CHAPTER I

INTRODUCTION

This chapter is the general view of the problem which is described by the researcher. It consists of background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purpose of the problem. This research also discusses about importance of the research and defintion of the terms.

A. Background of the Problem

Tenses is a system which used to refer to time: present, past, and future. Many languages used tense to talk about time. In English, we used tense as method we used to indicate time. Other language may have no tenses but of course we can still talk about time used different methods. According to Hornby in Erom, (2014), tense is any of the forms of a verb that may be used to indicate the time of the action or state express by the verb. In line to Hornby says tense is verb that shows time. And according to Frank in Suryanto, (2007) states that, tense is special verb endings or accompanying auxilary verb signaling the time an event take place. From statements above, basically they have some opinions about tense.

According to Krohn, (1971) simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general. We were not only thinking about now, but it is used to say somethimg is true in general. Simple present tense is kind of tense which tell about activity that happen habitually or true is general.

According to Gerot and Wignell, (1995, p. 208) define descriptive text is kind of text which is aimed to describe a particular person, place or things. The researcher concludes that descriptive text is a text for describe person, place or a thing by visual experience. It is used to create a visual image of people, place, even of time days or season. It may also be used to describe the outwards appearance people. It may tells about their traits of character and personality. In order to be fluent English learners, the students have to master the four of English skills (listening, speaking, reading, writing) in the language learning processes. All these language skills are related to each other. In this relation, Alexander (1967) says that in order to be skilled performer, the students must become proficient in using the units of a language. It means, they have study about vocabulary, and grammar.

Students are also expected be able in writing based on the certain purpose which is familiarly called genre, there are genre are some kinds of genre which can be learned by students, such us narrative text, recount text, descriptive text, and report text. Descriptive text is kind of text which is aimed to describe a particular person, animal, place, things and others.

Based on my observation to the eight grade at SMPN 11 Rambah Hilir, some of the students were still low in writing skill. The quite difficult to write well based of standard in English. Although they had learned how to write in English but they did many mistakes in writing.

First, in writing many students were confused to express and develop their idea in writing descriptive text because they were low of orgnization of

descriptive text. the cause of students low of organization in descriptive text, when the teacher asked them generic structure in their descriptive text students didn't know and they were nervous.

Second, many students did not know how to write or they had not enough time to write. The problem of students when the teacher asked them to write descriptive text, they felt bored because they are lazy to think and write many sentences.

The last, many students did not know what it simple present tense which the main grammar component. The problem of students when the teacher asked them about present tense, they did not know and they were lazy to write the sentences.

In other hand, in fact of using tense in school, students were still got ambiguity to used the tense in sentence. They put tense not based on the formula. The problem of students related to the simple present tense. Most of them did not know the correct form of it. Many strategies had been used by teacher to improve students writing descriptive text. However, the result of the strategy did not change students' creative in writing. The teacher needees appropriate strategies to help her as solution for her problems. There would actually a strategy that could help students in decriptive text.

Based on the background above, the researcher would like to see "The Correlation between students' achievement of Simple Present Tense and their Writing Skill of Descriptive Text at the Eight Grade of SMPN 11 Rambah Hilir.

B. Setting of the Problem

Based on the problem described above, students got difficulties in using simple present tense even they have been learning it since the fifith grade of elementary school. They could not used it properly when they make a writing text, especially in writing descriptive text. There were some important components on writing be like; vocabulary, grammar, mechanics, organization and content.

1. Students' writing skill were still low. So, they were quite difficult to write well based of the standard in English.

2. The lack of simple present tense which the main grammar component on descriptive text made them often write the senteces in incorrect tense pattern.

C. Limitation of the Problem

According to the problem faced by students in this research, the researcher focused her research to found out the correlation between students' achievement between simple present tense and their writing skill of descriptive text of the eight grade at SMPN 11 Rambah Hilir.

