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*Assalamu'alaikum Wr.Wb.*

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Title : Correlation Between Students' Simple Present Tense Mastery and Their Ability In Writing Descriptive Text At Tenth Grade of SMA Bhinneka Karya 6 Boyolal in Academic Year 2018/2019

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Thank you for your attention.

*Wassalamu'alaikum Wr.Wb.*

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## RATIFICATION

This is to certify the Undergraduate thesis entitled “**A Correlation Between Students’ Simple Present Tense Mastery and Their Ability in Writing Descriptive Text at Tenth Grade of SMA Bhinneka Karya 6 Boyolali in Academic Year 2018/2019**” by Siti Yulaiekah (153221005) has been approved by the Board of Thesis Examiners as the requirement for the degree of *Undergraduate* in Cultures and Languages Faculty.

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## **DEDICATION**

This thesis is dedicated to :

1. Her beloved parents, Mr. Suprojo and Mrs. Almarhumah Suwanti, who have already prayed and supported for my success, and advised me all the time.
2. Her beloved brother who always cheers me up
3. Her beloved friends who always support me
4. My beloved Almamater IAIN Surakarta.
5. My beloved DEMA Fakultas FITK 2017 and DEMA FITK 2018.
6. My beloved SEMA IAIN Surakarta 2019.

**MOTTO**

Indeed, with hardship ( will be ) ease, So when you have finished (your duties),  
then stand up (for worship). And to your Lord direct (your) longing.

(QS. Al-Insyirah:6-8)

“Learn from Yesterday, live for today, hope for tommorrow.”

(Albeart Elinstein)

## **PRONOUNCEMENT**

Name : Siti Yulaiekah  
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Study Program : English Language Education  
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I hereby sincerely state that the thesis titled “A Correlation Between Students’ Simple Present Tense And Their Ability in Writing Descriptive Text at The Tenth Grade Students of SMA Bhinneka Karya 6 Boyolali in Academic Year 2018/2019” is my real masterpieces. The thnigs out of my masterpieces in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am writing to take academic sanctions in the form of repeating my thesis and academic degree.

Surakarta, 27 Agustus 2019

Stated by

Siti Yulaiekah

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The researcher realizes that thesis is far from being perfect.  
The researcher hopes that this thesis is useful for the researcher  
particularly and readers generally.

Surakarta, 27 Agustus 2019

The researcher

Siti Yulaiekah



## ABSTRACT

Siti Yulaiekah. 2019. *A Correlation between Students' Simple Present Tense Mastery and Their Ability in Writing Descriptive Text at the Tenth Grade Students of SMA Bhinneka Karya 6 Boyolali in Academic Year 2018/2019*. Thesis. English Language Education, Cultures and Languages Faculty.

Advisor : Dr. H. Giyoto, M.Hum

Key words : Simple Present Tense Mastery, and Writing Descriptive Text.

This research is intended to whether there is a correlation between students' simple present tense and their writing descriptive text at the Tenth grade students of SMA Bhinneka Karya 6 Boyolali in academic year 2018/2019.

The design of this research is correlation design. The research was carried out a SMA Bhinneka Karya 6 Boyolali in academic year of 2018/2019. The population was the tenth grade students of SMA Bhinneka Karya 6 Boyolali. While the sample was 44 students of X IPA and IPA 2 class taken by simple runderdum technique. The instrument to collect the data was test. Test is used to collect the simple present tense mastery, and writing descriptive text ability data. In analyzing the data, the researcher used *Person Product Moment* formula to answer the hypothesis.

The result of the research showed that there is positive correlation between students' simple present tense mastery (X) and writing descriptive text (Y). The coefficient correlation is higher than r table ( $0.446 > 0.297$ ). The result of the research also showed that the contribution students' simple present tense mastery and writing descriptive text is 19.89%. Therefore, the researcher concluded that there is positive significant correlation between students' simple present tense mastery and their ability in writing descriptive text at the tenth grade students of SMA Bhinneka Karya 6 Boyolali in academic year 2018/2019.

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## CHAPTER 1

### INTRODUCTION

#### A. Background of The Study

Language is important in humans life, such as in thinking, communicating ideas, and negotiating with other (Sanggam, 2008:1). It means that language is very important, without language people cannot interact with other.

Nowadays, many people learn English as the international language. English is as an international language taught in many countries in the world. Budiharso (2004:4) states that English in the major language which is used by people in some sectors. In Indonesia, English is as the foreign language which is a compulsory subject, and one of goals is to develop oral and written communication competence. There are four basic language skills in English, namely listening, speaking, reading and writing. These four language skills are related and integrated to each other. The four skills can be divided into receptive and productive skill as follow, productive skill are speaking and writing, while open-minded skill are listening and reading (Watkins, 2005: 57). As Productive skill writing is important to be learned. Writing needs more attention in teaching, because writing is more difficult than other skills. Writing one of productive language skills which deal with conveying message with the use of graphic symbols stated from Spratt (2005: 26). According to them,

writing is an activity to communicate one idea by using letter, words, phrases, and clauses to form a series of related sentence. This definition shows that writing is conveying a message through writing text. Writing is a reflection of what already has been formulated in the mind of writer, and by implication, suggested that writing is a process that what we write is often heavily influenced by constrain of genres, then these elements have to be present in learning activities.

In writing there are many kinds of text. One of the text is descriptive text. Descriptive text is a text which is intended to describe a particular person, place or thing (Juanita Siahaan,2013:115). It means descriptive text is a kind of text by giving information about particular person, place or thing. “it differs from report which describes things, animals, persons, or other in general. The social function of descriptive text is to describe particular person, place, or thing” (Mursyid,2005 : 4).

Based on the syllabus of senior high school, there are four text genres. They are narrative text, recount, procedure and descriptive text. A descriptive text, based on (Emilia,2011 : 82) is a text which is used to describe a particular person, place or thing or something in writers’ mind. To be able to write a descriptive text well, students need to pay attention to the grammar as one of the aspect in scoring writing.

In relation with the previous research that was researched by Anies Prasetyaningsih 2017 in her thesis entitle “Correlation between students’ mastery of cohesive device and writing ability in descriptive text at

eleventh grade of SMA Muhammadiyah 1 Karanganyar in the academic year of 2016/2017, the objective of this study is to find the correlation between cohesive device and writing ability in descriptive text, while in this research, the researcher focus on simple present tense mastery. Furthermore, the similar variable between the previous study and this research is writing descriptive text. The population of this research was the eleventh grade students in academic year of 2016/2017. This study used correlation method with quantitative approach.

Grammar is called as organization words that are combined into sentences to express thought and feeling in to idea in writing. In teaching English as foreign language, the students need to master grammar because by mastering grammar students will be able to speak and write English correctly. In mastering English grammar there are many rules that should be mastered by the students. One of the rules is simple present tense.

The simple present tense refers to action or simulation that do not change frequently. It is used to describe habits or routine, to express opinions, or to make general statement of fact, the simple present tense is used in descriptive text. As we know descriptive text often uses simple present tense formula. (Hartanti, yuania 2007 : 115) said that linguistic features of descriptive text uses specific participant, written in present tense, use thinking verb, use adjective verb, use relational and material process.

Based on the interview with some students, they said that they were still confused about tense, the students still made many errors in using tense. One of the tenses that was regarded difficult by them is simple present tense. They found difficulties to understand the subject verb agreement in simple present tense, the formula of simple present tense, and the rule of verb in simple present tense.

Based on observation in pre-research, the researcher interviewed Mrs. Niken Hapsari S.Pd as English Teacher in SMA Bhinneka Karya 6 Boyolali. She said that many students got difficulties when they describe something.” They looked difficult to arrange words into sentence and become paragraph. They are just easy to describe something with a vocabulary not sentence structure” said English teacher. Furthermore, based on the observation at SMA Bhinneka Karya 6 Boyolali, the writer found that there are many students who still had low score of descriptive text. It is proven by the following data of writing test at the tenth grade of SMA Bhinneka Karya 6 Boyolali in academic year 2018/2019. Whereas, the criteria of minimum mastery scores (KKM) of the school is 75.

SMA Bhinneka Karya 6 Boyolali is one of Islamic high school in Boyolali which has many students. The researcher conducted the research at SMA Bhinneka Karya 6 Boyolali because SMA Bhinneka Karya 6 Boyolali is one of favorite school in Boyolali and it has a good qualification in English, it is proved by thesis is English study club in

SMA Bhinneka Karya 6 Boyolali. The researcher are already doing research at the tenth grade students of SMA Bhinneka Karya 6 Boyolali.

Based on the explanation above, Grammar was important elements in writing process. Therefore, the researcher is already to know how student' grammar mastery especially simple present tense have correlation with their writing ability in descriptive text. The researcher choose the topic of her study entitled "A CORRELATION BETWEEN STUDENTS' SIMPLE PRESENT TENSE MASTERY AND THEIR ABILITY IN WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA BHINNEKA KARYA 6 BOYOLALI IN ACADEMIC YEAR 2018/2019".

## **B. Identification of The Problem**

Stating in the background of the study, the researcher would like to identify the problems of this research. The problems are the students have difficulties in writing descriptive text. Besides that, the students also have difficulties to arrange words into sentence to become paragraph. The students find it hard to understand some tenses to make a descriptive text. So the researcher will analyze the correlation between students' simple present tense and writing descriptive text of the tenth grade student at SMA Bhinneka Karya 6 Boyolali in academic year of 2018/2019.

### **C. The Limitation of the problem**

The Researcher limits the problem on this research in two variables namely of students' simple present tense and their ability in writing descriptive text. Whereas the reseach subject in this reseach is the tenth grade of SMA Bhinneka Karya 6 Boyolali in the academic year of 2018/2019.

### **D. Problems Statement**

Based on the background of the problem above, the researcher a formulates the problem of the research as follow :

‘Is there any positive and significant correlation between students’ simple present tense and their ability in writing descriptive text at the tenth grade students of SMA Bhinneka Karya 6 Boyolali in the academic year of 2018/2019?’

