

CHAPTER I INTRODUCTION

1.1. Background of the study

Writing skill is one of the important competencies for students because language is not only in spoken form but also in written form. Although is not an easy task because the students are usually reluctant to correct, teachers have a great responsibility in the time of guiding the writing process. Writing skills is not as easy as you think because based on my experience is that students usually think that writing is a complex process which they prefer to avoid, but the fact is students feel discouraged when receiving a paper filled with corrections and, of course, a bad grade, which might result in diluted interest towards writing and therefore, students could feel reluctant to be corrected. So, teachers have the responsibility to encourage students to feel comfortable when writing and involve them in this process. Students after they feel included as part of a writing project may show interest in improving this writing skill and the teacher can make corrections as a usual classroom activity. In this way, students can understand that writing is an endless procedure but one in which they can improve.

Writing as a means of communication is one of the basic skills students must master at the university level. Lyons and Heisley (2006) state that writing is a very complex process involving the ability to construct a text that expresses the writer's idea effectively. According to Oshima and Hogue (2007), academic writing is the kind of writing used in high school and college classes. However, many authors also proposed writing skills for performing writing tasks. for instance, Hyland

(2003) states that the process of writing is a need to develop "students' abilities to plan, define a rhetorical problem and propose and evaluate solutions" which can be interpreted as the guidance that teachers have to provide to develop strategies for generating, drafting and refining ideas. Finally, Sharfuddin (2019) has revealed that the analysis indicated there was a significant correlation between simple present tense and descriptive paragraph writing ability of descriptive text.

Writing is a system of graphic symbols that can be used to convey meaning and also as an act of composing a text. The students are expected to be able to communicate in English using the correct structure. Structure or grammar is one of the basic components of language which must be learned by students. Brown (2001) state that grammar competence as a major component of communication has an important position and tenses which are considered the most difficult skill to learn from Indonesian students. Knowing grammar will help people to comprehend what other people say or write. The students usually face difficulty in English grammar which is arranging words into correct utterances or sentences. When we communicate, both in written and spoken ways with other people, we should not only have a good vocabulary but also correct grammar.

In writing, without grammar, it is hard for people to understand what people say or write because grammar makes a string of words or utterances meaningful. To be a good writer or at least to be able to make an acceptable sentence based on the rules, the students have to master grammar since it is the basic rule of language. The common mistake of grammar can be seen in the use of simple present tense when the learners try to construct a descriptive paragraph. Many students still have

difficulties in mastering grammar as one of the components of writing, especially the use of simple present tense in descriptive paragraph writing. Grammar is also called organization words that combine into sentences to express thought and feeling or to express an idea in writing. Following the explanations above, the previous theories about grammar mastery and writing skills have convinced the researcher that grammar is important that can help students when students want to improve their writing skills and it can give an impact on the learning process.

1.2. Research Problem

Based on the interview with some students, they said that they were still confused about tenses. The students still made many errors in using tenses. One of the tenses that were regarded as difficult by them is the simple present tense. They found difficulties in understanding the subject-verb agreement in the simple present tense. The formula of simple present tense and the rule of the verb in the simple present tense. Moreover, from the background of the study above it can be seen that many students had still not understood simple present tense. They faced difficulties in the simple present tense. Based on the background, the writer conducted research entitled "The Correlation Between Students' Simple Present Tense Mastery and Descriptive Paragraph Writing Ability of the Eleventh-grade Students of SMA N 1 Blahbatuh in Academic Year 2022/2023"

1.3. Objective of the Study

Every research, they have its objective. The research objectives describe briefly what the research is trying to achieve. Certain investigations are expected to provide scientific solutions to research problems. In addition, the research objective

is following the background and research problems that have been formulated for the research. So, the purpose of every activity related to scientific investigation is always intended to find scientific solutions to research problems that have been formulated and determined previously. The main purpose of this research is to figure out whether there is a significant relationship between Simple Present Tense Mastery and Descriptive Paragraph Writing Ability of the Eleventh-Grade Students' of SMAN 1 Blahbatuh.