D. Formulation of the Problem

After the researcher limited the problem faced by eight grade at SMPN 11 Rambah Hilir related to the simple present tense and descriptive text, could be formulated as follow:

1. Is there any correlation of students' achievement of simple present tense and their descriptive text in writing skill at the eight grade of SMPN 11 Rambah Hilir?

E. Porpuse of the research

In this research, the researcher tried to found out whether there is a correlation between students' achievement of simple present tense and their writing skill of descriptive text of the eight grade at SMPN 11 Rambah Hilir.

F. Significance of the research

The research would be useful for students as the aim of this research. The purpose is to improve their skills in using simple present tense and writing descriptive text. The researcher expected that students will be realize and recognize that mastering grammar, especially simple present tense is useful for having good skill in writing. By conducting this researcher hope that the result would reveal the simple present tense to the eight grade at SMPN 11 Rambah Hilir and their writing descriptive text. This research also hopefully can be referance for the next researcher who wants to a reseach about simple present tense or descriptive text in writing skill on the junior school students.

G. Definition of the key terms

The terms of this research as follows:

1. Present tense

According to Krohn (1971), simple present tense is tense denoting an action happening in this time. This tenses used to express habits, repeated actions, general truths and to give instructions or directions Rahmah (2010). The researcher concludes that present tense is a kind of tense which is describes the activity which is done by the subject regularly.

2. Writing

According to Hugley et al; (1983, p. 3) explain that "writing is a communicative act. It depends upon the awareness of the social expectation". This research writing can develop social relationship and social expectation because writing is one of the tools in communication.

3. Descriptive text

According to D'Angelo (1980, p. 11) descriptive text is a way of picturing images verbally in speech or writing and of arranging those images in some kind of logical or association pattern. In this research descriptive text means how to describes about the something. It is mean describe about person, place, thing, or idea using concrete and also vivid details.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher puts some theories related to the simple present tense, writing descriptive text and review of related finding to compare the differences in this research paper among several research results that took the simple present tense or writing descriptive text as their variables of the research. Conceptual framework also part on this chapter.

A. Review of Related Theories

1. Tenses

Tense is a system which use to refer to time: present, past, and future. Many language use tense to talk about time. In English, we use tense as method we use to indicate time. In other language may have no tenses but of course we can still talk about time use different methods. According to Hornby in Erom (2014) tense is any of the forms of a verb that may be used to indicate the time of the action or state express by the verb. In line Hornby says tense is verb that shows time. And according to Frank in Suryanto (2007) states that tense is special verb endings or accompanying auxilary verb signaling the time an event take place. From statements above, basically they have some opinions about tenses.

According to Richards and Schmidt (2002), tense is the relationship between the form of the verb and the time of the action or state it describes. According to Baker (2012) tense is a grammatical category which involves changing the form of the verb to reflect the

location of an event in time. The usual distinction is between past, present and future.

Actually tenses is a form of the verb that shows us the happening time of the action, shows the perfection level of an action when it is done. According to Maslud (1998), tense is a form of the verb which the verb shows an action that is done in present time, in the past and in the future.

The description of verb form different according to the way term, tense is interpreted. The most common interpretation of tense is semantic interpretation and the other is based on the verb form itself. In the basis of semantic interpretation, most grammar three tense systems; present, past, and future. Each of them expres time in relation to a particular point in present, past, and future respectively. This different tenses are signaled by verb ending or by their auxiliary verb.

The second basic of the tense is on the basic of verb alone. There are only two tenses; present and past tense. Each of them is marked by different forms in the lexical verb itself or in auxiliary use with verb.

The researcher concluded that tenses are a category of grammar that emphasizes the use of verbs that are associated with the time of use. In other words, tenses are differences in the form of a verb to express the difference in time and duration of an action or event.

2. Simple Present Tense

a.   Definition of Simple Present Tense

The concept of the tense is of verbs found in English but is not found in any other language, including in Indonesian. So, many Indonesian learners have difficulties with English verbs, particularly simple present tense. Tense is a verb from the shows time. According Ansell (2000), simple present tense is refer to actions which occurs at regular intervals.

