The Correlation between Students' Simple Present Tense Mastery and Descriptive Writing Achievement of The Eleventh Grade Students of MAN 1 Palembang

UNDERGRADUATE THESIS

This thesis was accepted as one of the requirements to get the title of Sarjana Pendidikan (S. Pd)

by

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2017

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Assalamualaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan seperlunya, maka skripsi berjudul "THE CORRELATION BETWEEN STUDENTS' SIMPLE PRESENT TENSE MASTERY AND DESCRIPTIVE WRITING ACHIEVEMENT OF THE ELEVENTH GRADE STUDENTS OF MAN 1 PALEMBANG", ditulis oleh saudari Yunica telah dapat diajukan dalam sidang munaqasyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

Demikianlah terima kasih.
Wassalamu"alaikum Wr. Wb.

Palembang, Mei 2017

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THE CORRELATION BETWEEN STUDENTS' SIMPLE PRESENT TENSE

MASTERY AND DESCRIPTIVE WRITING ACHIEVEMENT OF THE

ELEVENTH GRADE STUDENTS OF MAN 1 PALEMBANG

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the examination committee on April 27, 2017

This thesis was accepted as one of the requirements to get

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This Thesis Dedicated To:

My beloved parents,

My beloved brother and sisters

All lecturers in English education study program

My best friend (Yulinda, yulia, zakia, tria and sondang)

The family of PBI 2012 and especially PBI 04

Motto

"Focus on what you've planned. Ignore it or thinking before do it"

Unknown ☺

You have brains in your head, you have feet in your shoes. You can steer

your self any direction you choose.

STATEMENT PAGE

I hereby,

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state that

1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.

2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept academic sanction of the cancellation on my magister degree that I have received through this thesis.

Palembang, April 27 2017

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ACKNOWLEDGEMENTS

This thesis was written based on the research that conducted on February at MAN 1 Palembang. The writer would like to express her great gratitude to Allah SWT god of the universe for the strengths and His blessing for the writer in finishing this thesis.

First of all, the writer would like to express her great gratitude to her two advisor, Hj. Lenny Marzulina, M.Pd. and Nova Lingga Pitaloka, M, Pd. who had patiently advised, guided and motivated in writing this thesis. Her great appreciation and gratitude also goes to all of lecturers of English Education Study Program who have given precious knowledge.

The writer would like to thank to the teacher of English and the eleventh grade students of MAN 1 Palembang who had been willing to participate and gave some contributions in this study. In addition, the writer would like to express her deepest appreciation to her parents, brother, and sisters for their endless love and support. She also likes to thank to her friends for their precious suggestions and helps.

Finally, the writer realizes that this thesis is far from perfect. Therefore, criticism and suggestion is needed. Hopefully, this thesis will be beneficial for the reader and researcher who want to conduct a research.

Palembang, April 2017
The writer,

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ABSTRACT

This study investigated the correlation between students' simple present tense mastery and descriptive writing achievement, and explored the influence of simple present tense mastery on descriptive writing achievement of the eleventh grade students of MAN 1 Palembang. The sample of this study was 70 students' of the eleventh grade students of MAN 1 Palembang. The technique of selecting the sample was convenience sampling. Then, to collect the data, the students were given two instruments, (1) grammar test; (2) writing test. Distributions of frequency data, Descriptive statistic, Pearson product moment correlation and regression analysis were employed to analyze the data. Based on the data analysis, it was found that r (.354) < r-table (.306) with significant level 0.03 which was lower than 0.05. Thus, it indicated that there was a significant correlation between students' simple present tense mastery and descriptive writing achievement. Besides that, based on the result of simple regression analysis of the variables, it was found that the students' simple present tense mastery gave significant effect in the level of 12.5 % toward descriptive writing achievement, and 87.5% was unexplained other factors. It was implied that the more students' master simple present tense the better their descriptive writing will be. Moreover, several suggestions for students, teacher of English, and future research are addressed in the present study.

Key words: Correlation, Simple Present Tense, Mastery, Descriptive Writing, Achievement

CHAPTER I

INTRODUCTION

This chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; (4) significance of the study.

1.1   Background

Nowadays, English has become an international language that is almost used by all countries as the first and also foreign language subject and it has played an important role in education. English seem to be one of the main languages of international communication. In Indonesia English as a foreign language is taught at junior and senior high school as a compulsory subject (Hammer, 2001.p.1; Launder, 2008.p.11). Many Asian countries including Indonesia have serious responds to the growing need to foster communicative abilities in English where English is taught as a foreign language (Wati, 2011. p.79). In this case, the students in junior and senior high school are hoped to master English to have good English ability especially for communication. By having a good communication, the students are expected to access knowledge by using English (Depdiknas, 2006).

In learning foreign language, there are four basic skills that must be mastered by English learners. Those are listening, speaking, reading, and writing (Zhang, 2013, p.834). Listening and reading are the processes of receiving, whereas, writing and speaking are processes of production, or put

it another way, output (Harmer, 2007, p. 265). Four of them have to be mastered by someone who teaches and learns English because it is a key to interact with people in the world. These skills can not stand alone without English language components such as vocabulary,pronunciation and grammar.

In relation to those four skills, writing is one of the important skills of a language. According to Harmer (2006, p.79), writing is a basic language skill, as important as speaking, listening and reading. According to Richard and Renandya (2002,p.303) there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. While, among the other skills, writing is a productive skill and considered one of the most difficult to learn in language teaching and learning and it is the most neglected skill in language education in Indonesia (Erkan and Saban, 2011, p.165; and Alwasiah, 2005, p.1). In writing the students are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and sociocultural competencies (Barkaoui, 2007,p.35). Writing as a part of productive skill (Linse, 2006, p.24), is more complicated and challenging than the other language skills (Harmer, 2004). In fact, writing habit in Indonesia is lower than reading habit (Khak, 2011). However, many students at high school do not aware of the importance of writing skill and the number of high school students that is successful in learning writing is too small (Thanh, 2015, p.53).

Nowadays, having a good mastery in writing plays a pivotal role in achieving success (Marzban & Sarjani, 2014, p.293). Then, writing is a fundamental language skill that is vital to academic success and a basic requirement for participation in civic life and global economy (Graham and Perin, 2007). In the content of education, developing fluency in writing has always been a fundamental aim in education (Peter, et al.2003. p.13). In addition, in our lives, we sometimes need to make official texts, for the purposes of communication or other business. Such cases, writing skill is the best supportive tool for us. It plays an important role in our life (Thanh, 2015, p.53). It is also worth remembering that most exams whether they are testing foreign language abilities or other skills often rely on the students' writing proficiency in order to measure their knowledge (Harmer, 2004, p. 3).

In line with that, Thanh (2015, p.53) proposes some benefits for students who have a good ability in writing. Firstly, writing is a good way to help develop their ability of using vocabulary and grammar, increasing the ability of using language. Secondly, writing is an essential tool to support other skills. If a student has good writing ability, they can speak and read the text more effectively. Thirdly, writing is a way to approach modern information technology as well as the human knowledge. Otherwise, it is necessary to mastery writing skill because it can help people have a well prepared when finding a job or attend English courses. With those benefits, writing is really very important to every student.

In relation to this, Xu and Pan (2011, p. 468) assert that English writing has been a hot topic in college English teaching and remains an area of many research and debates. Writing is more complicated and challenging than the other language skills (Muslim, 2014; and Harmer, 2004,p.3). It is also generally found that students have problems in organizing ideas and grammatical patterns and one of the main problems, that EFL students is confronting, is how to improve their writing abilities (Keshavarz et al, 2014, p. 78).

In order to get a good construction and well arrangement in a written form, the students have to produce good and right sentences. The students should know a set of rules that must be followed which is called grammar (Currie, P. & Cray, E. 2004). Grammar is often defined as the rule system of a language, but it is also useful to think of it as a resource for expressing meaning (Lynch and Anderson, 2013,p.4). Now, that it is important for the students studying in ELT program and those intending to be an English teacher to learn English grammar as part of their pedagogical competence (Muhlisin, 2015, p.144). Shiu (2011, p.2) states that grammar plays an important role in writing English, but usually Indonesian students find difficulties in learning it. This is caused by the rules of English which are different from those of Indonesian and one of the problems in learning English in Indonesia is that their mother tongue rules still influences them in using English.

Due to such conditions above, there is a significant need for students at all levels not only to be good written communicators, but also to understand the importance of good writing skills (Defazio et al, 2010, p.34). It is also necessary for students, particularly students in senior high school to know and understand the elements of writing which at least may comprise grammatical rules and vocabulary for these will influence their achievement in writing (Hinkel, 2004, p. 4; Shiu, 2011, p.7). But in fact, although English is taught as a first foreign language at school, it does not mean that the result of teaching is satisfying. On the other hand, despite the English teaching for so many years the students do not have the required skills, including listening, writing, speaking and reading (Kajloo, 2013, p.56). Many people complain about the poor English mastery of SMA/MAN graduates, the majority of them can't speak in English, even about their daily activities or life. They also have poor in writing, although they have hardly been given an exercise in writing English sentences or compositions (Mettaningrum, Dantes & Suarnajaya, 2013; Ratnah, 2013).

Moreover, in curriculum KTPS syllabus of junior and senior high schools curriculum require students to be able to write some kind of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof, and news items. Based on the explanation above, descriptive text is one genre that must be mastered by students in learning English. And theoretically, according to Evawina (2010) descriptive

paragraph is a paragraph which vividly portrays a person, place, or thing in such way that the reader can visualize the topic and enter into the writer experience. Then, Oshima and Hogue (2007, p.61) assert that descriptive writing appeals to the senses, so it tells how something, looks, feels, smells, tastes, or sounds. A good description is a word picture the reader can imagine the object, place, or person in his or her mind.