### **E. The Objective of the Study**

Based on the problem statement above, the objective of the research as follow :

To find out whether there is positive Correlation between students’ simple present tense mastery and their ability in writing descriptive text at the tenth grade of SMA Bhinneka Karya 6 Boyolali in the academic year of 2018/2019.

## **F. Benefit of the Study**

The study expected to give some contributions. The contribution can be distinguished into theoretical and practical benefits are as follow:

### **1. Theoretical Benefit**

Theatrically, this research is to improve knowledge either for teacher or society. The reseacher hopes that the reseult of this stdy is expected to have contribution for development of English teaching.

### **2. Practical Significant**

- a. For the teacher, this result of this research can give some information that can be used as a starting point whether it is important to increase the students' ability in writing descriptive text on the variable and the teacher can improve teaching learning process especially in writing descriptive text ability by giving more attention when he teach simple present tense to the students.
- b. For the students, they will also know whether they get the difficulties or not with the teachers' technique. They use for intend in learning of simple present tense their ability in writing descriptive text will good. For school, this research can be used as a reference in guiding the teacher to know more about the students' ability.
- c. For the researcher, the researcher will know whether this technique is good or not for the students. If the technique is bad for the

students, the researcher hopes that the teacher will change the methods.

## **G. Definition of Key Term**

### 1. Correlation

Correlation Research is a research which is done to determine the relationship among two or more variables, and to explore their implication for cause and effect. This research has two kinds of variables, independent variable and dependent variable (Fraenkel and Wallen, 2000: 359).

### 2. Simple Present Tense

Raymond Murphy (2005 :4 ) stated that “We use the present simple present tense to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general”.

### 3. Writing ability on Descriptive Text

Writing 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. Thus, it requires time to become a skillful writer (Brown, 2007).

Kane (2000 : 352) states that descriptive text is the description and identification of the structure text such as person and thing. The text



is very important for us when the students want to describe about something.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Description**

The researcher as explained all theories about the correlation between student' simple present tense and their ability in writing descriptive text at for tenth grade students of SMA Bhinneka Karya 6 Boyolali in academic year 2018/2019. In this chapter discusses review on simple present tense and writing descriptive text.

##### **1. Writing Ability**

Writing ability according to the approaches to the teaching of writing, it is not plausible to find “ the” writing ability which is accepted and agreed amongst all researcher and practitioners of English writing. Since writing ability is multifaceted in its own right, any approach and accordingly its definition has its own merits and demerits, depending on which facet it mainly focuses on among complex aspects of writing. As a result, it is valuable to investigate each approach and definition. I will, therefore, examine various definitions according to the approaches to the teaching of writing one after another.

Writing is one of four skills, the three others are reading, listening, and speaking. There are many theories about writing suggested by some experts. According to Byrne (1997: 1) writing is producing a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence may be very short, but it is put in order and linked together until they form a coherent whole that is called as a text. Harris (1969: 9) says that writing and speaking are the encoding

and processes whereby we communicate our ideas, thoughts, or feelings through one or other form of languages. Based on the definitions above, it can be concluded that writing is the act of forming meaningful sequence from many symbols or putting the spoken language into written form which has certain language meaning. Writing is a process of building a larger unit from the smaller ones, that is, the writer uses words to make sentences, sentences to make paragraph, and paragraphs to make the whole composition. From the definition above, it can be said that writing activity consists of many aspects.

#### a. The Nature of Writing

Writing as an activity which is complex since it involves many skill, 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. Thus, it requires time to become a skillful writer (Brown, 2007:81).

Mayers (2005:2) states that writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper- or on a computer screen. Writing is also an action-a process of discovering and organizing your ideas, putting them on paper and reshaping and revising them.

Suryanto (2001: 64) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language. in a graphic symbol so that the readers are able to understand the message inside. From the statement, it can be said that writing is a

skill where the writer can set down the form of words, sentences, and paragraphs which are easy to understand for the readers. In line with this opinion. Nura (2003 : 71) says that writing is not merely symbolizing spoken language. Writing is a person's way to express him/herself and to adapt with the society. In line with this opinion. Nura (2003 : 71) says that writing is not merely symbolizing spoken language. Writing is a person's way to express him/herself and to adapt with the society.

Thourgh writing, reader will understand the writer's way of thinking. It means that writing can be a reflection of the writers's mind. Harmer (2004 : 86) states that writing is a procces that what we write is often heavily influenced by the constraints of genres, then these elements have to be present in learning activities. It means that writing cannot be separated with genres especially in teaching learning activities of writing. From this case, writing activities can be present in a classroom.

From the all statement above, it can be concluded that writing is an activity of thinking after which it is expressed into grapihc symbols, in a commuicative written language. In expressing the thought into a written language, feeling plays an important role as well, so that the product will be easily understood and enjoyed by the readers. To do so, of course, it needs a good and interesting language. In order words, writing is closely related with the thought, feeling, and ability in using a language. In this case, a communicative language is completely needed.

## b. Writing Process

Harmer (2005:4-5), proposes four processes of writing as follow:

### 1) Planning

In the planing phase, there are some things should be considered by writers. These comprise the purpose, audience, and content structure ( or the sequence of the facts, ideas, or arguments included) of their writing;

### 2) Drafting

The drafting phase refers to the writers' first version draft in which writers have manifested what they have planned into a text, yet it may still require some revisions;

### 3) Editing

The editing phase covers that activity of reflecting and revising of what writers have written. It may be done by the writers themselves who read or reflect their appropriateness of their writing in terms of the ideas, information, grammatical structure provided in their writing; or this reflecting and editing phrases may also be done by other readers who are sometimes called by editors to help give some suggestions, comments, and corrections of their writing;

### 4) Final Version (draft)

The final version is the last product of the writing that have followed some process starting from planning to editing. Also, it is the draft is ready to be sent to the intended audience.

Harmer also asserts that the stages of the writing above may be done repeatedly by writers until they may find their final draft has been contended. In this case, the writers may re-plan, re-draft, re-edit recursively to arrive at the final version. Writing is not instant activity. It needs some process that should be known by the writer. To write a text the writer has to do some process of writing.

Based on the concepts above has same meaning. The process of writing begins with look the topic or ideas for going to say in written and ends with revising to get the final product. The process in writing is important, but that is not the final product. The aim of the writing process itself is the final product.

#### c. Purpose of Writing

Based on McMahan (1996;8) the purpose of writing, in principle, is the expression of idea, the conveying of a message to the reader; so the idea themselves should arguably be seen as the most important aspect in writing. It means that when writers write something, they have to consider the purpose of their writing since it will influence, not only the type of the text they wish to produce, but also the language they use. Grenville (2001;1-2), writing has some purposes follows :

##### 1) Writing to Entertain

Writing to entertain is a writing that may engage the readers' feeling through its plot or the emotion provided in the writing.

Some example of the writing of which purpose is to entertain are novels, stories, poems, song lyric, plays, and screen plays;

## 2) Writing to Inform

Writing to inform is intended to tell the readers about something. For example, newspaper, articles, scientific or business reports, intructions or procedures, and essay for school and university;

## 3) Writitng to Persuade

Writing to persuade means the eriting is aimed to convince the readers of something though providing evidence, for example advertisement, articles, newspaper, magazine.

Additionally, Browne mentions other uses or purposes of writing beside what have been mentioned by grenville above. The comprise writing to express feeling, to request, to instruct, to record, and to express opinion and ideas.

In conclusion, each purpose of writing will tell the readrers about the reason why the writers write the text composition and show it to them; besides, each purpose will lead to different product or form of the writing.

In line with this opinion. Nura (2003 : 71) says that writing is not merely symbolizing spoken language. Writing is a person's way to express him/herself and to adapt with the society

## d. The Criteria Good Writing

### 1) Meaningful

Good writing must be able to convey something in which it is meaningful to someone and give the evidence about it is said.

### 2) Clear

It can be said as a clear writing if the extended reader can read in constant speed and catch the meaning. Clear writing should not have been simple, but must not be more difficult than the situation as it thought to be.

### 3) Coherent

The other characteristic of good writing is coherent. It means the information is clearly connected and arranged. It has been organized systematically so the readers can follow the composition easily.

### 4) Economic

If the main purpose of the writer is giving information, he should avoid pleonasm. In a good writing, the word uses are appropriate, and the sentence are clear, concise, emphatic, and correct, so it does not waste the reader time by veering away from focus without reason.

### 5) Cohesive

Cohesive is the writing does not contain tons of grammar or spelling errors. It uses appropriate grammatical patterns, substitution, elliptical construction, preposition, conjunction to relate among the clauses within a paragraph.



Based on the explanation above can be concluded that to increase the quality of writing, there are some aspects that must have in the writing. Those are content, organization, style, and correctness of the text.

#### e. Teaching of Writing

Writing is one of four skills (listening, speaking, reading, and writing) that is contained in syllabus of English language teaching. Writing has some important roles in human life, either in academic purpose or in other aspects of life. Teaching of writing is conveying, guiding, and giving the knowledge or information about how write well and how produce good writing.

There are many reasons of teaching writing. Harmer (1998:79) states that the reasons for teaching writing to students of English as a Foreign language include four reasons.

##### 1) Reinforcement

Some students require language in a purely oral way, but most of them benefit greatly from seeing language written down. The visual demonstration of language construction is invaluable for both our understanding of how it all fits together and as an aid to committing the new language to memory. Students often find it useful to write sentences using language shortly after they have studied it.

##### 2) Language Development

The actual process of writing helps learners learn as they go along. The mental activity they have to go through in order to

construct proper written texts is all part of the long learning experience.

### 3) Learning Style

Every student have different characteristic. Some students are fantastically quick at picking up language just by looking and listening. For the rest of us, it may take a little longer. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing is appropriate for learners who take little longer time at picking up language just by lookinf and listening. It can also be quite reflective activity instead of the rush and bother of interpersonl face-to face communication.