In English grammar, simple present tense is a form of the verb that refers to an action or event that is on going that regularly takes place in present tense. Krohn (1971) given a different opinion is who states that simple present tense is denoting an action happening in this time. So, this tense is used to talk abot things in general. It is not only think about now, but is used to say something is true in general or to express a habit action with adverbs such as; often, usually, always, etc.

Simple present tense relates to the daily activities and to talk about the general truth. Simple present tense is the tense tha has specific characteristics. The characteristics can be seen from the function and form of the simple present tense.it has the agreement of the subject and the verb predicate. The function of the simple present tense is to show about daily activities and general truth and to show time table as well. The form of the simple present tense is subject+infinivite+object (S+infinivite+O).

b. Forms of simple present tense

The following forms of simple present tense are :

1. **Verbal**

    When the predicate is a verb, the sentences will be called is

    verbal sentence.

    a) Positive form

    Formula : S + Verb + (s/es) + O

    Example : My grandfather reads book every morning

    b) Negative form

    Formula : S + do/does + not + Verb + O

    Example : You do not get up 5 O'clock every day

    c) Introgative form

    Formula : Do/does + S + Verb1 + O

    Example : Does she work here?

2. **Nominal**

    When the predicate is a noun, pronoun, noun phrase, adjective

    or adverb, the sentence will be called is **nominal sentence.**

    a) Positive form

    Formula : S + to be + adverb

    Example : Putri and I are students

    b) Negative form

    Formula : S + to be + not + Adverb

    Example : My bed is not comfortable

c) Interogative form

Formula : to be + S + Adverb

Example : is your parent at home?

From the above, when the researcher make sentences in simpe present tense must the follow the forms and way to mak easy to writing the sentence. In simple present tense there are two forms, the first is **Verbal** and second is **Nominal.** In Verbal and Nominal there are three components, the first is positive, second is negative and the last introgative.

c. Characteristics of simple present tense

1) The predicate sentence in the form of this tense is bare infinivite. Specifically for the subject of a single third person, be like : He, She, It, or verbs that always end with the letter s/es.

2) Introgative sentences are formed by add do/does to verbal and to be (am, is, are) for non-verbal in front of subject.

3) while the negative sentence is by adding do / does not (don't or doesn't) for verbal sentences and to be, for non-verbal sentences behind the subject.

4) If the verbal sentence has used the word do/does not, then the letter s / es / ies ending is eliminited from the verb

So, the researcher concluded that characteristic of simple present tense is shows activities that become habitual, stating

irrefutable truths and apologizing, suggesting, making agreements, etc.

3. Writing skill

Writing is a language skill that is very important in our life. Through writing we can know information and can be inform others. Through writing we can also make transaction an tell what we feel. But, we know that writing or learning to write especially in a second language is not simply a matter of "writing things down". Writing is one of the four basic skills that are difficult to learn and very complex.

According to Antoni (2016), writing is one of the important skills in language learning including English as a foreign language. Writing skill is becoming increasingly important in global community particularly in education either as a second or in a foreign language learning.

Accoording to Word reference cited in Harmenita (2010), writing is one of the ways to give an idea or message which is form in writing on a piece of paper or the other area. It is an act of making marks on certain surface. Specifically, writing is one kind of expression in language which is created by particular set of symbol, having conventional values for representing the wordings of particular language which is drawn up visually.

According to Jim A.P in Hongqin (2014) states that writing skill in second language, explains that writing skill is complex and difficult to learn. Requiring mastery is not only grammatical patterns but also the rule

of writing such as high degree of organization in the development of ideas and information and also choosing the appropriate vocabularies and sentence structure to create a style which is appropriate to subject matter.