Besides that, descriptive text is not only text that learned at school but, descriptive text is always used in daily life. Students can find descriptive texts in promotion, advertisement, and the brochure of university profile. they can also find the description of people in a poster of a music concert, in a seminar. And so on. Those are examples of the authentic texts of descrptive texts that we can find in daily life. In descriptive text, one of language features that is always used is simple present tense. In simple present tense, the action is simply mentioned and there is nothing said about its completeness. According to Poerwita (2014,p.3) simple present tense is used to discuss permanent situations or something happens regularly and also used to show how often something happens with adverbs of frequency; always, usually, often, sometimes, occasionally, seldom, rarely, never, etc. And when discussing daily, weekly, monthly etc. routines. Similarly with Duckworth (2003, p.7) who says that the simple present tense is to talk about routines and things we do regularly. But in fact, not all students are able to write descriptive paragraph properly and in accordance with the existing elements in the descriptive text.

This phenomenon was perceived by most teachers of English in Junior and Senior high school in Indonesia, particularly in Palembang based on the writer's prelimenary and informal interview with the teacher of English at MAN 1 Palembang and also with 20 students as a representation from eleventh grade students at MAN 1 Palembang. The most problem that was faced by the students in learning English are grammar and writing. The students has problem in writing English because the students were difficult in comprehending writing texts. They did not know how to figure out particularly the components of the text, such as main idea, topic sentences, detail of the text and also the conclusion. Besides that many students are not interested in writing.

In the other hand, it was found that many students still have difficulties in mastering grammar, especially in mastering simple present tense. The students could not use the subject-verb agreement and usage; it was known that the ability of the students in using Simple Present Tense was low. Then, It was found that many students often did not understand why some sentences used auxiliaries, is, am, and are instead of auxiliaries do and does. All the problems above arose since the students did not understand the right rule of Simple Present Tense. Whereas, students said that they were very difficult in writing English because of some reasons: (1) the students seldom practice their writing English in daily activities; (2) the students were lack vocabulary in writing; (3) the students were difficult in mastering grammar; (4) and the last the students were not interested in writing.

Regarding the problems above, several related studies have been undertaken to investigate the correlation between students' simple present tense mastery and descriptive writing achievement. First, Nayu (2011) conducted a study to investigate correlation between students simple present tense mastery and descriptive writing achievement This research found that the mastery of simple present tense has significant correlation with the ability in wrtiing descriptive text of the seventh grade students of SMP N 1 Kauman in the academic year 2010/2011. Then, delivered by Khoirunnisak (2012), the result of this research showed that there is a significant correlation between students' mastery of simple present tense and their ability in writing descriptive text of the tenth grade students of SMAN 4 Purworejo in academic year 2012/2014.

In sum, based on the above descriptions, the writer was interested in conducting a research entitled "The Correlation between Simple Present Tense Mastery and Descriptive Writing Achievement of The Eleventh Grade Students' of MAN 1 Palembang".

1.2 Problems of The Study

The present study is an attempt to answer the following questions :

1. Is there any significant correlation between students' simple present tense mastery and descriptive writing achievement of the eleventh grade students of MAN 1 Palembang ?

2. Does students' simple present tense mastery significantly influence descriptive writing achievement of the eleventh grade students of MAN 1 Palembang?

1.3 Objectives of The Study

Based on the formulated problems of study, the primary objectives of this study are :

1. To find out whether or not there is correlation between students' simple present tense mastery and descriptive writing achievement of the eleventh grade students of MAN 1 Palembang.

2. To find out whether or not students' simple present tense mastery significantly influence descriptive writing achievement of the eleventh grade students of MAN 1 Palembang.

1.4 Significance of the Study

The results of the research are hoped to be useful, worth, and applicable information for many parties, as followed :

1. Students

First of all, this study is useful for students to know their weakness as foreign language learners and then the students can identify their mistakes in learning English especially in simple present tense and descriptive writing. Thus, they can enhance their knowledge, so, there are no more mistakes

made by the students in order to have good mastery in simple present tense and descriptive writing achievement.

2. Teachers of English

Then, for the teachers of English, the result of this research is hoped to give some information about students' problems in simple present tense mastery and descriptive writing achievement. Furthermore, by knowing which problem the students may lack, the teachers can anticipate the specific problems and help to solving their problems.

3. Others researchers

The study is also expected to be beneficial for future research in which it can be one of the references and other consideration to investigate the problem in similar field and it can also be used as information and input for the next researchers to observe in different points of view.

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) correlational study; (2) the concept of writing; (3) the concept of descriptive text; (4) assessment in writing descriptive text; (5) simple present tense; (6) previous related studies; (7) hypotheses; (8) criteria of hypotheses testing.

2.1 Correlational Study

In correlational research, investigators use a correlation statistical technique to describe and measure the degree of association (or relationship) between two or more variables or sets of scores (Creswell, 2012, p.358). Then, Cohen (2007, p.265) states that correlational (or causal) study is concerned with identifying the antecedents of a present condition. As its name suggests, it involves the collection of two sets of data (variables), one of which will be retrospective, with a view to determining the relationship between them. Similarly, Fraenkel, et al, (2012, p.338) states that in their simplest form, correlational studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common. Correlational study is also sometimes referred to as a form of descriptive research.

In the other hand, Fraenkel, et al. (2012, pp.331-332) defines that there are two purposes of correlational research, the major purpose of

correlational research is to clarify our understanding of important phenomena by identifying relationships two or variables. The next purpose of correlational research is as a prediction. If a relationship of sufficient magnitude exists between two variables, it becomes possible to predict a score on one variable if a score on the other variable is know. In this design, researchers do not need to manipulate the variables as an experiment, instead they look for the relationship between two or more variables using the correlation statistics (Fraenkel, Wallen & Hyun, 2012, p. 338).

Johnson and Christensen (2012, p. 340), states that the correlation coefficient is a measure of the strength of the straight-line or liner relationship between two variables. The correlation coefficient is value in the interval between -1 and 1 with zero shows that the variables uncorrelated. If the number is equal to +1.00 indicates a perfect positive correlation. If the number is equal to -1.00 indicates a perfect negative correlation. If the number is equal to zero, there is no correlation between the two variables. Positive correlation between two variables is when an increase in one variable leads to an increase in the other and a decrease in one leads to a decrease in the other. While, negative correlation is when an increase in one variable leads to a decrease in another and vice versa. The guidelines for interpreting the correlation coefficient can be seen in table 1:

Table 1

The Guidelines for Interpreting the Correlation Coefficient

Interval Coefficient	Level of Correlation
0.20 – 0.35	Weak
0.35 – 0.65	Fair
0.65 – 0.85	Strong
Over 0.85	Very Strong

Source:Cresswell, (2012, p.347)

2.2 The Concept of Writing

Harmer (2004, p.3) mentions that writing is a skill, unlike speaking which may be acquired naturally by children through exposing the language to them, which requires some learning. Then, Torrannce, Waes and Galbraith (2007, p. 2) define writing as a higher mental process involved in creating a permanent and extended text, which is adapted to an absent reader' needs and which satisfies the writer's communicative goals. While according to Mora-Flores (2009, p. 12), writing is a process by which we transfer our thinking, our ideas, and our experiences into written form. It is not only the combination of letter, which relate to the sounds when people speak, but writing is more than production of these graphic symbols. In writing the students are expected to acquire, requiring the mastery of a variety of linguistic, cognitive, and sociocultural competencies (Barkaoui, 2007,p.35).

There are some purposes of writing according to Granville (2001,pp.1-2) they are; (1) writing to entertain, Writing to entertain generally takes the form of so-called 'imaginative writing' or 'creative writing'. For

example, novels, poems, song lyrics and etc. (2) writing to inform is intended to tell readers about something. For example, newspaper, articles, scientific or business reports, instructions or procedures, and essay for school and university and etc, last (3) writing to persuade, for example adverstiments, magazine, some types of essay.

Moreover, the process of writing is complex in which these processes should be followed from its first step until the final step of writing. In every step of writing, the writer should make an evaluation in order to produce good writing quality. It is because once the writer misses to evaluate one step which could be a mistake, than another step will be followed by another mistake that connected to the previous step. Hedge (2000, p. 302) states that:

> "Writing is the result of employing strategies to manage the composing process, which is one of gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft, reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers".

Harmer (2004, pp. 4-5) states that the concept of writing has four main elements, they are as follows:

1. Planning: Before starting to write, writer plays what they are going to write. For ng detailed notes or jotting a few words. Still others may not actually write down any notes because they may do all their planning in their mind.

2. Drafting: A draft can be referred to the first version of a piece of writing. It is often done on the assumption that it will be amended later.

3. Editing: After writers have produced a draft, they usually read through what they have written to see where it works and where it does not. The order of information is probably not clear even they may use a different form of words or sentences.

4. Final version: Final version is the changes writing that writers make after they have edited their draft.

Similarly with Oshima, et al. (2008,p.30), defines that there are four main stages in the writing process: prewriting, planning, revising drafts, and writing the final copy . The following section gives more detailed description about the stages in writing process.

1. Prewriting is a process of brainstorming in which write freely about a topic, the purpose of freewriting is to generate as many ideas as possible and to write them down without worrying about appropriateness. grammar, spelling and so on.

2. Planning, in the planning stage, we organize the ideas that we have generated by brainstorming into an outline.

3. Revising drafts, after write the rough draft, the next step is revise it. In revising drafts we change what we have written in order to

improve it. And, check it over for content and organization. including
unity. coherence. and logic.