### 4) Writing is a Skill

Writing is a basic language skill, which is as important as speaking,listening, and reading. Students need to know how to write letters, how to put written reports together, how to reply advertisement and increasingly, how to write using electronic media. They need to know some of writing's specil conventions (punctuation, paragprah, construction, etc.)

In the conclusion ,each teaching of writing giving knowledge information, guiding about how write well and how produce good writing.

## f. Writing Assessment

Writing assessment is not an easy task. Brown (2001:218) states that handwriting ability, spelling, grammatically, paragraph construction, development of main idea, and many more are possible objectives and each objective can be assessed through a variety of tasks.

### 1) Definition of Assessment

Brown (2004: 4) states that assessment is a popular and sometimes misunderstood term in current educational practice. On the other side, Richard and Schmidt (2010:6) explain that assessment is a test to measure how much of a language learners have successfully learned with specific reference. The types of criterion-referenced tests are particular course, textbook, and program of instruction. On the other side, Brown (2004:4) explained that assessment is an ongoing process that encompasses which measure person ability. From the definition above can be concluded that assessment is a test to measure the learners about the materials is successful or not.

### 2) Designing Assessment Tasks of Writing

There are three types of designing assessment tasks of writing based on Brown (2004 : 221), those are :

#### a) Imitative Writing

With the recent worldwide emphasis on teaching English at young ages, it is tempting to assume that every English Learner knows how to handwrite the Roman alphabet. Such

is not case. Many beginning-level English learners from young children to older adults, need basic training and assesment of imitative writing : the rudiments of forming letters, word, and simple sentence. We examine this level of writing first.

b) Intensive ( controlled ) Writing

This next level of writing is what second language teacher training manuals have for decades called controlled writing. It may also be though of as form-focused writing, gramar, vocabulary, or sentence formulation, and not neccessarily to convey meaning for authentic purpose. The traditional grammar/ vocabulary test has plenty of display writing in it, since the response mode demonstrates only the test-taker ability to combine or use words correctly.

c) Responsive and Extensive Writing

Responsive and extensive writing will be regraded here a continuum of possibilities ranging from lower-end tasks whose complexity exceededs those in the previous category of intensive writing, whough more open-ended tasks such as writing short reports, essays, summaries, and responses, up ti texts of several pages or more.

In this research, intensive (controlled) writing is used by the researcher to examine the writing ability of the students as the subject of this research. In this writing, the students try to make the good structure in sentence. The students thought of grammar, vocabulary, or sentence formulation. So, that is why the researcher chose the intensive (controlled) writing.

#### g. Scoring of Writing

There are two types of scoring, which are holistic and analytic. Those are will be explained below :

##### a) Holistic scoring

The element of holistic scoring contain four dimentions that are explained by O'malley and Pierce (in Halimah's thesis; 2014), they are :

- 1) Idea developments/ organization : focuses on central idea with appropriate elaboration and conclusion.
- 2) Fluency/ structure : appropriate verb tense used with a variety of grammatical and syntatic structures.
- 3) Word choice : uses varied and precise vocabulary appropriate for purpose.
- 4) Mechanics : absence of errors in speeling, capitalization, and punctuation.

##### b) Analytic scoring

Analytic scoring provides usefull feedback to students and diagnosis information to teachers about specific areas of performance that are satisfactory or unsatisfactory. The writers'

point value for each element is not same. That is based on the emphasis of the purpose and students' needs. In writing, there are five aspects that must be ordered by writer. It is needed to give clearly of information that as the writer means. Writing has some components that must be attended. Tribble states there are five scoring criteria for scoring of writing ; they are :

#### 1) Orgnization

The organization of the text includes paragraph unity, coherence, and cohesion. That all about cohesion such as conjunctionm reference, antonym, synonym etc must correct to gets the best score. And the important one is coherent. Coherent itsef is coherent in each topic sentence in paragraph. The ability to write in appropriate manner.

#### 2) Content

Content itself is should include about the clarity, the relevance and adequacy to the text. The ability to think creatively ad develop thoughts.

#### 3) Language : The ability is to write appropriate structure

#### 4) The Mechanics

Mechanics of the text incudes punctuation and spelling. The ability to use punctuation, capitalization, speeling layoutcorrectly.

## 5) Vocabulary

Vocabulary includes the writer's diction in the text to success the meaning for the readers. The ability to use of word/idiom.

Table 2.1

## The Scoring of Writing Composition by Tribble

Area	Scores	Descriptor
Content	30-27	<b>Excellent to very good</b> : knowledge – substansive
	26-22	<b>Good to average</b> : some knowledge of subject- little substance.
	21-17	<b>Fair to poor</b> : limited knowledge of subject- no stated.
	16-13	<b>Very poor</b> : limited knowledge of subject- non substansive
Organization	20-18	<b>Excellent to Very Good</b> : sophisticaled range – effective word/idiom choice, usage but meaning not obscured.
	17-14	<b>Good to average</b> : adequate- occasional errors of word/ idiom form, choice, usage but meaning not obscured.
	13-10	<b>Fair to poor</b> : major problem in simple/complex construction.
	9-7	<b>Verry poor</b> : essentially translation- little knowledge of english vocabulary
Language	25-22	<b>Exellent to very good</b> : effective complex construction
	21-19	<b>Good to average</b> : effective but simple

		construction.
	<b>17-11</b>	<b>Fair poor</b> : major problem in simple/complex construction rules.
	<b>10-5</b>	<b>Very poor</b> : virtually no mastery of sentence construction rules.
<b>Mechanics</b>	<b>5</b>	<b>Excellent to very good</b> : demonstrates mastery of conventions.
	<b>4</b>	<b>Good to average</b> : occasional errors in spelling, punctuation.
	<b>3</b>	<b>Fair to poor</b> : frequent errors in spelling, punctuation, capitalization.
	<b>2</b>	<b>Very poor</b> : non mastery of convention-dominated by errors of spelling, punctuation, capitalization, paragraphing.

*Sources : Christopher Tribble, Language Teaching Writing.*

It means that in doing writing activity, the students have to attend the five components of writing in order to create good writing. Based on the explanation, the researcher chooses the analytic scoring to analyze the students' writing ability. It can be concluded that writing ability is the ability to express ideas, feelings, and thoughts in written form to transfer a message to the readers, by fulfilling the five important points of writing including content, grammar, organization, vocabulary, and mechanics.



Based on the analytical scales for ESL writing above, it can be summed up that the total score is 100 which are described in the following table :

**Table 2.2 the score of Writing Test**

<b>No</b>	<b>Aspects of Writing</b>	<b>Score</b>
<b>1.</b>	<b>Content</b>	<b>30</b>
<b>2.</b>	<b>Form / organization</b>	<b>20</b>
<b>3.</b>	<b>Vocabulary</b>	<b>20</b>
<b>4.</b>	<b>Language use</b>	<b>25</b>
<b>5.</b>	<b>Mechanic</b>	<b>5</b>
<b>Total</b>		<b>100</b>

The researcher chooses the analytic scoring to analyze the students' writing ability. There are some elements that will be measurement for the students to get good score in writing ability. Those are organization, content, grammar, mechanics, and vocabulary that used by the students.

## 2. Review on Simple Present Tense

### a. The Mastery of Simple Present Tense

Simple Present Tense is one of tense that is important to be mastered by the students. Wrong preception of simple present tense will affect the students' ability in constructing or understanding simple present tense sentences. Simple Present Tense is tense denoting an action happening in this time. This tense is used to talk about things in general. We are not only thinking about now, but it is used to say something true in general (Khohn, 1971). Simple present tense is generally used to express event if we will express situation that exist, always, usually, habitually. It means that if we will express situation that exist, always, usually, habitually we should using the simple present tense. The simple present tense is one of tenses which should be mastered if we will make a descriptive paragraph (Azar : 2005:60).

The simple present tense refers to action or situation that do not change frequently. It is used to describe habits or routines, to express opinions, or to make general statement of fact, the simple present can also use to refer to the future (Patricia Werner, 1990 : 125).

In English grammar, the simple present tense is a form of the verb that refers to an action or event that is or going or that regulary takes place in present time (for example, "he cries easily") (Wilie, terry 2016).

The simple present tense is the one of tenses which we use when an action is happening right now, or when it happens regularly (or unceasingly, which is why it's sometimes called present indefinite). The simple present tense is formed by using the root form or by adding-s or -es to the end, depending on the subject.

Hewings (2001 : 02) stated that we use the simple present tense to describe things that are always true, or situation that exist now and as far we know will go on indefinitely. We use the simple present tense to talk about habits or things that happen on a regular basic. We often use the present simple with verb that performs the action they describe.

From the definition above, it can be concluded that the simple present tense is used to describe things in general and to express event or situation.

#### 1) Usage

Usage is the way in which a word or phrase or sentence is normally and correctly used. Here are the rules of simple present tense :

Subject + auxiliary verb + main verb

Do                      base

There are three important exceptions :

- a) For positive sentence, who do not normally use the auxiliary.
- b) For the 3rd person singular (he, she, it), we add s or es to the main verb and es to the auxiliary in the negative and questions form.

- c) For the verb to be, we do not use an auxiliary, even for questions and negatives.

Baskara (2008:1) that chart below show how Affirmative, Negative and Interrogative Simple Present Tense are constructed :

Statement+	Statements -	Questions	Short Answer +	Short Answer
I work	I don't work	Do I work ?	Yes, I do	No, I don't
He works	He Doesn't work	Does he work ?	Yes, he does	No, he doesn't
She works	She doesn't work	Does it work ?	Yes, she does	No, she doesn't
It works	It doesn't work	Does it work ?	Yes, it does	No, it doesn't
You works	You don't work	Do you work ?	Yes, yo do	No, you don't
We works	We don't work	Do we work ?	Yes, we do	No, we don't
They works	They don't work	Do they work ?	Yes, they do	No, they don't

The explanation of the chart is as follows :

- a) The rule of Affirmative Simple Present Tense

Subject + Verb 1+ s/es+ object

Verb 1 without suffix s/es is used when the subject is the first person, second person, or third person plural.