According to Nunan (2003, p. 88), writing is the work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear to a reader. It means that to express writers ideas in writing is not easy way, because they must get attention how to make writing ti be readers enjoy to read it.

On the other hand, as stated by Hacker (2009, p. 154) writing is the production of one self or others under the direction of one's goal directed metacognitive monotoring and control, and the translation of that thought into an external symbolic representation. The mean of this theory is clearly said that writing is production of writers though. The writer something actually has a goal, so i makes the goal can be created to make his/her writing well.

Futhermore, Taylor (2009) writing is not merely a skill we employ to record our knowledge, but the very moment at which we confront what learning and understanding are all about. So, it means that, while the reader will surely find plenty of guidanceon the practical issues that arise in writing an essay. Because taht, writing is very important for added our knowledge and also enrich our vocabulary with the write.

The researcher concluded that writing is making hand write where the one who write give a form for everything what they thinks and

whatever they feels. The researcher has to be able in using written language to give message and an idea.

4. Descriptive Text

There are many types of text that are learned by junior high school. they are procedure, narative, recount, descriptive and many others. One of them is Descriptive text. According to Nugroho (2012, p. 1), descriptive text is a kind of texts that describes the figure of someone based on their characteristics or acts., we can also describe something and someplace based on their own characteristics.

According to Springer (2006, p. 12), descriptive text is description about a particular person, places, or things. In descriptive text, usually uses the simple present tense. On the other hand, Benjamin B.V (2008:30), states that descriptive text is a kind of text that give ilustration oe to present person, place and thing which clear detailthat the reader can visualize or image about the object being describe. It means that, descriptive text can describe physical appearance of the object.

According to Pardiyono (2009, p. 34), descriptive text is a kind of text that describe information about something in description mode such as characteristics, behaviour, physical, appearance, etc. Then, this text also gives opportunityfor students to know about something.

Meanwhile, Keir (2009, p. 25), says that descriptive text is a text tells an idea by providing details about characteristics of people, place and things.

In conclusion, from all theories of descriptive text the writer make conclusion that descriptive text is a text to retell about person, thing, and place.

According to Wardiman (2008), the specify the generic structure of descriptive text into two parts, that is 1) introduction is the part of paragraph that introduces the character, 2) description is the part of paragraph that introduces the character. This indicate that a descriptive text has two elements an element to identify phenomenon (identifiction) and another one (description) to portray parts, qualities, or charcteristics. It means that the students make a descriptive text based on parts and rules of generic structure.

According to Kane in Alawi (2011), the generic structure of Descriptive Text is identification and description.

Meanwhile, Pardiyono (2007, p. 34) states that in descriptive text there are generic structures such as:

Table 1. Generic structure

No	Generic Structure	Meaning
1	Identification	Identifying the phenomenon to be described (person, thing, object, and place).
2	Description	Describing the phenomenon in parts, qualities, characteristics, etc.

Based on explanation above, the researcher concludes that descriptive text consists of two generic structures. They are identification and description. Descriptive text uses present tense as the grammatical pattern.

In conclusion, from all theories of descriptive text the writer make conclusion that descriptive text is a text to retell about person, thing, and place.

According to Syler in Alawi (2011) states that descriptive text has some characteristics as follow:

Table 2. Characteristics of Descriptive Text

No	Characteristics of Descriptive Text	Meaning
1	Use of simple present tense	Descriptive texts mostly use simple present tense.
2	Focus in specific participant	A topic that discusses in a descriptive text writing should be not change from the opening paragraph to the closing paragraph.
3	Use attributive and identifying processes	In descriptive text, the writers try to inform the content of the text to the readers through describing all aspect of the content of the topic.
4	Generic structure consist of identification and description	In descriptive text, the object that want to be told to the readers must be identified at the early paragraph and then described in the following paragraph.
5	Frequent use of ephitets and classifiers in nominal groups	The object or things described in descriptive text sometimes replaced by the epithets by the writer.