4. Final copy, after rereading the final copy. don't be surprised if you
   decide to make a few minor or even major changes. Remember that
   writing is a continuous process of writing and rewriting until you are
   satisfied with the final product.

2.3 The Concept of Descriptive Writing

2.3.1 Definitions of Descriptive Writing

Descriptive writing is a kind of writing used to describing a particular
person, places, or things. Oshima and Hogue (2007, p.61) assert that descriptive
writing appeals to the senses, so it tells how something, looks, feels, smells,
tastes, or sounds. A good description is a word picture the reader can imagine the
object, place, or person in his or her mind. Similarly, Ploeger (2000, p.241) also
defines descriptive writing or description as the method used in writing whose
aim is to describe physical items or objects of which features are concrete or
touchable, and it may be attained through using the sensory language or five
senses consisting of sight, hearing, smell, taste, and touch.

Based on the explanation above, it can be concluded that descriptive or
description writing is used to describe a particular person, place and thing within
actual word. Descriptive texts are almost similar to report text bacause descriptive
text focuses on specific things and its specific features meanwhile refort text
focuseson things in general. in other world, descriptive text consists of

identification, description, and conclusion which has some generic features of description. The example of descriptive writing can be seen below:

Natural Bridge National Park

Identification

Natural Bridge National Park is a luscious tropical rainforest.

Description

It is located 110 kilometres south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of the Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short 1 kilometre walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms.

Picnic areas offer toilets, barbecues, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

Heffernan and Lincoln (1986, pp.83-84) divide descriptive writing into three forms as follows:

1. Informative description an informative description makes the readers with ease identifying an object.

2. Analytical or technical description; an analytical or technical description makes the readers to understand the structure of an object;

3. Evocative description an evocative description is a writing which recreates the impression made by an object.

2.3.2 The Generic Structure and Grammatical Features of Descriptive Text.

The generic structure and grammatical features of descriptive text according to Kristono, et al (2006, p.125):

1) The generic structure of descriptive text:

a. Identification, contain the name of person, animal, or thing.

b. Descriptions, contain the description of the character appearance, habitat, behaviors and the personality.

c. The last, conclusion; optional statement to sum up main ideas.

2) Grammatical features

a. When describing a person, thing, or phenomenon, simple present tense is dominantly used.

b. When classifying and describing appearance/ qualities and parts/ functions of phenomena (is, are, has, have); relational verbs are used.

c. When describing something like behaviors/ users; action verb is commonly used.

d. Mental Verbs are used when describing feelings in literary descriptions, for example, She *felt unhappy. He liked dancing.*

e. Adjective is used to add extra information to nouns and may be echnical, everyday or literally, depending on the text; for example, *Turtles are covered with a hard, box-like shell.*

f. Personal and literary descriptions generally deal with individual things; for example, "*My favorite toy, my house, my big bear.*

2.4 Assessment in Descriptive Writing

Good writing in descriptive text is the main goal of writing instruction for all grade levels for students. It is necessary to use accurate assessment of writing descriptive text to know and to identify the students' ability and achievement and also to help plan future instruction. Assessment provides teacher to know which skill levels that the students' achieve or not . It is needed to help the teacher to know the skill level of their students. Then, achievement is a success in reaching particular goal/status or standard, especially by effort, skill, courage, and so on. Achievement is the result, the successfulness, the extent or ability, the progress in learning education experiences that the individual indicates relation with his/her educational learning . In this study, to assess the student's achievement in descriptive writing was used the rubric for descriptive writing from Brown (2007). The rubric for students' descriptive writing achievement can be seen in the appendix 1.

2.5 Simple Present Tense

According to Poerwita (2014,p.3) simple present tense is used to discuss permanent situations or something happens regularly and also used to show how often something happens with adverbs of frequency; always, usually, often, sometimes, occasionally, seldom, rarely, never, etc. And when discussing daily, weekly, monthly etc. routines. Similarly with Duckworth (2003, p.7) who says that the simple present tense is to talk about routines and things we do regularly Then, Hinkel (2004, p.145) states that simple present tense refers to actions or events that take place generally in the present, but not necessary at the present moment or time. From the above explanations we can concluded that simple present tense is not usually use to describe activities and states in which are generally and universally true. The Simple Present Tense is the tense for the description, definition and statements of general truth. To know the timelines and the form of simple present can be seen in the figure 1 below:

Figure 1.

Simple Present Tense Timelines
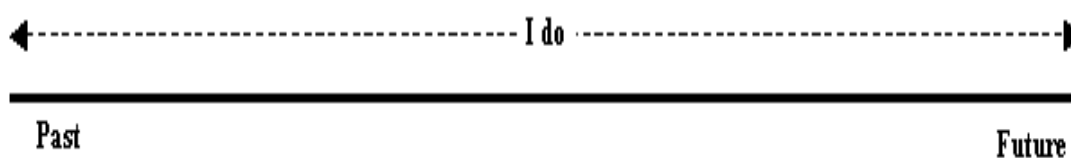
There are 3 form of simple present tense; positive, negative and interrogative

Azar (2006,p.68) and to know the forms in overall can be seen in the table 2 below:

Table 2
The Form of Simple Present Tense

POSSITIVE	NEGATIVE	INTEROGATIVE	NEGATIVE INTEROGATIVE
I work	I don't work	Do I work ?	Do I not work ?
You work	You don't work	Do you work ?	Do you not work
He/She/It works	He/She/It/ doesn't work	Does he/she/it work ?	Dose he/she/it not work ?
We work	We don't work	Do we work ?	Do we not work ?
They work	Theydon't work	Do they work ?	Do they not work ?

Additionally, there are also a common adverbs and time expressions

which are often used with the simple present tense to indicate frequency in

accordance with Azar (2006, p.68):

`

Adverbs	**Time Expressions**
100% Always	100% all the time
Usually	most of the time
Often	in generally, generally
Frequently	once (twice, etc.) a week
Normally	(month, etc.)
Sometimes	from time to time
Occasionally	(every) now and then
Seldom, rarely	off and on
Hardly ever	once while

2.6 Previous Related Studies

There are several related studies about the correlation between students' simple present tense mastery and descriptive writing achievement. There are:, Nayu (2011) conducted a study to investigate correlation between students simple present tense mastery and descriptive writing achievement of the seventh grade students of SMPN 1 Kauman in academic year 2010/2011. The number of sample was 37 students, which used cluster random sampling from regular class. There were two test forms to gather data; multiple choice tests to got the data of students simple present tense mastery and writing test to got the data of the students achievement in writing descriptive text. This research found that the mastery of simple present tense has significant correlation students' descriptive writing achievement of the seventh grade students of SMP N 1 Kauman in the academic year 2010/2011.

Similarly, Khoirunnisak (2012), conducted a study to investigate correlation between simple present tense mastery and descriptive writing achievement. The population of this study was the tenth-grade students of SMA N 4 Purworejo in the academic year of 2012/2013. The sampling process was administered by applying a purposive sampling technique. To collect the data, the researcher used test as the instrument. The result of this research showed that there was significant correlation between students' mastery of simple present tense and their achievement in writing descriptive text.

In line with that, Oktarina (2013), examined the correlation between the second year students simple present tense mastery & descriptive writing achievement at SMPN 3 Batang anai kab. Padang Pariaman. To fulfill this objective, a writing test and simple present tense mastery test that consist of 50-item in multiple choice form were distributed between 281 second year male and female students of SMPN 3 Padang Pariaman. The researcher used cluster random sampling technique to take sample and the total of sample were 32 students. Based on the result of this research, it was found that there was significant correlation between students' simple present tense mastery and descriptive writing achievement.

Based on some previous above, the difference between this current study and the previous studies are; (1) this current study examines the correlation between students' simple present tense mastery and descriptive writing achievement, and how much the students' simple present tense mastery influence the students' descriptive writing achievement, (2) the subjects of this study are the eleventh grade students of MAN 1 Palembang.

2.7 Hyphotheses

The hypothesis of the study are formulated as follows:

1. H_o : There is no significant correlation between students' simple present tense mastery and descriptive writing achievement of the eleventh grade students of MAN 1 Palembang.

H_a : There is significant correlation between students' simple present tense mastery and descriptive writing achievement of the elevent grade students of MAN 1 Palembang.

2. H_o : There is significant influence of students' simple present tense mastery over descriptive writing achievement of the eleventh grade students of MAN 1 Palembang

H_a : There is significant influence of students' simple present tense mastery over descriptive writing achievement of the eleventh grade students of MAN 1 Palembang.

2.8 Criteria of Testing The Hyphoteses

To test the hypothesis above, the researcher is used these criterions;

1. If p- output (sig. 2- tailed) is higher than 0.05, the null hypothesis is (Ho) is accepted, and the alternative hypothesis (Ha) is rejected

2. If p- output (sig. 2- tailed) is lower than 0.05, the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted.

CHAPTER III

METHOD AND PROCEDURES

This chapter presents: (1) research design; (2) research variables; (3) operational definitions; (4) subject of the study; (5) technique for collecting the data; (6) research instrument analysis; (7) data analysis.