For example : *I sweep the floor*

However, we use Verb 1 with the suffix s/es if the subject is the third person singular.

For example : *She eats bread.*

b) The rule Negative Simple Present Tense

Subject + do/does+ not +Verb 1+ s/es+object

Do is used when the subject is the first person, second person or third person plural.

For example : *I don't like apples.*

Does is used when the subject is the third person singular. For example : *She doesn't hate school.*

c) The rule of Interrogative Simple Present Tense

Do/does+ subject+verb 1

Do is used when the subject is the first person , second person or third personal plural.

For example : *Do you love me ?*

Does is used when the subject is the first person singular. For example : *Does she understand?*

d) The rule of negative interrogative Simple Present Tense

Don't/ Doesn't+s+ subject+verb 1

Adding 'not' to the auxiliary verb in interrogative form forms the negative interrogative Simple Present Tense.

For examples : Don't you know me ?

Lado ( 2008;7) stated that besides the rules using main verbs, there are also some rules using linking verbs. Some called linking because they link the subject of a clause to another element, which describes something about the subject. The most important linking verb is be such as is, am, and are. Linking verb 'am' is used when the subject is the first person; linking verb 'is' is used when the subject is the third person singular; and linking verb 'are' is used when the subject is the second person or the third person plural.

The chief patterns for linking verbs in Simple Present Tense (Leech, 1996 : 243) are :

a) Subject + Linking Verb + Adjective

For example : *Annie is fat.*

b) Subject + Linking Verb + Noun Phrase

For example : *Boy is my favorite actor.*

2) Subject Verb Agreement

Subject Verb Agreement is an agreement which there is a matching relation between subject and verb (Leech, 1996;33). The main rule of Subject-Verb Agreement is simple. It is said an agreement if both subject and verb show the same kind of inflection. In other words, singular subjects go with singular verb. And plural subjects go with plural verbs. Here are the rules of Subject-Verb Agreement.

- a) If the noun is singular, the verb must have an-s
- b) If the noun is plural, the verb does not have an-s

The example of those rules can be seen in the examples below :

*The cloth needs washing*

*The clothes eeds washing*

*She looks beautiful*

*She look tired*

There are some additional rules of Subject-Verb Agreement (Leech, 1996:34). They are :

- a) When the subject consists of two or more items joined by and, the subject becomes plural and it is followed by plural verb.

For example : *My brother and I both like cheese.*

- b) Two singular subjects joined by or become singular subject and are followed by singular verb.

For example : *I don't know whether Dennis or Kevin loves me deeper.*

- c) As subjects, the pronouns any, either, neither, and none sometimes tae same singular verb and sometimes take a plural verb.

For example : *Her committe meets every week.*

*The committe meet every week*

Moreover, leech (1996:418) stated that the –s form of the verb is used onnly with the 3rd person pronoun of noun phrases

which are singular. For the 2nd present pronoun, that is, you which can be singular or plural, the verb does not have an-s.

For example: *You ( singular) always do the work well*

*She always does the work well.*

### 3) Verb Pronoun

In Simple Present Tense, verb has singular and plural form (Leech, 1996:34). The singular verb is formed from the plural verb.

Plural		singular
Like	—————>	Likes
Do	—————>	Does

There are some rules of singular verb spelling (Evans, 1995:33) :

- a) Plural verbs ending in *ss, sh, ch, x* and *o*, is added –es to form the singular verbs.
- b) In forming singular verbs from plural verbs ending in *y* in which it follows a consonant, the latter *y* will be deleted and the verb will be added with –ies.
- c) When the plural verbs ending in *y* following a vowel, the verb is added with –s.

### 4) Adverbs used in Simple Present Tense

There are two kinds of adverbial that are usually used in Simple Present Tense. They are adverbial of frequency and adverbial of time.



## a) Adverbial of frequency

We often use the simple present tense with adverb of frequency to make clear how often an action takes place. The following adverbs of frequency are often used in Simple Present Tense (Werner, 2003 :43) :

## 1) Always

For example : I always eat hygienes food to avoid stomach ache.

## 2) Usually

For example : I usually wake up at 4 a.m.

## 3) Often

For example : Beny often goes to school by bike.

## 4) Frequently

For example : She frequently rearranges her bedroom.

## 5) Normally

For example : He normally eats rice everyday.

## 6) Sometimes

For example : The Worker sometimes feels bored with his work.

## 7) Occasionally

For example : We occasionally visit our grandparent every weekend.

## 8) Seldom

For exmple : Bobby seldom goes to school's library.

She never sheds tears in front of other people.

In constructing simple present tense, the adverbials of frequency come before the main verb of a sentence, but after the verb, to be and modal verbs (can, must, will, etc).

For example :

*She always comes late.*

*I rarely go to supermarket.*

#### b. The function of Simple Present Tense

Riyanto (2009:98) the function of simple present tense is used for :

##### 1) An action that happens all the time or habits.

Example:

- I eat rice
- I drink apple juice every morning

##### 2) A thing that is true in general

- The earth is a round
- The sun rises in the east

##### 3) A schedule/time table or plan

- The bus arrives at 5:30 a.m
- The bank open at 8:30 and close at 4:00

##### 4) A description and definition

- A doctor works in a hospital. He examines the sick people.
- He gives medicine too.

#### **Simple Present Tense has pattern there are :**

##### a. Verbal sentence

Suryadi (2011 :420) Verbal sentence is sentence that predicate a verb.

The function of the verbal sentence :

- To express a general truth.
- To express the activities

Formula :

1) Positive

S+V1(s/es)+O/C

Example :

He goes to school every day

She bring my book

Ita play volley ball

2) Negative

S+do/does+=not+V1+O/C

Example :

Ita does not sit on the floor

They do not listen to the radio

3) Interrogative

Do/does+S+V1+O/C

Example :

Does she eat rice ?

Do you lend them a book?

Does ita go to school?

Notes :

I,you, we , they :v-1 /do

She, he, it, dila and novl : V-1/ does

(Suryadi , 2011:422-425)

## b. Nominal Sentence

Nominal sentence is sentence that predicate a non verb  
(Suryadi, 2011:420).

The function of the nominal sentence :

To express an action that happens al the time or habits

Formula:

Positive

S+to be (is, am, are)+C

Example :

It is calender

You are happy

He is in the class

### 1) Negative

S+ to be (is, am, are) +not+C

Example :

You are not farmer

That is not good picture

I am not sick

### 2) Interrogative

To be (is, am, are ) +S+C

Example :

Is he present today ?

Are you happy now ?

Am I in your group ?

Notes :

Consist of complement :

Adjective : happy, good, sad, ...

Noun : student, driver,...

Adverb : here, in the office...

Pronoun : mine, hers, yours,...

(Suryadi, 2011:430-432)

### c. Time Signals of Simple Present Tense

Time signal are words and phrase that tell us when an event take place. Time signals for the simple present tense identify more than just one event. Remember that the simple present tense is used for repeated event.

#### 1) Adverb of Time

Every day	Every week	Every month	Every year
Every/each	In the morning	Once/twice a day	Here/there

Note : adverb of time used in the first sentence or end sentence.

Example :

You write a letter every day.

You do not write a letter every month.

Do you write a letter every year ?

You don't write a letter twice a day.

#### a. Adverb of frequency

Always	Never	Seldom
Often	Now	Sometimes

Note : adverb of frequency is often used before verb or after verb.

Exampel :

I usually get up late on Saturdays.

Do you often travel on weekends ?

Don't they seldom study English ?

Based on the statement we can conclude that simple present tense is a sentence construction which tells or shows the daily activities and general truth in the nominal or verbal form of positive, negtive interrogtive, and negative interrogative sentence using its particular time signals.

### 3. Descriptive Text

#### a. The Definition of Descriptive text

Oshima and Hogue (2007:61) Descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sound. A good description is a word picture; the reader can image the object, place, or person in his or her mind.

Text is a continuous piece of spoken or written language, especially one with a recognizable beginning and ending. It means text is a part of spoken or written language form. In addition, non-creative forms of writing, particularly essay writing, have traditionally been classified into four types (R.I.Trask, 1999 :208). Richard has cleared in the book about list the four types of non-creative forms of writing as follow :

- 1) Descriptive writing provides a verbal picture and account of a person, place or thing. It means that descriptive writing is uses to describe the characteristic of people, place or thing.
- 2) Narrative writing reports an event or tells the story of something that happened.
- 3) Expository writing provides information and explain a particular subject. Pattern of development within expository writing include giving example, describing a process of doing or making something, analyzing cause and effect, comparing and/or contrasting, defining a term or concept, and dividing something into part or classifying it into categories.

4) Argumentative writing attempt to support a conversional point or defend a position on which there is a difference of opinion, ESL, writing programs have often been based on the assumption that novice writers should begin with the simplest mode of the descriptive essay, and gradually move to learning the most difficult the argumentative one.

In addition, descriptive text is a text which is intended to describe a particular person, place or thing (Juantita, siahaan 2013 : 115) it means descriptive text is a kind of text with a purpose to give information about particular person, place or thing.

It can be concluded that descriptive text text is a type of text which describes a particular person, place or thing.

#### b. The Generic Structure of Descriptive Text

The generic structure of descriptive text consists of identification and description :

1) Identification : is identifies phenomenon to be described.

Introduction of things, place, person to be described.

2) Description : descriptions of the parts, qualities, and characteristics of the things, person, or place being discussed.

Descriptive text is use relation verbs “to be” and “has/have”.

Example :

*-Samuel Rizal is a famous actor.*

*- He has very short hair.*



### c. Descriptive Text Writing Ability

Writing ability is the skill of a writer to communicate information to a reader or group of readers (Juanita, Siahaan 2013 : 115). It means that writing ability is the ability to express the ideas and thought in writing clearly that must be mastered by the writer. In writing, there are five aspects that must be ordered by writer, they are content, organization, grammar, word choice or vocabulary, and mechanics. It is needed to give clearly information as the writer means. It means that in doing writing activity, the students have to attend the five components writing in order to create good writing.