In descriptive text, the students also learn about generic structure. Beside the students know about definition of descriptive text, the students also know about generic structure of descriptive text. without generic structure the students can not write about descriptive paragraph correctly. The following generic structure of descriptive text by some experts.

5. Correlation

Correlation is a measure of the relationship between two variables and to report the correlation between two variables. According to Lind et al., (2008, p.12) defines that correlation is a statistic to measure the relationship between two variables, the basic idea of correlation analysis is to report the correlation between two variables. The variable X (horizontal line in the graph) and variable Y (vertical line in the graph) can be a non-linear relationship, positive or negative.

Correlation is that which consists of several parts and types. According to Sugiyono (2013, p.12) states that correlation is part of statistical science which has nine types: Pearson Product Moment Correlation (r), Correlation Ratio (y), Spearman Rank Correlation or Rhi (rs or p), Serial Correlation (rb), Serial Points Correlation Correlation (rpb), Correlation Phi (0), Tetrachoric Correlation (rt), Correlation Contingency (C), Kendall's Tau (8) correlation.

Pearson product moment correlation is a popular analysis among 9 correlation analysis techniques. This correlation was put forward by Karl Pearson around 1900. According to Sugiyono (2013, p.15) Pearson correlation is used to find relationships and prove the hypothesis of the relationship between two variable (bivariate) in the form of interval or ratio, and the data sources of the two or more variables are the same.

The purpose of this correlation is to find the correlation coefficient symbolized by r, its purpose is to determine the degree of relationship and express the contribution (contribution) of two variables between the independent variable (independent) which is symbolized by x and the dependent variable (dependent) which is symbolized y. According to Lind et al., (2008, p.16) states that correlation coefficient is a measure of the strength of a linear relationship between two variables.

The researcher can be concludes that correlation consists of several parts and types to measure the relationship between two variables and report the relationship between two variables looking for a correlation coefficient denoted by r, which aims to determine the relationship between two variables.

B. Review of Related Findings

There were some researchers carried out the research about the descriptive text and simple present tense. Some researcher had conducted the studies with this researcher, "The Correlation of Simple Present Tense and the Ability Writing Skill Descriptive Text of the Eight Grade at SMPN 11 Rambah Hilir." The studies below with researcher's research;

Firstly, Indrayani (2015) conducted research entitled "An analysis of students' skill in writing descriptive paragraph grade X of MA AL FATA Pasir Agung Bangun Purba". From the resesrch finding, it showns that most of the students had problems in understanding write in descriptive paragraph. The exellent in score between 80-100 means that

describe all of the part, qualities and characteristics completely. The score between 60-79 in good means that describe part, quality and characteristics , somewhat choppy and loosely.

Secondly, Utomo (2005) conducted research entitled "Error analysis on simple present tense in descriptive writing made by the eight year students of sltpn 2 Ungaran year academic 2005/2006" stated that the teacher should give more explanation of grammatical rules in English, particularly in simple present tense, so that the students understood more about this kind of tense. The teachers should drill the students with more exercises dealing with simple present tense in writing text. By giving a lot of practice in writing, the students trained to transfer their ideas into the English. It will help them in applying the simple present tense rules in their sentences.

Third, Indramaya (2004), on her research paper which was entitled "A study on the ability of the second year students of SMPN 3 Bangun Purba in writing A Descriptive Paragraph". The objective of this research was to find out the ability of the second year students SMPN 3 Bangun Purba in writing descriptive paragraph. It was A descriptive study. The sample of this study is the second year students SMPN 3 Bangun Purba. The instrument that the writer used to collect the data was a written test, which topic was prepared by the writer. The finding of this research showed that the students' ability in writing descriptive paragraph a SMPN 3 Bangun Purba is in mediocre level.