3.1. Reseach Design

In conducting this research, correlational research was used in terms of explanatory and prediction research design to find out the correlation between variables and explain the results that may appear. The procedure was that, first; students' simple present tense mastery was identified by using grammar test. Second, the students' descriptive writing achievement was identified by using writing test. Then, the correlation and influence between variables was analyzed through Statistical Package for Social and Science (SPSS) based on the result of the test. Last, explanation and interpretation of the results were discussed. The following is the research design:

Figure 2. Research Framework
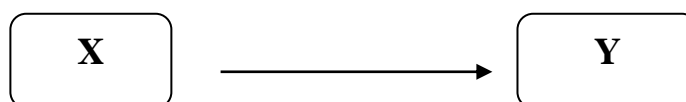
Note :

X = Students' simple present tense mastery

Y = Students' descriptive writing achievement

3.2 Research Variables

According to Fraenkel et al. (2012, p. 80), a common and useful way to think about variables is to classify them as independent or dependent variable. Independent variable is what the researcher chooses to study in order to assess their possible effect(s) on one or more other variables. The variable that the independent variable is presumed to affect is called a dependent variable. In common sense terms, the dependent variable depends on what the independent variable does to it, how it affects it. It is possible to investigate more than one independent (and also more than one dependent) variable in a study.

In this research, the independent variable was students' simple present tense mastery, while the dependent variable was the students' descriptive writing achievement.

3.3 Operational Definitions

To avoid the possibility of misinterpretation about some terms in this research, especially those used in the title, the definitions are provided : first the word correlation is a statistical measure to determine the tendency of two or more variables. In this research, therefore, the word *Correlation* refers to the relationship between simple present tense mastery and descriptive writing achievement. Second, *Mastery* refers to comprehensive knowledge or skill in a particular subject or activity. While the word *Simple Present Tense* refers to one of the basic tenses in English used to talk about routines and we do regularly. Therefore, the word *Simple Present Tense Mastery* refers to the students' comprehensive knowledge in a

particular subject about simple present tense. The test is in the multiple choice form about simple present tense test. The grammar test are composed of 40 items which consists of 2 parts, (1) the students are required to choose the correct answer to complete the sentences for each questions, the number of items are 1-40; (2) the students are required to answer the question based on the simple present tense form and the number of items are 41-60. Third, the word *Achievement* refers to things somebody has done and learned. While the word *Descriptive Writing* refers to a text that is used to describes the figure of someone, place, or thing. Therefore, the word *Descriptive Writing Achievement* refers to the score that was obtained from the students' descriptive writing test based on the topics given. The test is in the form of academic essay writing with the indicators: content, organization, grammar, mechanics and vocabulary.

3.4 Subject of The Study

3.4.1. Population

According to Creswell (2005, p. 145), population is a group of individuals who have the same characteristic, and in the other word population is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study (Fraenkel et al, 20012, p. 92). The population in this research was all the active students of the eleventh grade students of MAN 1 Palembang. It consisted of 10 classes and that had different number of students from each class. The table distribution of population of the study can be seen in the Table 3:

Table 3
Distribution of Population

No	Class	Number of Students
1	IPA 1	25
2	IPA 2	25
3	IPA 3	35
4	IPA 4	35
5	IPA 5	35
6	IPS 1	26
7	IPS 2	26
8	IPS 3	26
9	IPS 4	26
10	IPS 5	26
Total		**285 students**

Source : staff administration of MAN 1 Palembang

in academic year 2016/2017.

3.4.2 Sample

Fraenkel, et. al. (2012, p.122) states that one of the most important steps in the study process is the selection of the sample of individuals who will participate (be observed or questioned) which refers to the process of selecting these individuals. Besides that, the minimum acceptable sample size for a correlational study considered by most researchers should be no less than 30 (Fraenkel, Wallen& Hyun, 2012, p. 338; and Creswell, 2005, p. 150). The sample of this study was taken by using convenience sampling. Convenience sampling or, as it is sometimes called, accidental or opportunity sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or a group of individuals who (conveniently) are available for study and accessible at the time (Cohen (2007, pp.113-114 and Fraenkel, et al. 2012,p.99).

As stated above, convenience sampling was used in this study because the Headmaster of MAN 1 Palembang only permitted 2 classes as sample. The table distribution of sample can be seen in the Table 4 below:

Table 4
Distribution of Sample

No	Class	Sample
1	XI IPA 3	35students
2	XI IPA 5	35students
Total		**70 students**

3.5 Technique for Collecting the Data

In this study, there were two kind of instruments used to collect the data; grammar test and writing test. The following section gives more detailed description of those instruments.

3.5.1 Grammar Test

In this study, grammar test was used to obtain the data about students' simple present tense mastery. As a guideline to conducting the test, the grammar test about simple present mastery was adapted from some resources (Internet, books). The grammar test were composed of 60 items which consists of 2 parts. First, the students were required to choose the correct answer to complete the sentences for each question, the number of items 1-40. In the second part, the students were required to answer the question based on the simple present tense form and the number of item 41-60 (can be seen in appendix 2).

In the other hand, before the test was given to the sample, the test had been tried out to the one class of eleventh grade students of MAN 2 Palembang. The class was XI MIA 1 because it had similar characteristics to the sample, such as; 1) the acreditation was A; 2) the class was from sains class; 3) the class was recommended by the teacher of English. After doing the try out test, the validity and realibility of test items were analyazed before being given to the sample. After the test was valid and also consistent as realible test, the final test was produced. The table of specifications of grammar test can be seen in the Table 5 below:

Table 5

Specifications of simple present tense test

No	Aspects	Number	Total
1	Students are able to understand the positive pattern (verbal and nominal)	• Verbal: 1,5,9,12,16,17,19,29,30,32 • Nominal: 35,36,37,38,44,48,53,55,57,58	20
2	Students are able to understand the negative pattern (verbal and nominal)	• Verbal : 2,4,6,7,13,14,21,23,26,27 • Nominal: 39,41,42,45,46,47,50,51,54,60	20
3	Students are able to understand the interrogative pattern (verbal and nominal)	• Verbal: 3,8,10,11,15,18,20,22,24,25 • Nominal: 28,31,33,34,40,43,49,52,56,59	20
Total		60 items	

3.5.2 Writing Test

In addition, writing test was used as the second instrument to gain the information about students' descriptive writing achievement. The students were asked to write a descriptive text based on some topics given, such as; My Family, My Village, or My Cat, My House, My Hobby, My Idol, and My Teacher. Then, the students' write the text consisting at least two paragraphs in 45 minutes. In the other hand, before the test was given to the sample, the writing test also had been tried out to the one class of eleventh grade students of MAN 2 Palembang. After doing the try out test, the validity and realibility of test items were analyazed before being given to the sample. After the test was valid and also consistent as realible test, the final test was produced (can be seen in appendix 3).

3.6 Research Instrument Analysis.

 3.6.1 Test Validity

Fraenkel, et al (2012, p.148), states that the term "validity" refers to the appropriateness, correctness, meaningfulness, and usefulness of the specific inferences researchers make based on the data they collect. It means that validity test is used to measure whether the instruments are used valid or not. In this study construct validity and validity of each questions item were used as the validity of the instruments.

3.6.1.1 Construct Validity

In this study, construct validity was used to find out the validity of grammar test and writing test. Construct validity refers to the nature of the psychological construct or characteristic being measured by the instrument. How well does a measure of the construct explain differences in the behavior of individuals or their performance on certain tasks (Fraenkel, et al. 2012,p.148). In this part, the construct validity of the research instruments involved two types. They were the grammar test and writing test.

The researcher asked the lecturers of UIN Raden Fatah Palembang as validators. There are some charateristics for expert judgements or validators, such as: (1) English educational background, (2) English lecturer, and (3) minimum score TOEFL 500. The validators measured including such things as the clarity of printing, size of type, adequacy of work space (if needed), appropriateness of language, clarity of directions, and so on regardless of the adequacy of the question in an instrument that must be measured by giving test or tryout to students later on. From the three validators, first the results of grammar test were B, It means that the instrument test can be used with slight revision. Second, for the writing test the score were 4. It means that the writing test was appropriate. In overall based on the result, the instruments were appropriate to be used (see appendix 6).

3.6.1.2 Validity of Each Question Item

Validity of each question item used to indicate whether the test items of each questions of the grammar test are valid or not. To find out the validity of the test question items was analyzed by doing try - out. The try - out of the test was carried out on Sunday, 26th of January 2017 at 10.15-11.30 a.m. The instruments of the test was tested to 34 students (XI MIA 1) of eleventh grade students at MAN 1 Palembang. The result of the test was analyzed by using SPSS Statistics Program Version 16 with the correct answer was labeled 1 and the wrong answer was labeled 0. Then, if the result of the test shows that r_{output} is higher than r_{tabel} (0,339), it means that the item were valid.

In this case, there were 60 multiple choice items which was given to the students. The result analysis of validity in each question items by using SPSS 16.0. It was found that there were only 41 question items from 60 test items provided and could be used as the instrument since the scores of significance were higher than r-table (0,339). There were 19 question items were invalid since the scores of significance were lower than r-table (0,339). Knowing the result analysis of validity of the instruments can be seen in appendix 6.

3.6.2 Test Reliability

According to Freankel, et al (2012, p.154), reliability refers to the consistency of the scores obtained and how consistent they are for each individual from one administration of an instrument to another and from one set of items to

another. In this study split half technique in SPSS was used to find out the internal consistency reliability of the grammar test.

The grammar test consists of 40 test items and it was valid. On the other side, to determine the reliability of the total of grammar test, the result was analyzed by using Spearman Brown Formula in SPSS. Then the result of reliability of grammar test was reliable with the score 0.716, since the p-output is higher than 0,70 with N=34 (see appendix 7).

3.7 Data Analysis

In analyzing the obtained data, it presents analysis of students' score in grammar test, analysis of students' score in writing test, data descriptions, prerequisite analysis, correlation analysis, and regression analysis. T*he Statistic Package for Social Science (SPSS)* version 16.0 was used to process the data analyses.