Based on (Sanggam, Siahaan 2008) descriptive text is a text which is intended to describe a particular person, place, or thing. It means descriptive text is a kind of text with a purpose to give information about particular person, place or thing.

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

## **B. Previous Study**

There are some previous researchers to previous the originally of the research : The First research was conducted by Titik Ristianti (2016) entitle “ *An Error Analysis of Using Simple present Tense in Descriptive Text Writing by the Tenth Grade Student of MAN 1 Surakarta In Academic Year 2015/2016*”. In this research concern on the student writing errors in grammatical and characteristic of descriptive text, and focus on the grammatical writing ability of the students’.

The second Researcher was conducted by Ade Leoni Cahyanti (2014) entitled “ *A Correlational Study Between Vocabulary Mastery and Students Interest in Reading English Text Toward the Ability of Reding Descriptive Text and the Seven Grade Student of MTs N Gondangrejo in the Academic Year of 2013/2014*. Focus on reading descriptive text.

The Third Researcher was conducted by Evi Vitria (2016) Entitle “*The Correlation Between Student Simple Present Tense Mastery and Their Abilty in Writing Descriptive Text at First Semester of Eight Grade of SMP N 1 Karya Penggawa Pesisir Barat in Academic Year 2016/2017*. Focus on writng descriptive text ability. The population of this research was the eight grade student in acaemic year of 2016/2017. And the identification of the problem is the students find diffiicult to understnd the subject verb grammr in simple present tense.

The journal from Lailatul Husna “*An Analysis of Student Writing Skill in Descriptive Text at Grade XI IPA of MAN 2 Padang*” the researcher interested to analyze and focus on writing skill of the students. The research is descriptive quantitative.

The last journal is written by Amrizal, Muhammadiyah Lampung University (2015). The result of the study is this study is about descriptive text writing. Writing is a part of four language skills that student have to be comprehended. In fact, many students are unable to do so because they believe that learning to writing is difficult.

### **C. Rationale**

Writing is important skill which has many theories to give deep understanding about it. Writing is one of important skill in language study which must be mastered. Writing is removal of transferring thinking or feeling into language symbol, it can be also defined that writing is the effect of putting oral language to written language by means of symbol.

Writing is one of four basic skills. It is very important in teaching and learning English, writing involves some language components such as grammar, vocabulary, spelling and punctuation. So, writing needs some language components' mastery. However, there are some problems related to students' ability in writing. Firstly, the students often use incorrect grammar in their writing task. A grammatical rule is one of students problems. It is needed to make sentence meaning clearly. Secondly, the students still feel difficult to translate written English because language components have not been mastered by students. So, writing is felt as

difficult lesson. Thirdly, the student have low motivation in following English lesson especially writing activity. Writing is consederately not interesting lesson because students feel difficult. Fourthly the students still confused to comprehend and distinguish the using, function and formulation of every tense, therefore, most of the students have low mastery in writing activity.

Descriptive is kind of text tell about something or someone using simple present tense, the linguistic features of descriptive text are : use spesific participant, written in present tense, using linking verb, use abjective, use relation and material process. Descriptive text always uses simple present tense formula. It means that if the students' mastery of grammar is high especially in simple present tense, they can make descriptive text well. Therefore, the writter conducted the research to find out whether there is a correlation between students imple present tense and their ability in writing descriptive text.

#### **D. Hypothesis**

Based on theoretical description above, the researcher can formulates the hypothesis of this study. The hypothesis are as follow :

Ha : There is positive and significant correlation between students' simple present tense and their ability in writing descriptive text at for first grade students of SMA Bhinneka Karya 6 Boyolali in academic year 2018/2019.

Ho : There is no positive and significant correlation between students' simple present tense and their ability in writing descriptive text at for

first grade students of SMA Bhinneka Karya 6 Boyolali in academic year 2018/2019.

## CHAPTER III

### RESEARCH METHODOLOGY

In this chapter, the research discusses the research method. Research method is very important in a research. It is used to make accomplish her research easily. This chapter discuss about the type of research, place and time of the research, subject of the research, object of the research, the technique of collecting data and the technique of analysing data.

#### 1. The Design of the Research

Fraenkel and Wallen (2000: 359) state correlation research is a research which is done to determine the relationship among two or more variables, and to explore their implication for cause and effect. This research has two kinds of variables, independent variable and dependent variable. Moleong in Suryaputra (2007:23) stated that the design of this research is correlation. Correlation is a design which has a goal to find whether there is a relation between two or more variables. The reason of choosing this design is the researcher wants to know the strength of relation of two or more variables based on correlation coefficient. To know the relation between two or more variables is done with counting the correlation between variables that will be found its relationship. Correlation is number which shows the direction and the strength of the relation between two or more variables. The form of the direction is a negative or positive the strength of relation is showed in a coefficient of correlation.

Sukardi (2005 : 166), “Correlational research is a research study that involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantitative variables. The variables of this research are simple present tense mastery and ability in writing descriptive text. It means that this research is conducted to find out the correlation between simple present tense mastery and ability in writing descriptive text.

Arikunto (2010:161), says that a variable is something that varies from one case to another. There were two variables that should be pointed out in this research. Firstly, students’ simple present tense mastery was categorized as the independent variable. This independent variable which was symbolized by “x” means students’ knowledge of grammatical rule, especially in simple present tense. It is students’ competence in understanding and using simple present tense, not only in nominal and verbal sentence, but also in positive, negative, and interrogative form. Secondly, students’ ability in writing descriptive text was categorized as the dependent variable. This dependent variable which was symbolized by “y” means students’ capability or skill in translating report text from one language into another language. In addition, instrument which would be used were multiple choices test for simple present tense and translating test for students’ ability in writing descriptiv text.

In correlation study there are three possible result. They are a positive correlation, a negative correlation, and no correlation. The explanation of that possible result is below :

### 1. Positive correlations

Positive correlation is the condition when both variables improve at the same time. A correlation coefficient close to +1.00 indicates a strong positive correlation.

### 2. Negative correlations

Negative correlation indicates that as the amount of one variable improves the other decreases. A correlation coefficient close to -1.00 indicates a strong negative correlation.

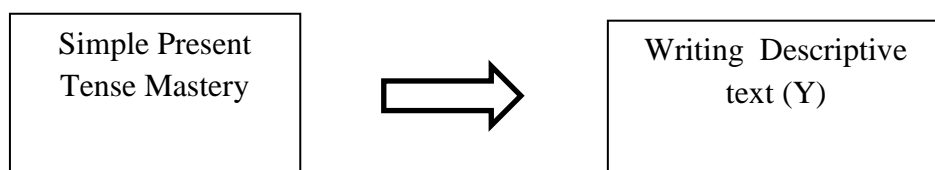
### 3. No correlations

No correlation indicates no relationship between the two variables. A correlation coefficient is 0 indicates no correlation.

There are two variables in this research. They are one independent variable and one dependent variable :

- a. The independent variable (X) : Students' simple present tense mastery
- b. The dependent variable (Y) : Writing ability in descriptive text

**Table 3.1 The Variable of this Research**





## 2. The Setting and Time of the Research

The research was carried out at SMA Bhinneka Karya 6 Boyolali, which is located at Jl. Cerme 2 Juwangi, Boyolali. The researcher chose SMA Bhinneka Karya 6. The researcher chose the analytic scoring to analyze the students' writing ability in Boyolali. The researcher led this study by creating research thesis, growing research instrument, organizing seminar proposal, collecting data, analyzing the data, and the last activity that is writing the research report. The research was conducted from February 2019-August 2019. The research schedule as follows :

**Table 3.2 The Setting of Time of The Research**

No	Activity	Month						
		February	March	April	May	June	July	August
1.	a. making proposal							
	b. getting permission							
2.	a. Research (try out)							
	b. Research (Test)							
3.	Analyzing Data a. Making Report							
4.	Conducted Try-Out							
5.	Conducted Test							

### 3. Subject of The Research

#### 1. Population

Population (in statistics) is any set of items, individual, etc. That share some common and observable characteristics and from which a sample can be taken (Richard and Schmidt, 2010 : 443). Thus, one can speak of comparing test scores across a sample of a population of students. It means that population as all the subjects on a research. In this research, the researcher takes all of the tenth grade students of SMA Bhinneka Karya 6 Boyolali in the academic year of 2018/2019. There are six classes includes 2 Class Boarding School, 2 IPA Class and 2 IPS Class. The total numbers of students are 125 students.

#### 2. Sample

Richard and Schmidt (2010: 506) sample is any group of individuals that is selected to represent a population. In this research, the researcher will take two classes at tenth grade of SMA Bhinneka Karya 6 Boyolali, they are X IPA 1 and X IPA 2 as the Tryout Test and Test Class.

#### 3. Sampling

Sampling is a technique used in taking sample (Sugiyono, 2015: 118). Sampling used in this research is probability sampling, there is simple random sampling. The technique can be used because all the classes are homogenous class. The steps of choosing the sample as follow :

- a. The researcher writes the name class in each piece of paper.
- b. Then, the researcher rolls the paper and puts it together in hand.

- c. The rolls a paper shaken.
- d. The researcher puts the paper down and chooses two of them randomly.
- e. The class in the chosen paper will be the sample.

#### **4. The Technique of Collecting Data**

In this researcher, test is used as the most appropriate evaluation to collect the data of students' mastery on simple present tense and writing descriptive text. There are many kinds of test but the multiple choice test can be used to measure a variety of learning outcomes for simple present tense for simple to complex degree knowledge, understanding, and application are and it is easier to collect data of students' score and simple to analyze the data.

##### **1. The Instrument of Collecting Data**

Arikunto (2013 : 150) defines a test is a series of question which is used to measure the skill, knowledge or ability that is possessed by individual or group. Brown (2004 : 3) defined test a a method of measuring a person's ability, knowledge, or performing in a certain subject. The instrument used to collect the data in this research was test. There were two test, test of mastery on simple present tense and writing descriptive text. Before giving test to the sample of the research, the test was tested to the try-out. It to be use to know the validity and the reliability of the test. In finding out the correlation between simple present tense and writing descriptive text, the researcher applied the Person Product Moment.