Fourth, Arrum Sari (2020), conducted research entitled "The correlation of simple present tense, creative thinking, in writing descriptive text at SMAN 13 Kabupaten Tangerang. In this research, the researcher used quantitative descriptive method. There were three variables in this research, students' simple present tense mastery as first independent variables, and descriptive writing skill as dependent variable, the technique of collecting data was using test and questionnaire. The finding of this research reveal that there was a significant correlation of simple present tense mastery, creative thinking and ability in writing descriptive text at SMA N 13 Kabupaten Tangerang.

The last, Dina Zahra (2015), on her research paper which was entitled " An analysis of students' ability on using simple present tense in writing descriptive text of class XII at SMAN 1 Lubuk Alung" the purpose of this research was to see the students' ability in writing descriptive text. writing is a skill that must be learned by the students. Writing in the learning process, they should have the ability to write the sentence that is good and true. To create a good and correct sentences they have to understand about grammar usage, especially in the simple present tense using that phrase that they create can be understood by the reader.
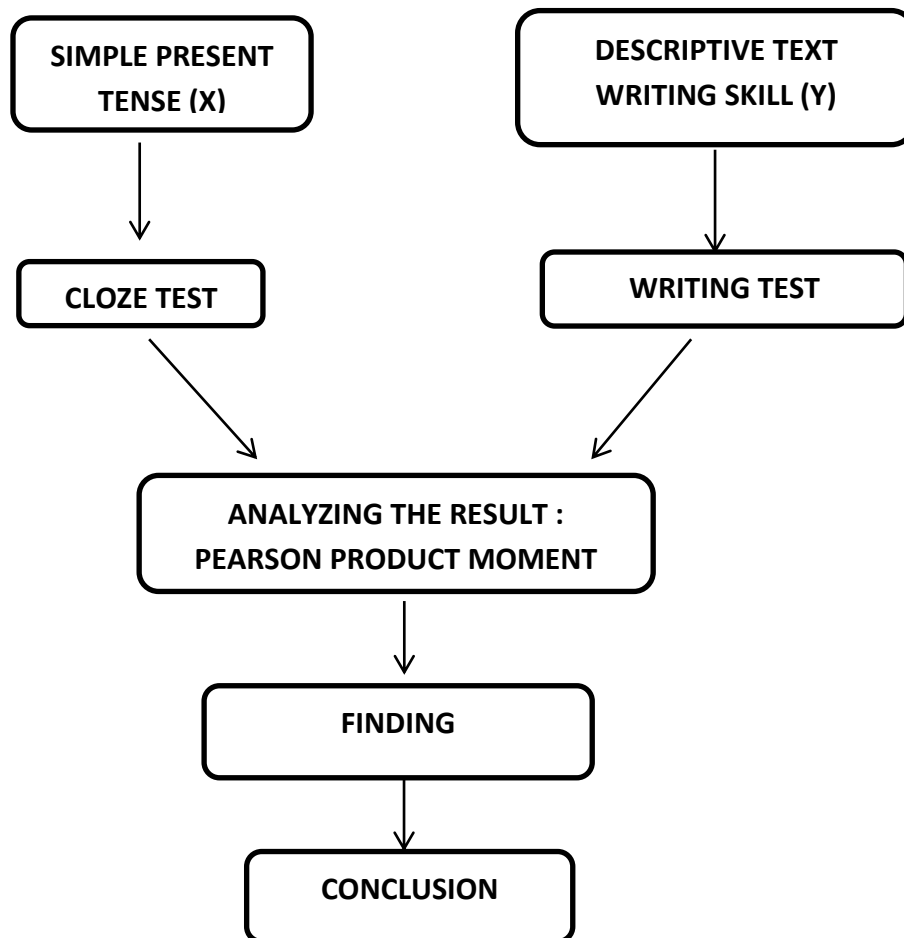
This research is completely different with the research above, although there were two variables such us: descriptive writing and simple present tense. The first research only empahize to find the error of the use in simple present tense in descriptive writing, the second research only

aimed to analyze the students' ability in writing descriptive paragraph, the third research the ability of the second year students SMPN 3 Bangun Purba in writing descriptive paragraph, fourth research reveal there was a significant correlation of simple present tense mastery, creative thinking and writing descriptive text, and the last research analyze the students' on using simple present tense in writing descriptive text. The purpose of this research was to find whether there was a correlation between students' achievement of simple present tense and their writing skill of descriptive text.