3.7.1 Instrument Analysis

3.7.1.1 Analysis of Students' Score in Grammar Test

In this study, the data from grammar test was analyzed to determine the students' simple present tense mastery by observing the total of correct answer. Then, the data from students' correct answer in grammar test was calculated to find out the students' score. Then, the score of correct answer was multiplied by 2,5. Then, for each student a grammar test score was derived by summing all score of the 40 items. Furthermore, the result was classified based on mastery categories. The levels of students' mastery in grammar test were categorized

into excellent, good, fair and poor. The table categories of students score in grammar test can be seen in the Table 6 below

Table 6
The Categories of Students' Score in Grammar Test

Score Interval	Mastery Category
85-100	Excellent
75-84	Good
55-74	Fair
<55	Poor

(Source: Based on Curriculum Score Range of MAN 1 Palembang)

3.7.1.2 Analysis of Students' Score in Writing Test

The data from students' writing test was analyzed by the three raters, by using the rubric for descriptive writing assessment from Brown (2007). There are five aspects of the writing scoring system and the scale of each aspect was from one (1) to four (4) can be seen in appendix 1. As a result, the highest point of all aspect was 100. Since there were three raters, the total points from them were determine the students' descriptive writing achievement. The table categories of students score in writing test can be seen in the table 7 below:

Table 7
The Categories of Students' Score in Writing Test

Score Interval	Mastery category
85-100	Excellent
75-84	Good
55-74	Fair
<55	Poor

(*Source: Based on Curriculum Score Range of MAN 1 Palembang*)

3.7.2   Data description

This section presents the distribution of frequency of data and descriptive statistics which obtained from students' score in grammar and writing test.

3.7.2.1 Distribution of frequency data

In distribution of frequency data the students' score and its' score percentages from grammar test and writing test were analyzed. Then, to find out the result of frequency data SPSS Statistics Program was used.

3.7.2.2 Descriptive statistics

In descriptive statistics, the number of samples, the minimum score, the maximum score, mean, and standard deviation were obtained. Descriptive statistics were got from students' score in grammar and writing test.

3.7.3 Prerequisite analysis

Before analyzing all of the data obtained statistically, prerequisite analysis should be done to ensure that the data from each variable is normal and linear

3.7.2.1 Normality test

In this study, normality test was used to find out whether the data of grammar test and writing test was normal or not. Then, to find out whether the data was normal or not *1-sample Kolmogronov Smrinov* was used. If p-value is higher than 0.05 then it was normal and vice versa.

3.7.2.2. Linearity test

In this study, linearity test was conducted to measure whether the obtained data was linear or not. *Test for linearity* was used to measure students' score in grammar and writing test. Moreover, If deviation from linearity was higher than 0.05, the data was linear.

3.7.4 Correlation Analysis

Correlation analysis was used to measure the correlation between variables. Above all, in order to find out the correlation between students' simple present tense mastery and descriptive writing achievement, the students' grammar test score and writing test score were calculated by Pearson Product Moment Correlation Coefficient run by using SPSS. Then, the result was consulted to the correlation coefficient interval. After that, if

the correlation coefficient between the variables were found, the analysis was continued to see whether there was any influence between those variables.

3.7.5. Regression Analysis

As there was probability of correlation, thus, further analysis was continued by using simple regression analysis in order to find out whether or not students' simple present tense mastery had significance influence to their descriptive writing achievement. The significance of influence was determined by comparing the t-value with t-table and in order to know the influence of students simple present tense mastery in descriptive writing achievement, the influence was significant if R-square was higher than 0.05.

CHAPTER IV

FINDINGS AND INTREPRTATIONS

This chapter presents the findings and interpretations of the study. Data descriptions, Pearson product- moment correlation, and regression analysis were used to analyze the data by using *the Statistic Package for Social Science* (SPSS) version 16.0.

4.1 Research Findings

The findings are reported in these following sections: (4.1.1) the data descriptions for students' simple present tense mastery, (4.1.2) the data descriptions for students' descriptive writing achievement, (4.1.3) the results of normality test (4.1.4) the result of linearity test, (4.1.5) the correlation between students' simple present tense mastery and descriptive writing achievement, and (4.1.6) regression analysis.

4.1.1 The Data Description for Students' Simple Present Mastery

In analyzing the data description, there were two analyses done in this study: (1) distributions of frequency data, and (2) descriptive statistics.

4.11.1 Distribution of Frequency Data

Distribution of frequency data was used to see the certain score of the students and its score percentages from students' scores in grammar and writing test. The distribution of frequency data of grammar test can be seen in the Table 8.

Table 8
Distribution of Frequency Data of Grammar test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	30	1	1.4	1.4	1.4
	32	1	1.4	1.4	2.9
	40	3	4.3	4.3	7.1
	42	3	4.3	4.3	11.4
	45	1	1.4	1.4	12.9
	47	2	2.9	2.9	15.7
	50	3	4.3	4.3	20.0
	52	3	4.3	4.3	24.3
	55	6	8.6	8.6	32.9
	57	5	7.1	7.1	40.0
	60	4	5.7	5.7	45.7
	62	8	11.4	11.4	57.1
	65	3	4.3	4.3	61.4
	70	4	5.7	5.7	67.1
	75	7	10.0	10.0	77.1
	77	7	10.0	10.0	87.1
	80	4	5.7	5.7	92.9
	82	3	4.3	4.3	97.1
	85	1	1.4	1.4	98.6
	90	1	1.4	1.4	100.0
Total		70	100.0	100.0	

Based on the table above, it shows that from the 70 students following the grammar test about the simple present tense mastery, 1 student got score 30 (1.4%), 1 student got score 32 (1.4%), 3 students got score 40 (4.3%), 3 students got score 42 (4.3%), 1 student got score 45 (1.4%), 2 students got score 47 (2.9%), 3 students got score 50 (4.3%), 3 students got score 52 (4.3%), 6 students got score 55 (8.6%), 5 students got score 57 (7.1%), 4

students got score 60 (5.7%), 8 students got score 62 (11.4%), 3 students got

score 65 (4.3%), 4 students got score 70 (5.7%), 7 students got score 75

(10%), 7 students got score 77 (10%), 4 students got score 80 (5.7%), 3

students got 82 (4.7%), 1 student got 85 (1.4%) , and last 1 student got score

90 (1.4%). The distributions of frequency data in overall can be seen in

appendix 12.

Furthermore, the interval score, frequency and percentage from the

result of grammar test and also categories are described. The description is

displayed in this following table:

Table 9
The Categories of Students' Grammar Mastery

Interval Score	Category	Grammar Test	
		Frequency	Percentage
85-100	Excellent	2	2.8 %
75-84	Good	21	30 %
56-74	Fair	24	34.2 %
<55	Poor	23	32.9 %
Total		70	100 %

Based on the result analysis of students' score in grammar test, it

shows that 23 students got the score less than 55 in poor category (32.9%), 24

students got the score between 56-74 in fair category (34.2%), 21 students got

score between 75-84 in good category (30%) and the last 2 students got score

between 85-100 in excellent category (2.8%).

4.11.2 Descriptive Statistics

In this study the total of population in the eleventh grade students of

MAN 1 Palembang was 285 students. However, out of 285 students, 70

students participated in this study. The 40 items of grammar test were employed to investigate students' simple present tense mastery and it consisted of 2 parts. The result refers to the answers of the participants to the questions of the test. The descriptive statistical analysis of Grammar Test for the participants is displayed in this following table .

Table 10
Descriptive Statistics of Grammar Test

	N	Minimum	Maximum	Mean	Std. Deviation
Grammar_test	70	30.00	90.00	62.6286	13.88584
Valid N(listwise)	70				

Based on the table above, it shows that tthe maximum score of the participants overall in grammar test was 90, and the minimum score was 30. The mean score was 62.62 and the standard deviation was 13.88. This mean score indicates that the level of grammar mastery of participants is in fair category (see appendix 13).

4.1.2 The Data Description for Students' Descriptive Writing Achievement

In analyzing the data description, there are two analyses done; (1) distributions of frequency data, and (2) descriptive statistics.

4.1.2.1 Distribution of Frequency Data

Distribution of frequency data was used to see the certain score of the students and its score percentages from students' scores in grammar and

writing test. The distribution of frequency data of writing test can be seen in

the Table 11.

Table 11
Distribution of Frequency Data of Writing Test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	3	4.3	4.3	4.3
	37	3	4.3	4.3	8.6
	38	3	4.3	4.3	12.9
	39	4	5.7	5.7	18.6
	40	4	5.7	5.7	24.3
	41	1	1.4	1.4	25.7
	42	4	5.7	5.7	31.4
	43	2	2.9	2.9	34.3
	44	3	4.3	4.3	38.6
	45	1	1.4	1.4	40.0
	47	4	5.7	5.7	45.7
	48	4	5.7	5.7	51.4
	49	4	5.7	5.7	57.1
	50	6	8.6	8.6	65.7
	52	4	5.7	5.7	71.4
	53	3	4.3	4.3	75.7
	54	2	2.9	2.9	78.6
	55	2	2.9	2.9	81.4
	56	1	1.4	1.4	82.9
	57	4	5.7	5.7	88.6
	58	1	1.4	1.4	90.0
	61	1	1.4	1.4	91.4
	62	2	2.9	2.9	94.3
	66	1	1.4	1.4	95.7
	68	1	1.4	1.4	97.1
	69	1	1.4	1.4	98.6
	75	1	1.4	1.4	100.0
	Total	70	100.0	100.0	

Based on the table above, it shows that from the 70 students following the writing test about descriptive writing, 3 students got score 35 (4.3%), 3 students got score 37 (4.3%), 3 students got score 38 (4.3%), 4 students got score 39 (5.7%), 4 students got score 40 (5.7%), 1 student got score 41 (1.4%), 4 students got score 42 (5.7%), 2 students got score 43 (2.9%), 3 students got score 44 (4.3%), 1 student got score 45 (1.4%), 4 students got score 47 (5.7%), 4 students got score 48 (5.7%), 4 students got score 49 (5.7%), 6 students got score 50 (8.6%), 4 students got score 52 (5.7%), 3 students got score 53 (4.3%), 2 students got score 54 (2.9%), 2 students got score 55 (2.9%), 1 student got score 56 (1.4), 4 students got score 57 (5.7%), 1 students got score 58 (1.4%), 1 student got score 61 (1.4%), 2 students got score 62 (2.9%), 1 student got score 66 (1.4%), 1 student got score 68 (1.4%), 1 student got score 69 (1.4%), and the last 1 student got score 75 (1.4%). The distribution of frequency data in overall can be seen in the appendix 14.

