writing a good sentence to be easier to understand.

The simple present tense refers to an action or situation that does not change frequently. It is used to describe habits or routines, express opinions, or make general statements of fact. The simple present tense can also be used to refer to the future. It means the simple present tense is one English pattern used to express daily activities and general statements. Kroeger (2005:153) states that events are represented in the simple present tense to note habitual action in English. Involving event predicates imply that the subject is performing the action described by the predicate. Students' knowledge of simple present tense dramatically affects the results of writing descriptive paragraphs.

According to Knapp and Watkins (2005:17), genres and grammar of approaches aim to provide students with the ability to effectively and efficiently use the grammar of writing. With genres and grammar, writing can be enjoyable and productive. Students staring at a blank piece of paper often need to learn how to start, do not know the writing genres, and need help understanding grammar. The simple present tense is one of the English patterns, and it is used to construct a descriptive paragraph. Cowan (2008:357) states that simple present tense expresses what is often referred to as general statements of fact. The simple present tense also appears in particular contexts or genres of writing. The researcher was curious about the significant correlation between simple present tense mastery and descriptive paragraph writing ability.

Additionally, in the previous research, Fitria (2016) found a correlation between simple present tense mastery and descriptive paragraph writing ability. Students who had a high score in simple present tense also got a high score in writing a descriptive paragraph. Otherwise, the students with low scores in simple present tense mastery also scored low in writing a descriptive paragraph. To write an excellent descriptive paragraph, every student should master the grammar, especially simple present tense. Simple present tense can improve students' ability to write descriptive paragraphs. Those statements made the researcher wants to know more about the correlation between simple present tense mastery and descriptive paragraph writing ability.

Thus, according to the explanation above, 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. Besides, it can affect 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 interested in conducting a research entitled "The Correlation between Simple Present Tense Mastery and Descriptive Paragraph Writing Ability of the eighth-grade Students of SMPN 7 Denpasar in Academic Year 2022/2023."

## **1.2 Research Problem**

A scientific investigation begins with a problem. Moreover, formulating a research problem and doing the analysis is essential and valuable for the researcher before doing the research. 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 eighth-grade students of SMPN 7 Denpasar in the academic year 2022/2023. Moreover, the researcher was interested in finding the significant correlation between the students' simple present tense mastery and descriptive paragraph writing ability. Therefore, the research problem can be formulated as a question: is there any significant correlation between simple present tense mastery and descriptive paragraph writing ability of the eighth-grade students of SMPN 7 Denpasar in the academic year 2022/2023?

## **1.3 Objective of the study**

Every research has its objective. The research objective describes concisely what the study is trying to achieve. A particular investigation is expected to provide a scientific solution to the research problem. Moreover, 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 eighth-grade students of SMPN 7 Denpasar in the academic year 2022/2023.

#### **1.4 Limitations of the study**

The limitation of the study is fundamental to making a discussion about the research problem more specific. Moreover, it also can avoid a broad discussion. Considering the research problem's complexity and broadness mentioned above, the research limitation is then formulated. In the present study, the researcher investigated the significant correlation between simple current tense mastery and descriptive paragraph writing ability of the eighth-grade students of SMPN 7 Denpasar in the academic year 2022/2023. As has been previously declared that the process of learning simple present tense is never completed. Besides, the simple present tense mastery in this study was limited to the student's ability to use the simple present tense both in writing a verbal and nominal sentence. Furthermore, the descriptive paragraph writing ability was focused on constructing a descriptive paragraph describing a pet or artist based on a generic structure such as identification, descriptions, and a conclusion.

### **1.5 Significance of the study**

One of the practical reflections taken into account in undertaking the present study is the significance of the expected research findings. Moreover, it is because the importance of the study is essential in conducting research. Besides, the study is only focused on figuring out whether there is a significant correlation between simple present tense mastery and descriptive paragraph writing ability of the eighth-grade students of SMPN 7 Denpasar in the academic year 2022/2023. The present study results are highly expected and recommended to provide significant research findings related to simple present tense mastery and its correlation with descriptive paragraph writing ability. In conclusion, the present study findings are expected to give both theoretical and practical significance to the correlation between simple present tense mastery and descriptive paragraph writing ability that would be conducted in the future.

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. Furthermore, the result of this research is mainly intended to strengthen the existing theory. Moreover, the additional empirical evidence is expected to be used in future studies or to give more empirical evidence to the current research findings related to the correlation between simple present tense and descriptive paragraph writing ability. In addition, the present research results can disclose further areas of similar research area.