C.   Conceptual Framework

Conceptual framework is a diagram of the outline this research, the research describes the process of the research into a diagram in order to ease the reader to understand the outline, the research would be conducted by the research by the following digram:

Figure 1. conceptual framework

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┌──────────────────────┐          ┌──────────────────────┐
│   SIMPLE PRESENT     │          │   DESCRIPTIVE TEXT   │
│     TENSE (X)        │          │  WRITING SKILL (Y)   │
└──────────┬───────────┘          └──────────┬───────────┘
           │                                  │
           ▼                                  ▼
   ┌───────────────┐                  ┌───────────────┐
   │  CLOZE TEST   │                  │ WRITING TEST  │
   └───────┬───────┘                  └───────┬───────┘
            \                                /
             \                              /
              ▼                            ▼
        ┌──────────────────────────────────┐
        │     ANALYZING THE RESULT :        │
        │   PEARSON PRODUCT MOMENT          │
        └─────────────────┬─────────────────┘
                          │
                          ▼
                 ┌─────────────────┐
                 │     FINDING     │
                 └────────┬────────┘
                          │
                          ▼
                 ┌─────────────────┐
                 │   CONCLUSION    │
                 └─────────────────┘
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D. Hypothesis

Hypotesis is supposition or explanation theory that is provisionally accepted in order to interpret certain events or phenomena, and to provide guidance for further research. A hypothesis may be proven correct or wrong, and must be refutation. The hypothesis of this research can be stated as follows:

H0 (Null Hypothesis) : There is no correlation of simple present tense and their writing skill descriptive text at the eught grade in SMPN 11 Rambah Hilir.

H1 (Alternative Hypothesis) : There is a correlation of simple present tense and their writing skill descriptive text at the eight grade in SMPN 11 Rambah Hilir.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains about the design of the research includes the place will be taken for doing the research, the population and sample of the research, and also the technique in colleting and analyzing the data taken at the eight grade in SMPN 11 Rambah Hilir. This chapter explains about the direction of this resesarch and also the procedure would be taken by the researcher in collecting data.

A. Research Design

Define the research design in advance is the most essential part of conducting a research since the research design determines the statistical decision being made. As the topic indicates, the primary aim of the study is to reveal the correlation of the simple present tense and writing descriptive text. So, this research identified the possible relationship of the two variables. In other words, this study is a correlational research.

According to Gall and Borg, (2003, p.320), correlation research refers to studies in which the porpuse is to discover relationship between variables through the use of correlation statistics. Foor further, it explained that the basic design of correlation research is very simple, involving nothing more than collecting data on two or more variables for each individual in a sample and computing a correlation coefficient.

In this research, there are two kinds of research variables. According to Arikunto (2002), research variables are the specifics points or the certain objects of the research want to notify by the researcher.

B. Setting of the Research

This research was conducted at SMPN 11 Rambah Hilir. This school is located at Rambah Hilir Sub district, Rokan Hulu Regency. The research was conducted on November 10th, 2020. The participants of this research are the eight grade at SMPN 11 Rambah Hilir.

C. Population and Sample

Population of the research was one of the most important things in the resesarch to be measured. The number of population of the eight grade at SMPN 11 Rambah Hilir were 15 students and the sample method was used in this research is total sampling. It meant all the number of population of the eight grade was sample of the research.

D. Instrumentation

According to Arikunto (2002, p.136), research instrument is a devided use by the researcher while collecting data to make his work become easier and get a better result, complete and systematic in order to make the data easy to be processed.