Furthermore, the interval score, frequency and percentage from the result of writing test and also categories are described. The description is displayed in this following table below:

Table 12
The Categories of Students' Descriptive Writing Achievement

Interval Score	Category	Writing Test	
		Frequency	Percentage
85-100	Excellent	0	0 %
75-84	Good	1	1.4 %
56-74	Fair	12	17.1 %
<55	Poor	57	81.5 %
Total		70	100 %

Based on the result analysis of students' score in writing test , it shows that 57 students got score less than 55 in poor category (81.5%), 12 students got score between 56-74 in fair category (17.1%), and 1 student got score between 75-84 in good category (1.4%).

4.1.2.2 Descriptive Statistics

In this study the writing test about descriptive writing was used to examine the students' descriptive writing achievement. In this test there are 5 categories that should be mastery by students, (1) content; (2) organization; (3) grammar; (4) vocabulary; (5) mechanics. The range score from each categorized was 1-4. In addition, in writing test the students should make a descriptive text consisted at least two paragraphs based on the generic structures of descriptive text. The descriptive statistical analysis of students' writing test for the participants is displayed in this following table:

Table 13
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Writing test	70	35.00	75.00	48.3429	8.78550
Valid N (listwise)	70				

Based on the table above, it shows that the maximum score of participants' overall in writing test was 75 while the minimum score was 35. The mean score was 48.34 and the standard deviation of the students' writing

test was 8.785. This mean score indicates that the level of writing achievement of participants is in poor category (see appendix 15).

4.1.3 The Results of Normality Test

Normality was conducted prior to data analysis. *1-Sample Kolmogronov Smrinov* was applied to find the normalit of variables. The table of normality from each variable can be seen below:

Table 14
One-Sample Kolmogorov-Smirnov Test

		Grammar Test	Writing Test
N		70	70
Normal Parameters[a]	Mean	62.6286	48.3429
	Std. Deviation	13.88584	8.78550
Most Extreme Differences	Absolute	.142	.082
	Positive	.089	.082
	Negative	-.142	-.064
Kolmogorov-Smirnov Z		1.189	.689
Asymp. Sig. (2-tailed)		.118	.730

a. Test distribution is Normal.

Based on the table above, the results indicated that the data from each variable were normal since the p-values were higher than 0.05. It was revealed that in grammar test p-value (.118) was higher than 0.05 while for the writing test p-value (.730) was higher than 0.05 (see appendix 16).

The normality of each variable was also shown through the normal Q-Q Plot which is illustrated in Figure 3 and 4:

Figure 3: Normal Q_Q Plot of Grammar Test

Normal Q-Q Plot of Grammar_test
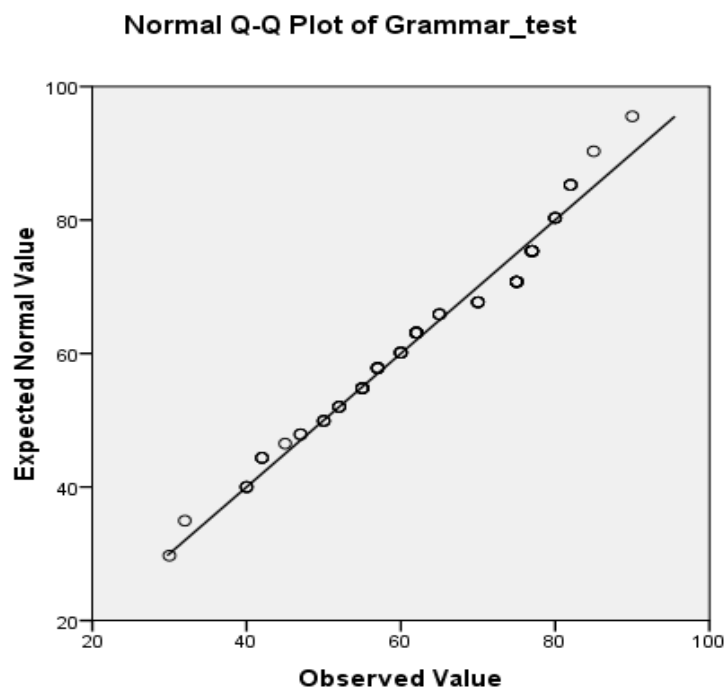
Figure 4: Normal Q-Q Plot of writing Test

Normal Q-Q Plot of Writingtest
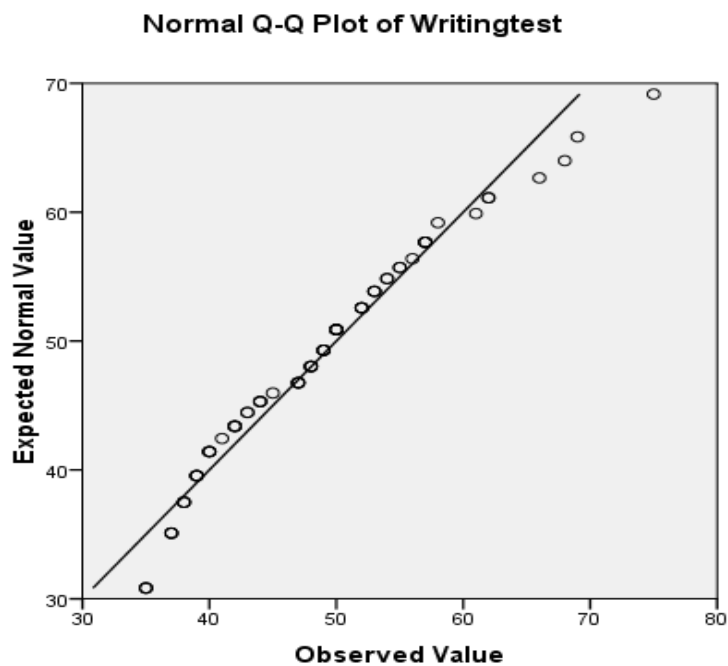
Diagonal lines in graphs illustrate the ideal situation of the data follow a normal distribution. The points around the line are the sample data that are tested. If most of points are very close to the line or even stick to the line, it can be concluded that data follow a normal distribution.

4.1.4 The Results of Linearity Test

Test for linearity was used whether the students' scores in grammar and writing test were linear or not. The deviation of linearity was obtained and the linearity tests of each variable can be seen in the Table 15 below:

Table 15
Linearity of the Data
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Grammar test * Writing test	Between Groups	(Combined)	5998.843	26	230.725	1.358	.183
		Linearity	1666.224	1	1666.224	9.807	.003
		Deviation from Linearity	4332.618	25	173.305	1.020	.465
	Within Groups		7305.500	43	169.895		
	Total		13304.343	69			

Based on the table above, the results revealed that all deviation from linearity (.465) were higher than 0.05. It indicated that all the data were linear (see appendix 17).

4.1.5 The Correlation between Students' Simple Present Tense Mastery and Descriptive Writing Achievement

As outlined in Chapter 1, the first research question "Is there any significant correlation between students' simple present tense mastery and descriptive writing achievement of the eleventh grade students of MAN 1 Palembang?" was answered in this section. The results from the Pearson's product moment correlation coefficient between the grammar test score and writing test score can be seen in the Table 16.

Table 16
The Correlation between Students' Simple Present tense Mastery and Descriptive Writing Achievement

		Grammar Test	Writing Test
Grammar test	Pearson Correlation	1	.354[**]
	Sig. (2-tailed)		.003
	N	70	70
Writing test	Pearson Correlation	.354[**]	1
	Sig. (2-tailed)	.003	
	N	70	70

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the result of correlation analysis revealed that the correlation coefficient or the *r-obtained* (.354) was higher than *r-table* (.235). Then, p- value (.003) was lower than 0.05. It means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. In other word, there was a significant correlation between students' simple present tense mastery and descriptive writing achievement of the eleventh

grade students of MAN 1 Palembang (see appendix 18). In relation to the classification of correlation elaborated by Creswell (2012, p.347), the correlation of two variables could be classified as fair.

4.1.6 Regression Analysis

This section answer the second research problem by analyzing the result of descriptive statistic for the simple present tense mastery and descriptive writing achievement.

In addition, since there was a significant correlation between simple present tense mastery and descriptive writing achievement, it can be inferred that students' simple present tense mastery has significant influence on their descriptive writing achievement. However, regression analysis was still used to find out if students' simple present tense mastery influence their descriptive writing achievement. Regression analysis of the variables can be seen in the table 17:

Table 17
The Regression Analysis of Students' Simple Present Tense Mastery
and Their Descriptive Writing Achievement
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	35.589	8.806		4.041	.000
Writing test	.559	.179	.354	3.120	.003

a. Dependent Variable: Grammar test

Based on the table above, the results indicated that the students' simple present tense mastery influenced their descriptive writing achievement significantly with t_{value} (3.120) was higher than t_{table} (1.667) with sig. value (.003) was lower than probability (0.05). Therefore, there was a significant influence between students' simple present tense mastery and descriptive writing achievement of the eleventh grade students of MAN 1 Palembang.