1.4. Limitations of the Study

In this research, the writer focuses on the correlation between students' grammar mastery and their ability in writing. The grammar used was focused on simple present tense mastery and the writing was focused on descriptive text. As declared previously that the process of learning simple present tense is never completed. Besides, simple present tense in this study is limited to the ability of the students in understanding simple present tense in both verbal sentences and nominal sentences.

1.5. Significance of the Study

One of the practical reflections which are taken into account in undertaking the present study is the significance of the expected research findings. Moreover, it is because the significance of the study is important in conducting research. In addition, the study only focused on figuring out whether there is a significant correlation between simple present tense mastery and the writing ability of the eleventh-grade students of SMAN 1 Blahbatuh in the academic year 2022/2023. The result of the present study is highly expected and recommended to provide

significant research findings related to simple present tense mastery and its correlation with writing ability. In conclusion, the findings of the present study are expected to give both theoretical and practical significance to the correlation between simple present tense mastery and writing ability that will be conducted in the future.

Theoretically, the result of the study is expected to distribute and support the theoretical and empirical outcome of the existing correlation theory, the result of the present study is also intended to strengthen the theory that has existed. Moreover, the additional empirical evidence is expected to be used in future studies or to give more empirical evidence to the existing findings related to the correlation between simple present tense mastery and descriptive paragraph writing ability in descriptive paragraph particularly in describing a person.

Practically, the result of the present study is expected to be beneficial for English teachers, students, and other researchers. For the English teacher, it is expected to give a piece of information that can be used as consideration to get better results for the student being taught in SMAN 1 Blahbatuh. It also gave the teachers results on how to teach writing. For the students, it is expected that it can help them overcome the issue by considering better learning strategies in the future. So, that they can solve their problem in writing especially when they have to write in the simple present tense. In addition, the result of the present study is also beneficial for other researchers. Moreover, this study can be used as a reference for future researchers who want to carry out research which is related to the correlation

between simple present tense mastery and descriptive paragraph writing ability in a descriptive paragraph.

1.6. Definition of Key Term

In this study are important to be defined to give a clear understanding of the topic. This key term is to overcome the problem of misunderstanding and confusion for the reader in terms of this research. The research will explain. The definition of the key term is to make clear comprehension of this study and to give limitations to the terms of the research conducted. The key terms which were used in the present study were clearly and concisely clarified as follows:

1.6.1. Simple Present Tense Mastery

The simple present tense refers to an action or situation that does not change frequently, it is used to describe habits or routines, to express opinions, or to make general statements of fact. The simple present tense can also be used to refer to the future. Simple present tense mastery is conceptually defined as the knowledge and skill that allows people to do, use or understand simple present tense, and it is operationally defined as the ability of the eight grade students of SMAN 1 Blahbatuh in the academic year 2022/2023 in mastering simple present tense both of verbal sentence and nominal sentence.

1.6.2. Descriptive Paragraph Writing Ability

Descriptive paragraph writing ability is operationally defined as the writing ability of the eleventh-grade students of SMAN 1 Blahbatuh in constructing a

descriptive paragraph about a famous actor or actress in Indonesia which consists of the generic structure of those identification, description, and conclusion.



CHAPTER II THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A scientific study should be undertaken based on some 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. A literature review which is part of theoretical reviews is designed to provide an overview of sources that have been explored while researching a particular topic and to demonstrate to the readers how research fits into the larger field of study. In this chapter, the researcher describes the prominent points which include theoretical reviews which are related literature to this study. The theoretical reviews included simple present tense mastery and descriptive paragraph writing ability.

2.1.1 Simple Present Tense Mastery

Mastery is a great skill or knowledge about something which is had by someone. Mastery is necessary for effectiveness, but it is also a means for achieving deeper understanding. It means that mastery is completely having control over something superior through knowledge of a subject. According to Messer, mastery is the broad knowledge and skill in understanding the world of physical objects. It can be concluded that mastery is having a broad skill of knowledge in understanding objects. According to Werner, Simple Present Tense refers to an action or situation that does not change frequently. It is used to describe habits or routines to express opinions or to make general statements of fact.