Practically, the present study research is expected to be beneficial for English teachers, students, and other researchers. For the English teachers, it is expected to give information that can be used to get better results for the students

being taught in SMPN 7 Denpasar. By considering the result of this study, the teacher can motivate and build the students' confidence to improve their interest in the learning process. For the students, it is expected that it can help them overcome the issue by considering better learning strategies in the future to solve their problems in writing, especially when they have to write with the simple present tense. In addition, the results of the present study are also beneficial for other researchers. Moreover, this study can be a reference for future researchers who want to do similar research.

### **1.6 Definition of Key Term**

Key terms must be defined to give a clear understanding of the topic. Moreover, to avoid misunderstanding and confusion among the readers in comprehending this research, the researcher needed to provide a clear operational definition of the key terms used in the present study. Additionally, the descriptions of the key terms were also intended to make them clear in comprehending this study. It was also to give limitations to the terms of the research conducted. Thus, the definitions of the key terms used in the present study were simple current tense mastery and descriptive paragraph writing ability. Furthermore, the key terms practically used in the present research were clearly and operationally defined in the following elaboration.

#### **1. Simple Present Tense Mastery**

Simple present tense mastery is defined as the ability of the eighth-grade students of SMPN 7 Denpasar in the academic year 2022/2023 to master simple current tense, both verbal and nominal sentences.



## 2. Descriptive Paragraph Writing Ability

Descriptive paragraph writing ability is operationally defined as the writing ability of the eighth-grade students of SMPN 7 Denpasar in writing a descriptive paragraph about a pet or artist, which consist of a complete generic structure: an 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 basics should be essentially extracted from the related study theories. The present research should be undertaken based on relevant theoretical reviews because a review of related literature is very important. The theoretical review is a review of the theories that are related to the conducted study. The researcher describes the prominent points that include theoretical reviews related to this study. The present study dealt with the correlation between simple present tense mastery and descriptive paragraph writing ability. There are some important points to be explained and discussed based on the relevant theoretical reviews. The theoretical reviews in this study included (1) Grammar, (2) Simple present tense mastery, and (3) Descriptive Paragraphs.

##### 2.1.1 Grammar

Every country has different languages, and every language has a system called grammar. Grammar is also called organization words that combine into sentences to express the idea in writing. In teaching English as a foreign language, the students need to master grammar because by mastering grammar students will be able to write English correctly. According to Purpura (2004:2), these teachers insisted that grammar should be learned and applied to some linguistic or communicative purpose. Asking the students to do applications such as where students are asked to answer the question, write illustrative examples, combine

sentences, correct errors, write paragraphs, and so forth. Learning a language means studying the language's sentence structure.

Knapp and Watkins (2005:32) state that grammar only becomes meaningful when linked to the purpose and function of texts. Grammar is the structural foundation of our ability to express ourselves. For English learners, many students are still confused about grammar, and they sometimes find it difficult to express the things they want to say. When they find English in written form, especially dealing with sentence structure, they do not understand or even do not know the form used in English. Therefore, they have to pay more attention to the rules in constructing correct sentences. Thus, the grammatical aspect of a language specifies how sentences in that language construct.

In making good writing, we should make sure the point we want to tell is explained clearly. According to Greenbaum and Nelson (2002:13), grammar deals with the rules for combining words into larger units described in grammar are normally the sentence. Grammar gives a form of making sentences structured. The sentences will have more emotion and expression of the meaning of what we want to tell. Grammar makes the writing more incisively because the content is delivered more regularly. It means the language rule is needed in written communication that it is covered in grammar competence. Besides, the reader can analyze what the writer will tell and how the construct of the writing that the writer tells. Grammar gives a form of making a sentence structured. The sentences will have more emotion and expression of the meaning of what we want to tell.

Considering those definitions and explanations, grammar is very important. The following facts are simple examples of how important grammar is in our daily

interaction and how we learn it. Children pick up grammar as they learn to speak. They are common grammatically correct sentences. Accidentally it's an absorbed education for them. The hard parts come when identifying and defining the parts of their sentences. It is easier to speak the language than to write and understand it. Speaking comes naturally and is picked up with or without formal teaching. However, writing and grammar will be taught by a formal teacher. Whether that education comes from a parent sitting down with the child showing them, or if a child goes to school to learn it in a classroom, it's a conscious effort.

The writer indicates that grammar is a set of rules from a language that enable people to understand what they arrange in sentences express when they communicate. This is important because if someone does not use the right grammar, there is a possibility that the meaning of the transferred idea will fail to understand. Grammar is the way spoken and written language is organized. It is concerned with the order of the word groups, clauses, phrases, and sentences in words. It is closely related to generic structure. This statement refers to Nelson (2001:7) states that the building blocks of grammar are sentences, clauses, phrases, and word units, which constitute the grammatical hierarchy. To arrange words into sentences, one must better understand grammar.