Because there were two variables that the researcher want to observe students' simple present tense and writing skill of descriptive text, two instruments use in this research, the researcher used two types of tests:

1. Cloze test, it was use to test students' simple present tense.

According Hornby (2002) a cloze test is an exercise, test, or assesments consists of a porstion of text with certain words removed (cloze test), where the participants were asked to choose the missing words.

2. Writing test, it was used to test students' writing skill descriptive text.

E. Procedure of the Research

Procedure of the research was the step used taken by the researcher to do the research at SMPN 11 Rambah Hilir. The research was consist of two type of test such us simple present tense test which was form in cloze test to measure the students' of simple present tense and writing test to measure the students' skill in writing descriptive text.

F. Technique of Collecting the Data

The collecting data was the success step to conducted. The researcher wanted to know about the students' in simple present tense as well as their skill in writing descriptive text and to prove wheter there was a significant correlation between those two variables.

1. **Simple present tense test**

As the researcher want to know about the students' in simple present tense, a present tense test was used the test in the firm of cloze test. It was consisted of 20 items, it consisted of 20 deleted parts which the students are supposed to complete related to the present tense verbs pattern.

2. Writing test

As stated in the previous section, the writing test was in the form of descriptive writing subjective scoring. The researcher asked the students to write a descriptive writing based on some topics would be given to them.

G. Technique of analyzing the Data

In order to answer the research problems, the data that has been gathered was analyzed and interpreted with regard to the research design. The data was in numerical form, statistical analysis was applied by using SPSS application to easy the researcher in computing the result of the test.

To find out wheter or not there was a correlation between students' of present tense and their skill in writing descriptive text, the correlation coeficient showing the degree as well as the direction of the relationship between the two variables will be computed. As the data is in the form of interval scale because there would be always a possibility that the result of the study would show no relationship between the variables, the researcher used SPSS Application program to calculate result of the students' test in both variables.

1. Simple present tense

As the instrument used as the tool of research in this study are in the form of objective test to measure in present tense. The present tense test consisted of 20 items and they were in the form of completion test. Thus, the researcher scored 1 for each correct answer and 0 for the wrong

answer. To get the real score of the present tense test for each student the research use, the following formula:

$$M = \frac{x}{n} x 100\%$$

Where :

M : Students score

X : Total of correct answer

N : Total of item

(Harahap, 1998, p.52)

In this research, the researcher evaluated the students writing result based on five aspects (Appendix III). According to Heaton (1991, p.135) there were five aspects to be evaluated in writing, they are: content, organization, vocabulary, grammar, and mechanic. To conversions from percentage to latter grade, one coomon method of assignung letter grades is based upon the following percentages.

Table 3. Percentage of the level in students' writing result

Percentage Level	Letter Case	Criterion
85-100	A	Excellent
70-84	B	Good
55-69	C	Fair
50-54	D	Poor
49-0	E	Very poor

To get the real score of descriptive writing test, the researcher was helped by the raters to check the students writing based on scoring rubric of descriptive writing above,. The raters were chosen from the English lecturers of English Study Program in University of Pasir Pengaraian.

2. **The correlation of simple present tense and the ability writing skill descriptive text**

   The correlation of simple present tense and the ability writing skill descriptive text, the researcher followed some steps, they are:

   1) To find out the score of the correlation (rxy) the researcher used SPSS Application.

   2) After get the score of rxy, the researcher gave interpratation to the rxy score, as suggested by Sudijono (2012, p.193) as followed:

      a. To determine the correlation criteria by applying the indexes of correlation, as follows:

   Table 4. the scale of level indexes of correlation

The score of product moment	Interpretation
0.00-0,20	Very low correlation
0,20-0,40	Low correlation
0,40-0,70	Fair correlation
0,70-0,90	Sufficient correlation
0,90-1,00	High correlation

b. To determine the significant standard 5% and testing the hypothesis.

c. Making conclution with comparing the score of correlation r product moment with r table.