According to Knapp and Watkins (2005), verbs are in the simple present tense to create a sense of timeliness. The simple present tense is the sentence that is used to express daily activity, habitual, and general statements, and it can be used to express the future. Based on those statements it can be concluded that simple present tense mastery is the students' skill to construct sentences that tell or show daily activities or general truth in the nominal or verbal form of positive, negative, interrogative, and negative interrogative sentences using their particular time signals.

Folley and Hall (2003) state that the simple present tense is the 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 direction or instruction). The simple present tense is 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 expression determine events that occur repeatedly or regularly.

2.1.2 Descriptive Paragraph Writing Ability

Writing is a very important ability to be conducted in the teaching-learning process. Writing is not only putting some words without thinking first but also the students need to know about what they want to write. Writing is also a form of communication that allows students to put their feelings or their ideas on paper to organize their knowledge. According to Langan (2010), writing consists basically

of making a point and then providing evidence to support or develop those points. Writing skills help learners get comprehensibility, fluency, and creativity in writing.

Writing ability is the skill of a writer to communicate information to a reader or group of readers. It means that writing ability is the ability to express the ideas and thoughts in writing clearly that must be mastered by the writer. In writing, five aspects must be ordered by the writer. It is needed to give clear information that what the writer means. It means that descriptive text is a kind of text with the purpose to give information about a particular person, place, or thing. In addition, Zamach and Rumisek (2005) wrote that a descriptive paragraph explains how a person, thing, animal, or place looks or feels.

Based on the explanation, it can be concluded that descriptive text writing ability is the ability to express ideas, feelings, and thoughts in written form to describe and give information about a particular person, place, or thing to the readers by fulfilling the five important points of writing including content, grammar, organization, vocabulary, and mechanics. Thus, to produce a good descriptive text, the students should have a good ability in writing.

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. The empirical review is structured to answer specific research questions within a research paper. Therefore, it enables the researcher to find answers to questions like the problem. In conducting this study, the researcher wanted to know about the correlation between simple present tense mastery and descriptive paragraph writing ability. The

researchers used those studies as a basic consideration to conduct the present study.

The empirical reviews were presented as follows:

The first study was conducted by Tisatun (2015) in her correlation research entitled "The correlation between the student's mastery of present tense and their writing ability at the eighth-grade of MTs Nusantara Dadap Indramayu. The objective of this study was to investigate the correlation between present tense mastery and writing ability. Based on the research result using the instrument of simple present tense tests and constructing a descriptive paragraph, the result showed that there was a correlation between simple present tense mastery and writing ability, especially about their apprehension and achievement of students. The findings of the previous research showed that there is a significant correlation between two variables; those 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. Based on the statement by Oshima and Hogue (2007) that the aspects will be focused on format, punctuation and mechanics, content, organization, grammar, and sentence structure.

The second research was conducted by Fitria (2016) in her correlation research entitled "The Correlation Between Students' Simple Present Tense Mastery and Their Writing Descriptive Text at The First Semester of The Eighth- Grade of SMPN Karya Penggawa Pesisir Barat in 2016/2017 Academic Year". Based on the research result using the instruments of simple present tense tests and constructing descriptive text. The result showed that there was a correlation between simple present tense mastery and writing ability, especially their apprehension and achievement to students.

The strength of the previous study, there was a scoring rubric for writing ability. There are no clear instructions for the descriptive paragraph construction test and the researcher has not mentioned the name of the test, especially for the topic that should be developed as a paragraph because the researcher was not explained the topic that should be developed as a paragraph. In the current research, it is given clear instructions for students to understand easily. The existence of rubric writing ability in answering descriptive paragraph writing ability. Clear instructions are also accompanied by topics that should be developed as paragraphs. The researcher can easily provide an understanding for students to understand more about the instructions given.

2.3 Hypothesis

Fraenkel and Wallen (2009) state that a directional hypothesis indicates the specific direction (such as higher, lower, more, or less) that a researcher expects to emerge in a relationship. A hypothesis is a prediction of what will be found as the outcome of a research project, and it 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. It stated that the result was not due to chance and that they were significant in terms of supporting the theory being investigated. In this present study, the hypothesis is stated as follows: there is a significant correlation between simple present tense mastery and descriptive paragraph writing ability of the eleventh-grade students of SMAN 1 Blahbatuh in the academic year 2022/2023.