Greenbaum and Nelson (2002:55) state, "tense is a grammatical category referring to the time of the situation; the form of a verb indicates the tense." It means that tense will determine grammatical category based on the time of the situation. Tense has been taught to the eighth-grade students of SMPN 7 Denpasar and the school has provided many books to improve students' grammar mastery in writing a text. In the teaching and learning process, the teacher teaches about kinds of tense

and text forms to understand and write kinds of text forms. Mastering English tenses is one aspect that influences students' writing skills. Thus, they should master the tenses to help them write.

In short, it can be said that tenses are verb forms that depend on the time and nature of happening. From the definition above, the researcher can conclude that grammar is still an important component in English, no matter how many classified parts are. The most important thing in learning a language is the learners have to know the language structure as well as possible to increase their ability to use the target language itself. In this research, the researcher will focus on a sentence of grammar mastery. All sentences in English cannot be separated from these tense elements because all sentences must have something to do with time. The tense that is going to discuss is the simple present tense.

### **2.1.2 Simple Present Tense Mastery**

Grammar plays an important role in English language teaching, and it should be a part of the student's mastery. It is one of the difficult aspects to learn. Grammar is also called organization words that combine into sentences to express thought and feeling or express the idea in writing. In teaching English as a foreign language, the students need to master grammar because, by mastering grammar, they will write English correctly. It is a fact that different languages and every language have a system which is called grammar. To be competent in translating, the student should know the language structure. In English grammar, tenses play an important role in sentence formation.

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

can be a positive, negative, or interrogative sentence. According to Huddleston and Pullum (2005:31), present tense forms' central use indicates 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 present tense forms. The choice depends on the subject of the clause. The third-person singular form occurs with a third-person singular subject, and the plain present tense form occurs with any other kind of subject.

The simple present tense is imperative in English. According to DeCupua (2008:168), many people have the first thought when seeing the phrase simple present tense refers to something taking place now. However, as illustrated by the sentence in the discovery activity, the present time generally does not refer to events taking place now. Instead, the label "present time" refers to general habits, customs, characteristics, or truths. 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 appropriate verbs 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.

Folet and Hall (2003:46) state that the simple present tense is a common way of expressing the present time in English. The present simply 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 that occur 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. It is also used to express permanent facts, inversely proportional to the continuous to the 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 states or regular or habitual actions at an early stage. It is necessary to supply an auxiliary using the forms in the simple present tense. Simple items like the third person 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.

Cowan (2008:357) states that simple present tense is represented by the third person singular inflection on verbs. It has a range of meanings, so much more

common than others. The simple present tense expresses or states habitual action. Therefore, the habitual action meaning of the simple present, the most commonly targeted, generally requires the presence of time expressions. In this meaning, the simple present tense is accompanied by time expressions. Other than that, another purpose of the simple present tense is also expressed as general statements of fact or scientific truths. In addition, the simple present tense is used in directions for actors in plays.

Murphy (2004:4) states that the present simple is to talk about things in general and explain something that happens repeatedly or that something is true in general. Simple present tense also uses *do/does* to make questions and negative sentences. In other words, if the students want to write or tell their habitual activities or something in general, they should use tense in the form of simple present tense. In addition, according to Eastwood (2002:83), the simple present tense expresses permanent states. The simple present tense uses the base form or –s forms for positive sentences, *do not* or *does not* for negative sentences, and *do* or *does* for interrogative sentences depending on the subject. These are important aspects that should be mastered.

The simple present tense is divided into two forms, verbal and nominal. Verbal sentences express simple present tense sentences that use verbs. Ansell (2005:25) states that sentences expressing actions or activities are commonly referred to as verbal sentences. For instance, the simple present tense can 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 is use *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* do make a nominal sentence because they are simple present of the verb be.

Hewings (2002:2) simply states that the simple present tense describes 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. Most regular verbs use the base form in the simple present tense, except in the third-person singular. In English communication, the simple present tense is usually used to talk about habits or things that happen regularly by adding 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 in nominal and verbal.

### **2.1.3 Descriptive Paragraph**

Writing is a language skill that needs great attention because writing is complicated to be learned and mastered by students. Writing is putting some words without thinking first and knowing what they want to write. Writing is also a form of communication that allows students to put their ideas on paper to organize their knowledge and beliefs into convincing arguments and convey meaning through well-constructed text. According to Langan (2010:5), writing consists of making a point and then providing evidence to support or develop those points. Writing skill help 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 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 one of the foundational skills of an educated person. It is an essential ability to be conducted in the teaching-learning process. 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 to make them have good writing. Students need to develop their skills in writing because writing ability is very important for study. 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 necessary 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 in a series of steps and seldom in one sitting. Writing is a skill, like driving or typing, that 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 likes 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.