In this research, the researcher will carried out test to measure as follow:

a) Test of mastery on simple present tense

The test of mastery on simple present tense was intended to collect the data about students' mastery on simple present tense. The test is objective test in the form of multiple-choice type consisting of 25 items from 40 items in try out. There are four answer's option; a,b,c or d in each question.

**Table 3.3 Instrument of the Simple Present Tense.**

Operational Definition	Indicator	Number of Total	Total
Simple Presen Tense is generally used to express event or situations that exist, always, usually, habitually (Azar, 2005: 60). The indicators involved dynamic verb,to be and adverb of time.	1. Verb Word that used to refer various kinds of action involving the thing in event.	14-27	14
	2. Adverb of time Frequency Word are used to provide information about action events.	1-13	13
	3. To be.	28-40	13
Total			40

b) The Test of Writing Descriptive Text

In this reseach, reseacher use an essay test for measure writing ability students' in descriptive text. In writing ability, the reseacher gives some topics for the students to make a

descriptive text. And the students choose one of the topic, then make a descriptive text at least two paragraph.

**Table 3.4 Instrument of Writing Descriptive Text.**

<b>Competence Standar</b>	<b>Construct</b>	<b>Indicators</b>	<b>Items Number</b>
Preparing oral and written descriptive text about person, tourist attractions, and the famous historic bulding by paying attention to the text structure and language elements, correctrly and in accordance with the context	Writing is the expression of ideas and conveying of a message to the reader (1996:163)	Students are able to preparing written descriptive text about person, tourist attractions, and the famous historic bulding by paying attention to the text structure and language elements, correctrly and in accordance with the context	1

## 2. Try Out the Instruments

It is necessary to do a try out to make the instrument valid and reliable before it is used. The instruments of this research are the test of mastery on simple present tense, and their ability in writing descriptive text. The instruments were tried out at the tenth grade of SMA Bhinneka Karya 6 Boyolali class X IPA 1 and X IPA 2. The way to test validity and reliability of those instruments (test) are as follow :

### a. The Validity of Instrument

Instrument are valid means of measuring instruments used to obtain data that is valid (Sugiyono, 2015 : 173). He also stated that

validity is defined as the extent to which an instrument measured what it claimed to measure.

- 1) The validity of mastery on simple present tense test, the researcher used content validity and *Excel 2010*. The researcher use Product Moment Formula assisted by *Excel 2010*.

The formula is as follow:

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

(Sugiyono, 2015 : 225)

Where:

$r$  = the coefficient correlation between X and Y

$N$  = the numbers of the students

$X$  = the score of each item

$Y$  = the score of each student

There is criterion to know the validity of items. The items of the test is considered as valid if the correlation coefficients is at least the same as the  $r_{table}$  at  $\alpha = 0.05$   $N = 44$ , that is 0.297. The items of the test is considered as not valid if the the correlation coefficient is lower then  $r_{table}$ . The criterion is as follow :

$r_{xy} > r_{table} = \text{valid}$

$r_{xy} < r_{table} = \text{invalid (omitted)}$

After being computed, they were consluted to the  $r_{table}$ , foR =44, the  $r_{table}$  is 0.297 at the level of significance  $\alpha = 0.05$ .

The result of the try out indicates that :

From 40 items of the test mastery of simple present tense,

25 items are valid and 15 items are invalid.

**Table 3.5 Validity of the Simple Present Tense**

No.	No Question	$r_{xly}$	$R_{arithmetic}$	Ket
1.	Question 1	0.570	0, 297	VALID
2.	Question 2	0.484	0, 297	VALID
3.	Question 3	0.568	0, 297	VALID
4.	Question 4	0.096	0, 297	IN VALID
5.	Question 5	0.306	0, 297	IN VALID
6.	Question 6	0.719	0, 297	VALID
7.	Question 7	0.454	0, 297	IN VALID
8.	Question 8	0.391	0, 297	VALID
9.	Question 9	0.472	0, 297	VALID
10.	Question 10	0.124	0, 297	IN VALID
11.	Question 11	0.208	0, 297	VALID
12.	Question 12	-0.002	0, 297	IN VALID
13.	Question 13	0.754	0, 297	VALID
14.	Question 14	0.052	0, 297	IN VALID
15.	Question 15	0.337	0, 297	VALID
16.	Question 16	0.649	0, 297	VALID
17.	Question 17	-0.482	0, 297	VALID
18.	Question 18	-0.011	0, 297	IN VALID
19.	Question 19	0.472	0, 297	IN VALID
20.	Question 20	-0.164	0, 297	IN VALID
21.	Question 21	0.31	0, 297	VALID
22.	Question 22	0.687	0, 297	VALID
23.	Question 23	0.158	0, 297	IN VALID
24.	Question 24	0.488	0, 297	VALID
25.	Question 25	0.796	0, 297	VALID
26.	Question 26	0.538	0, 297	VALID
27.	Question 27	-0.222	0, 297	IN VALID
28.	Question 28	0.570	0, 297	VALID
29.	Question 29	0.683	0, 297	VALID
30.	Question 30	-0.351	0, 297	IN VALID
31.	Question 31	0.065	0, 297	IN VALID
32.	Question 32	-0.049	0, 297	IN VALID
33.	Question 33	0.853	0, 297	VALID
34.	Question 34	0.049	0, 297	IN VALID
35.	Question 35	0.145	0, 297	IN VALID
36.	Question 36	0.469	0, 297	VALID
37.	Question 37	0.578	0, 297	VALID
38.	Question 38	0.105	0, 297	IN VALID
39.	Question 39	0.570	0, 297	VALID
40.	Question 40	0.98	0, 297	VALID

## 2) The Validity of Writing Descriptive Text

To find out the validity of writing descriptive text test, the researcher used content validity. Brown (2004 : 22) said that validity is the most complex criterion of an effective test and arguably the most important principle. Validity is the degree of accuracy of the data occurs on the object of research with data that can be reported by research (Sugiyono, 2015 : 363).

In this research, the validity of writing descriptive text test is measure by using the theory of content validity and consulted to the expert and accoreded to the syllabus. Beside that, the test is consulted to the teacher who usually applies test of writing descriptiv text in chosen class. From the expert judgment, the researcher consulted to Furqon Edi Wibowo, M.Pd as the advisor of the research and Niken Hapsari, S.Pd as the English teacher of SMA Bhinneka Karya 6 Boyolali.

### **b. The Reliability of the Instrument**

Reliability is very important for a test to get a reliable result of a measurement. Reliability of the Instrument is the instrument that if used several times to measure the same object would generate the same data (Sugiyono, 2015 : 173 ).

#### 1. The Reliability of Simple Present Tense

To measure the reliability of the students' writing descriptive text, the researcher used the cronbach Alpha Formula, as follow :



$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum S_1^2}{S_t^2} \right]$$

(Suharsimi Arikunto, 2006: 196)

Where:

$r_{11}$  = the reliability of the test

K= the number of the items

$S_1^2$  = the total variance of each item

$S_t^2$  = the total variance

The test criteria = if the value of alpha > 0.7 it means that reliability is sufficient while if alpha > 0.80 suggest all items reliable and all tests consistently have strong reliability.

## 2. The reliability of Writing Descriptive text

To measure the reliability of writing descriptive text test, the researcher uses inter-rater reliability. Inter rater reliability occurs when two or more scores yield inconsistent score of the same test, possibly for lack of attention to scoring criteria, inexperience, inattention, or even preconceived bias (Brown, 2004 : 21).

In this research, the reliability of writing descriptive text test is measured computing the mean score from each corrector or tester. The mean score is obtained from the Advisor.

## 5. Technique of Analysing Data

After collecting data, the next step is analysing them to know whether there is a positive correlation simple present tense mastery and

writing descriptive text. The researcher present the mean, range, median, and modus of the sample as follow :

1. Discription of the data

a. Mean

Mean is the average value of a data group. It is gained from summing up all individual data of the group and dividing it by the total of the individuals.

$$Me = \frac{\sum Xi}{n}$$

b. Median

Median is the scores which are arranged based on the amount, which is in the middle between the lowest and the highest scores (Budiyono, 2009 : 33). The median is the point that divides the scores 50/50 ; much like the median in a highway divides the road into two equal parts.

$$Md = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

c. Mode

Mode is that value in a distribution that occurs most frequently.

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

d. Standard deviation

Standard deviation is the distance of an individual value from the mean.

$$s = \sqrt{\frac{\sum f_i (X_i - \bar{x})^2}{(n - 1)}}$$

Where :

S : standar deviation

N : total of sample

X : mean

X : Score

## 2. Pre-requirement Testing

Before doing the analysis to know the correlation simple present tense mastery and writing descriptive text, it is needed to do an analysis pre-requirement test consisted of normality test. Arikunto (2006:314) stated that normality test is used to check the validity of a sample to be treated. Normality Testing :

Normality test is used to know if the data got from the each variable distributes normally or not (Arikunto, 2006; 320). The normality test used Liliefors method formula thought *Ms.Excel* with the significant 5% . alpha= 0.05 N = 44,  $L_{table}$  that is 0.1322.

### 3. Hypothesis Testing

To analyze the collected data the researcher uses the technique of correlation simple present tense (X) and the ability of writing descriptive text (Y). Pearson Product Moment and Multiple Correlation. Product Moment will use to describe the strength of relationship between two variables, while Multiple Correlation will use to describe the strength of relationship between several independent variables and dependent variable (Borg and Gall in Arikunto, 1998: 253). To test the first and second hypotheses the researcher use Pearson Product Moment.