In addition, to know the percentage of students' simple present tense mastery influence on their descriptive writing achievement, R-Square was obtained. The percentage of students' simple present tense mastery and descriptive writing achievement can be seen in the table 18:

Table 18
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.354[a]	.125	.112	13.08239

a. Predictors: (Constant), Writing test

Based on the table of model summary above, the result of the analysis revealed that the R Square (R^2) was 0.125. It means that the students' simple present tense mastery gave significant effect in the level of 12.5 % toward descriptive writing achievement, and 87.5% was unexplained other factors (see appendix 19).

4.2 Interpretations

In order to strengthen the value of this study the interpretations are made based on the results of data analyses. According to the findings, there was a significant correlation between students' simple present tense mastery and descriptive writing achievement. Also, there was a significant influence of simple present tense mastery on descriptive writing achievement.

Based on the result of Pearson product moment correlations, it was found that there was a significant correlation between students' simple present tense mastery and descriptive writing achievement of the eleventh grade students of MAN 1 Palembang with *r*- .354. This means that students' simple present tense mastery had relation to their achievement in descriptive writing. There are some possible explanations to support this finding. First of all, based on the rubric used in descriptive writing (Brown, 2007) there are 5 categories that should be mastery by students in descriptive writing; (1) content (30%), (2) organization (20%), (3) grammar (20%), vocabulary (15%), mechanics (15%). Directly, grammar plays an important role in descriptive writing with the total of contributions up to 20% and in fact one of the language features in descriptive text uses simple present tense. So, it indicates that the more students' master simple present tense the better their descriptive writing will be. According to Lynch and Anderson (2013,p.4). Grammar is often defined as the rule system of a language, but it is also

useful to think of it as a resource for expressing meanings and grammar plays an important role in writing English. (Shiu, 2011, p.2)

Secondly, the majority of the students already accustomed to the types of tenses and writing genres given by teacher after nearly four or five years of studying English in junior and senior high school. Then, in their previous class (Tenth grade) the students was learned about simple present tense and descriptive text. In the other hand, many students in eleventh grade especially in science class take course after their school and it can help the students to improve their English achievement and that influence their grammar in mastery simple present tense and writing achievement. Last, time allocation and the topic chosen of the test suittable with their conditions or their real live. In this test the students' are describe something real and general. They may not feel hard to face this situation.

Even though the findings of this study revealed that students' simple present tense mastery has a significant correlation with students' descriptive writing achievement, it should not simply be ignored if there were some students still had difficulties in learning it. As stated above , the result of students' score in Grammar Test showed that the mean score was indicated that the level of student mastery in simple present tense of the eleventh grade students of MAN 1 Palembang was fair (M = 62.62 ; SD = 13.88). While, the result of students' score in writing test showed that the mean score of the writing test of this study indicated that the level of students achievement in descriptive text was poor (M= 48.39 ; SD= 8.785). The majority of students

(81,5%) have poor achievement in descriptive writing. Indicating they still had difficulties in writing even though they had good mastery in grammar.

Furthermore, the students' problem in writing might be because the students are not interested in writing, the students have difficulties in organizing their ideas, they may be confused how to start to write. Besides that, the students may lack in vocabulary and it make the students difficult to find the word choice and usage, that sometimes make the meaning of the sentences obscured and difficult to understand. This situation is supported by some experts; first, according to Thanh (2015,p.54) although writing is an essential skill, many students at high school are not interested in it. They are even not aware of the importance of writing skill in their learning. They often get low marks when doing the tests on writing skill and it affect their learning's result. In fact, students often have many basic mistakes in written works about spelling, grammar, punctuation and organization. Second, Keshavarz et al (2014, p. 78) argue that generally in writing the students have some problems in organizing ideas, grammatical patterns and one of the main problems, that EFL students is confronting, is how to improve their writing abilities. Then, Brown (2007, p.81) points out writing as an activity which is complex since it involves many skills, such as deciding what to write, determining the best way to convey it, and determining the way to put the ideas into paper as a text which are understandable for the readers to read. Then, good vocabulary mastery supports mastery of each of the

language skills, both receptive and productive skill (Cahyono and Widiawati, 2008, p.1).

Indeed, grammar is not only one of the dominant factors influencing in students' writing achievement. The students' also need to learn about the strategies used to make their writing more easily, for example brainstorming, guided tasks and etc. According to Harmer (2004,pp.11-12) for many years teaching of writing focused on the written product rather than on writing process. In other words, the students' attention was directed to the "what" rather than "how" of text constructed. However, we also need to concentrate on the process of writing and this regard, there are some strategies we need to consider: (1) the way we get the students' plan, before getting the students to write we can encourage them to think about what they are going to write by planning the content first.; (2) the way we encourage them to draft, reflect and revise. One way of encourage in drafting, reflection, and revising is to have the students involved in elaborative writing; (3) the way we response to the students. In order for a process in writing approach to work well, some teachers may need to rethink the way in which they react to their students' work.

In addition, to look deeper into the process of the study, the writer perceived there were some factors affecting the result of the present study and make the result of grammar and writing test not balanced, such us the uncontrolled situation in which the tests were completed. For examples, noises distraction, discussing questions and responses with other respondents

to complete the test in the class, honesty and seriousness given to fill out the tests, or even respondents' health was not good and etc.

The result of this present study is in agreement with the study of Oktarina (2013). This study found that there was high significant correlation between students' simple present tense mastery and descriptive writing achievement and also there was a significant influence between those variables. It was proved by the value $r_{calculated}$ 0.76 was higher than r-table 0.35. Then, it was implied that an increasing grade in simple present tense mastery had relationship with an increasing grade in achievement of descriptive writing. Moreover, Nayu (2011) also found that there was significant correlation between students' simple present tense mastery and descriptive writing achievement with r correlation 0.401. It can be predicted that if the student gets high score in simple present tense, they also will get high score in descriptive writing, and vice versa.

In short, the total contribution of students' simple present tense mastery and their descriptive writing achievement showed significant correlatation and influence. However the unexplained factors also had contribution on students' writing achievement. The findings of the study may have some beneficial for students, teacher of English, and next researchers.

Finally, this study was successful in investigating the correlation and the influence between students' simple present tense mastery and their descriptive writing achievement of the eleventh grade students of MAN 1 Palembang.

BAB V

CONCLUSIONS AND SUGGESTIONS

This chapter of this research presents: (5.1) conclusions, and (5.2) suggestions.

5.1 Conclusions

After the research was conducted at the eleventh grade students of MAN 1 Palembang in academic year 2016/2017, the major findings are summarized as follows.

First, according to the result of grammar test, the category mastery of the eleventh grade student in simple present tense was in fair category. While, the result of writing test indicated that the category achievement of eleventh grade student in descriptive writing was in poor category.

Second, based on the result of pearson product moment correlations, it was found that students' simple present tense mastery has a significant correlation with their descriptive writing achievement. Then, the correlation of two variables was classified as fair with *r-* .354. Besides that, based on the result of simple regression analysis of the variables, it was found that the students' simple present tense mastery gave significant effect in the level of 12.5 % toward descriptive writing achievement, and 87.5% was unexplained other factors. It means that the students' simple present tense mastery has a significant influence on the students' descriptive writing achievement

5.2 Suggestions

Based on the previous conclusions about the findings of this study, some suggestions are addressed to students, teacher of English and future research.

1. For Students

There are several recommendations for students in relation to this study. First, students should study hard and seriously in learning English, especially in learning tenses and descriptive text to improve their knowledge. Therefore, they do not need to be worry about difficulties they face while learning English and they should find their own strategy to minimize their problems that can make themselves enjoy in learning English. Second, they should increase their amount of time everyday in learning English in order to have good mastery in grammar and writing. Finally, the students should realize that grammar and writing play an important role in learning English.

2. For The Teacher of English

Even though the findings of this study revealed that students' simple present tense mastery has a significant correlation with students' descriptive writing achievement, it should not simply be ignored if there were some students still had difficulties in learning it. It is important for the teacher of English to find the best solutions to prove this problem. It may assist teachers of English to take some actions to face the situations and to lower the level of students' difficulties in learning grammar and writing.

3. For Future Research

The findings of this study were difficult to generalize because of a small number of sample. Therefore, it is recommended for future research to examine larger sample to make the research more effective. Last, as the finding of this study, it is suggested for future research to examine the other possible variables related to writing achievement such as other tenses, strategies, vocabulary, motivation, learning style and so on.