In this study, the students are expected to produce a written form and express their ideas and feelings. In this case, the product that is mentioned in the paragraph. Oshima and Hogue (2007:3) state that a paragraph is a group of related statements that a writer develops about a subject. The first sentence states the specific point or idea of the topic. The rest of the sentences in the paragraph support the point. Additionally, the sentences should describe the topic logically in specific detail and explanations so that the readers can easily capture the paragraph's meaning. Writing any type of paragraph always requires some process, and so does writing a descriptive paragraph.

According to Zemach and Islam (2005:9), a paragraph is a group of about 6-12 sentences about one topic. Every sentence is a strong paragraph 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.

The description is also about a sensory experience like how something looks, how something sounds, and how something tastes. (Kane, 2000:351). It means the descriptions in a descriptive paragraph should be expressed in detail and vividly descriptions even to have good descriptions. Using sensory experience is

vital to create clear descriptions. A clear description can make the reader understand what must be made and written based on detailed instructions. Besides, a descriptive paragraph is written with the senses since it will make the readers picture the object using their senses. The senses given by the writer should be conveyed to the readers through a descriptive paragraph.

Zemach and Rumisek (2005:25) write 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 a person, thing, animal, or place in vivid detail. Adjectives are words that tell us how the writer feels about something. According to Hogue (2008:95), descriptions are "word pictures". They tell how a person, thing, animal, or place looks, feels, smells, tastes, and sounds. Being sharp observed and noticing many small details are needed to write a good word visualization picture to become much clearer. This would make the students' writing much more interesting to read.

According to Savage and Mayer (2005:28), descriptive writing uses words to build images for the readers. These images may come from sights, sounds, smells, tastes, or even feelings. Good descriptive writing makes the readers feel as if they are present in the scene. It can be assumed that in a descriptive paragraph, the readers can get information or clear descriptions about how the object looks, and they can imagine the object that has been described. It describes something in order, from right to left or large items to smaller ones, to get accurate imagination. A descriptive paragraph also explains or expresses the writer's feelings so that the readers can easily catch the meaning of the paragraph itself, making writing much more meaningful.

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 an object, for instance, its physical appearance, hobby, and characteristics, and it can be called descriptions. The students write some statements that describe the object in the whole paragraph. The last one is the conclusion, which is concluded of the paragraph. It can be a summary of the paragraph or the writers' comments about the object described.

## **2.2 Empirical Review**

The empirical review is the review of relevant research conducted in which it reviews the previous research relevant to the present research. Empirical evidence can help the researcher avoid unintentional replication of the previous study results and clarify and define the concept of the study. The researcher wanted to know about the correlation between simple present tense mastery and descriptive paragraph writing ability in conducting this study. Other researchers have shown a correlation between simple present tense mastery and descriptive paragraph writing ability. The researcher used the studies as a vital consideration to conduct this study. The empirical reviews are presented as follows:

The first research was conducted by Tisatun (2015) in her correlation research entitled "The Correlation between the Students' Mastery of Present Tense and Their Writing Ability at the Eight Grade of MTs Nusantara Dadap Indramayu". 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 seen that there was a correlation between present tense mastery and writing ability, especially 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 have low scores also in writing ability.

In addition, the strength of the previous study was in its research findings. The previous research findings showed a significant correlation between two variables: 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 it easy for the readers to identify each item being valued for making an objective score.

The second research was conducted by Fitria (2016) in her correlation research entitled “The Correlation between Students’ Simple Present Tense Mastery and Their Ability in Writing Descriptive Text at the First Semester of the Eighth Grade of SMPN 1 Karya Panggawa Pesisir Barat in 2016/2017 Academic Year”. Furthermore, the objective of this study was to investigate the correlation between simple present tense mastery and descriptive text writing ability. The present research findings clearly showed 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 the researcher used. 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 mention the instructions in the research instrument, especially for the aspects assessed in writing descriptive paragraphs. This might make the students confused about what should they do. In the present study, the researcher would like to provide clear instructions for 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, 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. The researcher constructed a hypothesis, namely the directional hypothesis, to provide a tentative solution to the research problem. 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 directional hypothesis. As a result, the research hypothesis is stated as follows: there is a significant correlation between simple



present tense mastery and descriptive paragraph writing ability of the eighth-grade students of SMPN 7 Denpasar in the academic year 2022/2023.