Techniques used in this research, as follows:

- a. To test the first and second hypotheses, the research computed the correlation between the first independent variable (simple present tense) and the dependent variable (writing descriptive text) The researcher used the simple correlation technique using the Product Moment Formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum x^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Where:

$r_{xy}$  = the coefficient of correlation between X and Y

X = the total score of students' simple present tense

Y = the total score of students' writing descriptive text

N = the total of sample participating in this study

$X^2$  = the total of square score of students' simple present tense mastery

$Y^2$  = the total of square score of students' writing descriptive text.

(Sugiyono, 2015 :255)

The two kinds of hypothesis in this researcher; the alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_0$ ). The hypothesis of alternative hypothesis ( $H_a$ ) says that there is a positive significant correlation between the simple present tense (X) and Writing Descriptive text (Y). When  $H_a$  is change become null hypothesis ( $H_0$ ), it says that there is no positive significant correlation between the simple present tense (X) and writing descriptive text (Y).

The statistical hypothesis are :

1.  $H_0$  : There is no correlation between simple present tense and writing descriptive text
2.  $H_a$  : There is correlation between simple present tense and writing descriptive text.

If  $H_0$  is rejected, it implies that there is a positive significant correlation between simple present tense and writing descriptive text.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter presents the result of the research. The researcher used quantitative study using associative approach. This research is aimed to know the correlation between simple present tense mastery and writing descriptive text at the tenth grade students of SMA Bhinneka Karya 6 Boyolali in the academic year of 2019/2020.

#### **A. Research Findings**

The researcher did the research and got the complete data from all the research instruments including test. To gain the objective of the research, The data analyzed in this research are the result of the test. The student simple present tense mastery and student's writing descriptive text. The description is based on the score of test to find out whether there is positive correlation between the students' simple present tense mastery and students' writing descriptive text of X IPA 1 students of SMA Bhinneka Karya 6 Boyolali in academic 2018/2019.

##### **1. The Description of the Data**

The data analyzed in this research are the result of the test. The student simple present tense mastery and student's writing descriptive text. The description is based on the score of test to know the student simple present tense mastery and students' writing descriptive text of X IPA 1 students of SMA Bhinneka Karya 6 Boyolali in academic 2019/2020. In computing the data, the researcher is assisted by Ms. Excel 2010 for window to analyze all data and hypothesis. The result of the data

is presented in the form of mean, median, mode, standar deviation, the highest and lowest score which is completed with the variable description in the form of table and histogram.

**Table 4.1 Students' Score of Each Variable**

No.	Name	Score	
		X	Y
1	AZ	16	60
2	AW	23	62.5
3	DAC	23	65
4	DU	16	65
5	DM	15	70
6	DAS	22	70
7	JA	18	70
8	MS	18	70
9	NA	20	75
10	PE	21	75
11	PS	19	75
12	NP	21	75
13	PS	19	77.5
14	SI	19	77.5
15	SA	20	77.5
16	SP	19	77.5
17	SY	18	80
18	DA	21	80
19	AM	21	80
20	AW	23	80
21	AS	21	82.5
22	DS	19	82.5
23	FMR	21	82.5



24	INR	20	82.5
25	IF	21	82.5
26	KAF	22	82.5
27	LNS	24	82.5
28	MUD	22	85
29	NR	17	85
30	NFS	22	85
31	NS	25	85
32	RA	22	85
33	RNW	16	85
34	SNY	23	85
35	SAW	15	85
36	SGN	23	85
37	SLY	21	85
38	SSL	23	85
39	SGT	24	85
40	SLP	24	85
41	WA	22	90
42	YP	24	92.5
43	YS	22	95
44	YN	25	95

The data research from there variable is summarized below :

**Table 4.2 Variable Data Description**

Variable	Mean	Median	Mode	Standard Deviation	Minimum	maximum
Mastery on simple present tense	20.682	21.322	21.666	2.674	15	25
Writing descriptive text	79.545	80.77	84.586	8,577	60	95

The obtained data for each variable (mastery on simple present tense and writing descriptive text). Can be describe as follow :

a. The data of the mastery on simple present tense

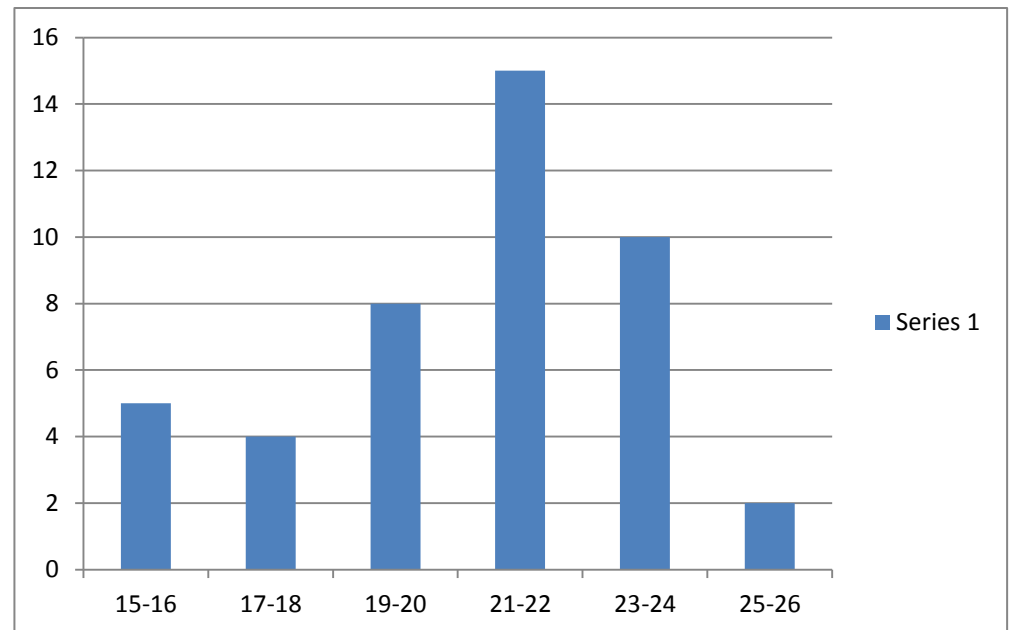
The data of the simple present tense are obtained from a test. The data was taken from 44 students as the sample of the research. From the data, the highest score is 25 and the low score is 15. So, the range is and the class interval is 2. The standard deviation is 2.674 mean is 20.682 median is 21.322 and mode is 21.666. It can be seen appendix 5 and histogram can be seen at figure 4.1

**Table 4.3****The frequency distribution of simple present tense mastery.**

No.	Class interval	Frequency	%
1.	15-16	5	11,36 %
2.	17-18	4	9,09 %
3.	19-20	8	18, 18%
4.	21-22	15	34, 09 %
5.	23-24	10	22,72 %
6.	25-26	2	4,56%
	$K = 1 + (3.3) \log$ $N = 1+(3.3) \log$ 44 $1+(3.3) (1,643)$ $1+ 5,42 = 6,42$ $6,42 = 6$	44	100 %

The table above explains about the frequency of simple present tense mastery. The analysis of the data is there are 5 students who got the score around 15-16 ( 2 students got the score 15 and 3 students got the score 16 ) and the precentage 11.36 %. There are 4 students got the score aroundd 17-18 (1 student got the score 17 and 3 students got the score 18 ) and the percentage 9.09 %. There are 8 students who got the score 19-20 ( 5 students got the score 19 and 3 students who got the score 20) and percentage 18.18 %. There are 15 students who got the score around 21-22( 8 students got the score 20 and 7 students got the socre 22) and the percentage 34.09 %. There are 10 students who got the score around 23-24 ( 6 students got the score 23 and 4 got the score 24) and the percentage 22.72 %. There are 2 students who

got the score around 25-26 ( 2 studentss got the score 25) and the percentage 4.54 %.



**Figure. 4.1 : Histogram of simple present tense mastery**

Figure 4.1 above explains about the histogram of simple present tense mastery. The data from Table 4.2 are presented as a histogram in Figure 4.1 above. In this histogram, the vertical dimension on the graph list is the frequencies of the score, and the horizontal dimension rank orders the scores' of simple present tense mastery from the lowest to highest. The columns are drawn in the graph to correspond with the result of the computation the data.

b. The data of the ability in writing descriptive text

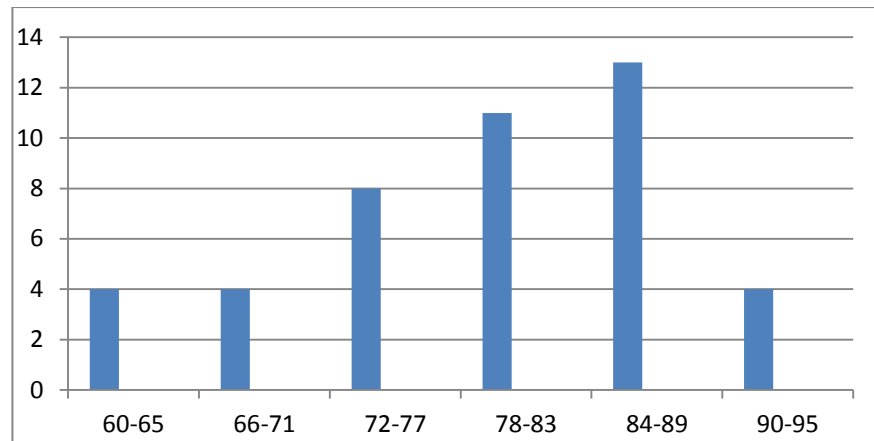
The data of writing descriptive text there are obtained from test. The data was taken from 44 students as the sample of the research. Frm the data, the highest score is 95 and the lowest score is 60. Class interval is 6. The standar deviation is 0.446 mean is 79.545 median is

80.77 mode is 84.586. It can be seen at the appendix and the histogram can be seen at figure 4.3

**Table. 4.4 The Frequency Distribution of Writing Descriptive text**

No.	Class interval	Frequency	%
1.	60-65	4	9,090 %
2.	66-71	4	9,090 %
3.	72-77	8	18,181%
4.	78-83	11	25 %
5.	84-89	13	29,545 %
6.	90-95	4	9.090 %
	$K = 1 + (3.3) \log$ $N = 1 + (3.3) \log$ 44 $1 + (3.3) (1,643)$ $1 + 5,42 = 6,42$ $6,42 = 6$		

The table above explain about the frequency of ability in writing descriptive text. The analysis of the data that there are 4 students got the score around 60-65 ( 2 students got the score 60 and 2 students got score 65) and the percentage 9.090 %. There are 4 students got the score around 66-71 (4 student got the score 70) and the percentage 9.090 %. There are 8 students who got the score 72-77 ( 8 students got the score 75) and percentage 18.18 1%. There are 11 students who got the score around 78-83 (11 students got the score 75) and the percentage 25%. There are 13 students who got the score around 84-89 ( 12 students got the score 85) and the percentage 29.545 %. There are 4 students who got the score around 90-95( 2 studentss got the score 90 and 2 students gt the core 95) and the percentage 9.090 %.