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Appendix 1

Rubric for Descriptive Writing

Aspect	Score	Performance Description	Weighting
Content (C) **30%** • **Topic** • **Details**	4	The topic is complete & clear & the details are relating to the topic	**3 x**
	3	The topic is complete & clear but the details are almost relating to the topic	
	2	The topic is complete 7 clear but the details are not relating to the topic	
	1	The topic is not clear & the details are not relating to the topic	
Organization (O) **20%** • **Identification** • **Description**	4	Identification is complete & descriptions are arranged with proper connectives	**2 x**
	3	Identification is almost complete & descriptions are arranged with almost proper connectives	
	2	Identification is not complete & descriptions are arranged with few misuse of connective	
	1	Identification is not complete & descriptions are arranged with misuse of connectives	
Grammar (G) **20%** • **Use present tense** • **Agreement**	4	Very few grammatical or agreement inaccuracies	**2 x**
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V) **15%**	4	Effective choice of words & word form	**1.5 x**
	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words & word forms	
	1	Very poor knowledge of words, word forms & not understandable	
Mechanics (M) **15%** • **Spelling** • **Punctuation** • **capitalization**	4	It uses correct spelling, punctuation & capitalization	**1.5 x**
	3	It has occasional errors of spelling, punctuation & capitalization	
	2	It has frequent errors of spelling, punctuation & capitalization	
	1	It is dominated by errors of spelling, punctuation, & capitalization	

Source: Brown 2007

Score : $\dfrac{3C + 20 + 2G + 1.5V + 1.5M}{40} x10$

Appendix 2 GRAMMAR TEST TRYOUT

Directions:

- **Write down your name and class on the answer sheet.**
- **This test consists of two parts about simple present tense.**
- **Time allocation : 60 minutes**
- **Choose the best answer by crossing (X) A,B,C or D to complete the sentences of the test below !**

Part 1

1. Suzy and I _____ tall and skinny.
   A. do
   B. does
   C. are
   D. is

2. They _____ German in the class.
   A. don't speak
   B. don't speaks
   C. doesn't speak
   D. not speak

3. What _____ think about Indonesian artist?
   A. do you
   B. do you do
   C. don't you
   D. are you

4. Our house _____ very large.
   A. not
   B. is not
   C. am not
   D. does not

5. Soccer _____ the most favorite sport in the word.
   A. do
   B. does
   C. is
   D. are

6. She _____ six years old.
   A. isn't
   B. aren't
   C. don't

Name :

Class :

Date :

D. doesn't

7. I _____ always _____ to dentist.
   A. am not, go
   B. don't, go
   C. doesn't, go
   D. am, goes

8. Do you _____ milk in your tea?
   A. liked
   B. likes
   C. like
   D. to like

9. God _____ _____be with us.
   A. is, usually
   B. is, always
   C. does, usually
   D. does, always

10. A : Does Joni ride a motorcycle to school?
    Y : No, ……………………………..
    A. she doesn't
    B. she don't
    C. he doesn't
    D. he don't

11. Q : Does she loves her mother ?
    Y : ……………………………
    A. Yes, she love her mother
    B. Yes, she loves her mother
    C. Yes, she does love her mother
    D. Yes, he is loving his mother

12. It _____ a beautiful day today.
    A. are
    B. am

C. be
D. is

13. I _____ know why you make me cry.
    A. do
    B. don't
    C. am
    D. am not

14. Exercises _____ always easy for beginner.
    A. isn't
    B. aren't
    C. don't
    D. doesn't

15. When _____ you _____ a bath?
    A. do, took
    B. do, take
    C. do, takes
    D. do, taking

16. Tania _____ a general manager of Maju Sejahtera Company.
    A. can
    B. are
    C. does
    D. is

17. They _____ a test every week in their school.
    A. do
    B. does
    C. have
    D. has

18. _____ the water boils at 100^0 C ?
    A. Do
    B. Does
    C. Is
    D. Are

19. Jogging 20 minutes in the morning _____ make our body fit.
    A. is
    B. are
    C. can
    D. do

20. _____ your parents _____ read a newspaper in the morning?
    A. Do, always
    B. Do, usually
    C. Does, always
    D. Does, usually

21. The teacher _____ want to attend this meeting.
    A. don't
    B. doesn't
    C. isn't
    D. aren't

22. _____ isn't really busy today?
    A. If
    B. Who
    C. Whom
    D. How

23. What are you talking about? I _____ what you mean.
    A. knows
    B. known
    C. don't know
    D. don't knows

24. why the people _____ this new minister?
    A. hate
    B. hates
    C. to hate
    D. hurt

25. What do you _____ at the weekend?
    A. going
    B. doing
    C. do
    D. does

26. I _____ enjoy this film very much.
    A. do
    B. don't
    C. am
    D. am not

27. I don't enjoy _____ in the park.
    A. play
    B. plays
    C. played
    D. playing

28. _____ Leona _____ to the hospital?
    A. Does, go
    B. Is, go
    C. Are, going
    D. Does, goes

29. She _____ a meeting _____ two thirty.
    A. is, at
    B. does, in
    C. has, at
    D. have, in

30. The black & white cat _____ a long tail.
    A. is
    B. are
    C. have
    D. has

31. Janny : Dann, do you _____ any idea to   share with me?
    Dann : Yes, I have
    A. has
    B. have
    C. had
    D. hasn't

32. Oranges, apple, banana _____ a good nutritions for our healt.
    A. has
    B. have
    C. is
    D. are

33. _____ your child _____ to eat all the time?
    A. Do, want
    B. Do, wants
    C. Does, want
    D. Does. Wants

34. _____ she let you go?
    A. do
    B. does
    C. is
    D. are

35. Mr. Patrick _____ tea every morning.
    A. drink
    B. to drink
    C. drinks
    D. is drinks
36. Every morning my mother _____ at 6 o'clock.
    A. get up
    B. get ups
    C. gets up
    D. getting up

37. Mr. Candra _____ emails in the evening.

A. write
B. is write
C. writes
D. does write

38. When my brother _____, what I have to do.
    A. come back
    B. coming back
    C. comes back
    D. is come back

39. William _____ speak Indonesian, he _____ from England.
    A. can't, coming
    B. can, come
    C. doesn't, comes
    D. does, come

40. Dolph : do you need something? Please tell me.
    Queen :Sorry, I _____ your help.
    A. need
    B. am need
    C. don't need
    D. very need

Part 2

Direction: Which sentences or question are correct based on simple present tense form?

41. A. She doesn't drink coffe
    B. She isn't drink coffe
    C. She doesn't drinks coffe
    D. She isn't drinks coffe

42. A. I am not know, where she is
    B. I not know, where she is
    C. I don't know, where she is
    D. I don't know, where is she

43. A. Why do you always come late?
    B. Why are you always come late?
    C. Why did you come late?
    D. Why you come late?

44. A. Kahfi always play football
    B. Kahfi always plays football
    C. Kahfi always playing football
    D. Kahfi always played football

45. A. He can't ride a bike
    B. He can't rides a bike
    C. He is ride a bike
    D. He ride a bike

46. A. I don't has enough money
    B. I don't have enough money
    C. I am not have enough money
    D. I have not enough money

47. A. She is not work, because she has a flu
    B. She has work, because she has a flu
    C. She doesn't work, because she has a flu
    D. She is work, because she has a flu

48. A. Mrs. Maria teach English subject
    B. Mrs. Maria teaches English subject
    C. Mrs. Maria teaching English subject
    D. Mrs. Maria teachs English subject

49. A. Does your father have a car?
    B. Does your father has a car?
    C. Are your father has a car?
    D. Your father has a car?

50. A. She doesn't come today
    B. She hasn't come today
    C. She isn't come today
    D. She don't come today

51. A. The tour guide don't want to help us go around
    B. The tour guide doesn't want to help us go around
    C. The tour guide is not want to help us go around
    D. the tour guide are not wants to help us go around

52. A. Who do your favorite actor?
    B. Who are your favorite actor?
    C. Who is your favorite actor?
    D. Who is your favorite actors?

53. A. I rarely cook every Sunday
    B. I rarely cooks every Sunday
    C. I rarely cooking every Sunday
    D. I rarely cook at every Sunday

54. A. He doesn't from Spain
    B. He don't from Spain
    C. He isn't from Spain
    D. He froms Spain

55. A. Mr. Parker has sell one of his house
    B. Mr. Parkmer has sells one of his house
    C. Mr. Parker sell one of his house
    D. Mr. Parker sells one of his house

56. A. What Anita speak English very well?
    B. Do Anita speak English very well?
    C. Does Anita speaks English very well?
    D. Does Anita speak English very well?

57. A. He has read a book
    B. He is reading a book
    C. He read a book
    D. He reads a book

58. A. Andy wash his car every week
    B. Andy washes his car every week
    C. Andy is wash his car every week
    D. Andy is washing his car every week

59. Q : Do you like to sing?
    W : ……………………
    A. Yes, I likes to sing
    B. B. Yes, I like to sing
    C. Yes, I am like to sing
    D. Yes, I do like to sing

60. A. A friendship isn't about commitment
    B.A friendship aren't about commitment
    C.A friendship don't about commitment
    D.A friendship doesn't about commitment

Appendix 3. Writing Test for Tryout

Directions :

1. Write down your name and class on the answer sheet.
   (Tulislah nama dan kelas di lembar jawaban)

2. Write a descriptive text consisting of at least 2 paragraphs in 60 minutes by choosing one of these topics below and pay attention on the generic structures of descriptive text:
   - My Family
   - My Village
   - My House
   - My Pets
   - My Hobby
   - My Idol
   - My Teacher

   (Buatlah sebuah karangan teks diskriptif ± 2 paragraph selama 60 menit, dengan memilih salah satu topik dari beberapa topik dibawah ini)

3. In this test, there are some criteria to be conducted; those are content (1-4), organization (1-4), grammar (1-4), vocabulary (1-4), and mechanics (1-4).
   (Dalam test ini, ada beberapa kriteria penilaian penulis yang yang akan dilakukan; diantaranya isi (1-4), organisasi (1-4), tata bahasa (1-4), kosakata (1-4), dan mekanik (1-4).

Answer Sheet

Name : ....

Class : ....

Topic : ....

DOCUMENTATION

TRYOUT TEST XI MIA 1 MAN 2 PALEMBANG

THE REAL TEST AT MAN 1 PALEMBANG