**Figure 4.2 : Histogram of writing descriptive text.**

Figure 4.2 above explains the histogram of writing descriptive text. The data from Table 4.4 are presented as a histogram in Figure 4.1 above. In this histogram, the vertical dimension on the graph lists the frequencies of the scores, and the horizontal dimension ranks the scores of the ability in writing descriptive text from the lowest to the highest. The columns drawn in the graph correspond to the results of the computation of the data.

## 2. Data Analysis

### a. The Testing Pre-requirement Analysis

The researcher used *Liliefors*. The normality test is intended to know whether the variable data research distribution is normally distributed or not. The whole computation for the normality test can be seen in the appendices.

#### 1) Normality test

Normality of simple present tense mastery (X). The result of simple present tense mastery shows that the value of *Liliefors* ( $L_0$ ) is 0.0013 (Appendix 7). The  $L$ -table for  $N = 44$

at the level of significant  $\alpha = 0,05$  is 0.1322. It mean that the data of simple present tense mastery (X) Comes from normally distributed population because  $L_o$  is lower than  $L_{table}$ .

## 2) Normality of Ability in Writing Descriptive text (Y)

The result of the ability in writing descriptive text shows that the value of Liliefors ( $L_o$ ) is -0,025 (Apendix 7) for  $N = 44$  at the level of significant alpha = 0.05 is 0,1322. It means thhat the data of ability in writing descriptive text (Y) comes from normally distributed population because  $L_o$  is lower than  $L_{table}$ .

The analysis result of normality testing can be summarized as follow :

**Table 4.5 The Summary of Normality Testing Result**

No.	Variable	Liliefors Score	Significance	Conclusion
1.	Simple present tense mastery	0.0013	0.1322	Normal
2.	Writing descriptive	-0.025	0.1322	Normal

## 3. Hypothesis Testing

After examining the data for the noramlity, the reseracher tested the null hypotheses ( $H_o$ ) against the alternative hypotheses ( $H_a$ ). The correlation analysis was computed by manual computation. Futher explanation on correlation analysis is presented at the table 4.8 as follow :

**Table 4.6 Correlation of the Variable**

No.	Variable	Correlation	Significant	Conclusion
1.	X and Y	0.446	$0.446 > 0,297$	There is a positive significant correlation

The hypothesis says that there is positive correlation between students simple present tense (X) and writing descriptive text (Y). This hypothesis is alternative hypothesis (Ha). To test the hypothesis, Ha is changed becomes null hypothesis (Ho), it says there is no correlation between students simple present tense and writing descriptive text. The researcher analyzed the collected data using Pearson Product Moment Formula assisted by Ms.Excel 2010 for windows to test the hypothesis.

The statistical hypothesis of the first hypothesis :

- a) Ho :  $r_{xy}=0$ . It means there is no correlation between X and Y.
- b) Ha :  $r_{xy}>0$ . It means there is positive correlation between X and Y.

The result of the computation shows that the coefficient of correlation between students' simple present tense and writing descriptive text is 0,446 . then, the r-obtained is adapted to r-table. Since r-obtained is lower than  $r_{table}$  ( $0.446 > 0,297$ ). It can be concluded that there is correlation between simple present tense mastery and writing descriptive text. Based on the levels of relationship, the coefficient correlation between simple present tense mastery and writing descriptive text of the



tenth grade of SMA Bhinneka Karya 6 Boyolali in academic year of 2018/2019.

The implies that  $H_0$  is rejected and therefore, there is positive correlation between students' simple present tense (X) and writing descriptive text (Y). (Y) is  $Y = r^2 \times 100\% = 0,446^2 \times 100\% = 19.89\%$ . It means that 19.89 % variation of ability in writing descriptive text in influenced by students' simple present tense and 80.11 % is influenced by other factor.

## **B. Discussion**

The result of the research shows that there is significant and positive correlation between simple present tense mastery and writing descriptive text. It means that the theories which stated some experts about ability in writing descriptive text and its sub skills in theoretical review, involved students' simple present tense mastery and writing descriptive text are related.

A positive correlation means that the increase of students' simple present tense mastery and writing descriptive text is followed by the increase of ability in writing descriptive text. This kind of correlation create an assumption that ability in writing descriptive text can be regressed, explained, and predicated from the students' simple present tense mastery.

The researcher found the result of the computing after analyzing of all the data. The result of students' simple present tense test show that the high test score is 25 and the lowes score is 15. So, the class interval is

6. The standar deviation 2.674. Mean is 20.682 median is 21.322 mode is 21.666. The result of the ability in writing descriptive text shows that the highest score is 95 and the lowest score is 60. So, the class interval is 6. The standar deviation is 8.577 mean is 79.545 median is 80.77 and mode is 84.586. After analyzing the correlation between the variable, a disscussion can be given as follow. The discussion will emphasize more on finding the possible cause of the result of the study. Since the computation of the normality, testing show that the data are is normality and researcher continues to the test the hypothesis.

From the hypothesis testing, it was found that there is positive correlation between students' simple present tense (X) and writing descriptive text (Y). It means that the hypothesis is accepted. Based on the result of product moment correlation analysis, the correlation coefficient between simple present tense mastery (X) and writing descriptive text (Y) is higher than  $r_{table}$  (  $0.446 > 0.297$  ). The coefficient of determination between students' simple present tense and writing descriptive text is 19.89 %. It means that 19.89 % variation of writing descriptive text is influenced by simple present tense mastery and 80.11 % is influenced by other factors. From the result of this study, it can be know that students' mastery on simple present tense give contribution to ability of writing descriptive text. When the students' simple present tense mastery increase, so the ability in writing descriptive text will be hight. It means there is positive correlation between students' simple present tense mastery to writing descriptive text at the tenth grade students of SMA Bhinneka Karya 6 Boyolali in academic year 2018/2019. It also means that the

increase of students' simple present tense will be followed by the enhancement of ability in writing descriptive text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This research is conducted in July 2019 in SMA Bhinneka Karya 6 Boyolali by the Correlation study. The researcher used cluster area as the technique of taking the sample. The result of the study is there is a positive correlation between students' simple present tense and students' ability writing descriptive text  $r_{table} (0,446 > 0,297)$ . From the single correlation computation of students' simple present tense and writing descriptive text the coefficient of correlation is 0,446. It means that the null hypothesis is rejected and the alternative hypothesis is accepted. The conclusion is that there is significant positive correlation between students' simple present tense and writing descriptive text. It means that students' simple present tense mastery will be followed by the enhancement of ability in writing descriptive text.

#### B. Suggestion

Based on conclusion and implication above, the researcher would like to suggest as follow.

1. For the teacher

The quality of the students' writing ability, especially on descriptive text should be improved. It can be materialized by giving writing task with specific topic or theme. It will make the students easier to write and focus on the specific things that they will write. It is essential that the teacher knows that one of the factors affect the students' ability in

writing descriptive text is the students' mastery of structure of simple present tense.

2. For the students

Based on the result of the research showed tht many of students at the tenth grade of SMA Bhinneka Karya 6 Boyolali found difficulties in using the verb in the simple present tense form. Thus, the writer suggest that learning of simple present tense is one way to make easier to writing descriptive text.

3. To other researcher

- a. There are many aspects that could influence the students' writing ability,especially descriptive text. The students' simple present tense mastery are some aspect that could improve or influence it. There are many factors besides students activities that could improve or influence the succes of the students learning English.
- b. The researcher realized that this result of this research is still far from being perfect, but the researcher as reference to their research. Besdies, it can also be used by them to carry out and develop a similar research with the other varians of variables or aspect that can improve or influence the writing ability, especially on descriptive text. The other researchers should have more creative and innovation in doing the similar research and than the result can depply active contribution for education.

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# APPENDICES



## APPENDIX 1

## The Blue Print of Mastery on Simple Present Tense test (Tryout)

<b>Operational Definition</b>	<b>Indicator</b>	<b>Number of Total</b>	<b>Total</b>
Simple Present Tense is generally used to express event or situations that exist, always, usually, habitually (Azar, 2005: 60). The indicators involved dynamic verb, to be and adverb of time.	1. Verb Word that used to refer various kinds of action involving the thing in event.	14-27	14
	2. Adverb of time Frequency Word are used to provide information about action events.	1-13	13
	3. To be.	28-40	13
<b>Total</b>			<b>40</b>

## APPENDIX 2

## Mastery on Simple Present Tense (Try out)

1. Tom drives to Bringthon...
  - a. once a week
  - b. next year
  - c. next week
  - d. last week
2. The train comes...
  - a. yesterday
  - b. every afternoon
  - c. two days ago
  - d. last day
3. The students holds a flag ceremony in the school yard...
  - a. every monday
  - b. on time
  - c. morning
  - d. afternoon
4. Mary does clean her house...
  - a. at the morning
  - b. twice a day
  - c. if she want
  - d. at 7th am
5. Indonesian people celebrates their nation anniveray...
  - a. every august
  - b. tommorow morning
  - c. on 2017
  - d. tommorow
6. We usually take a bath...
  - a. tommorow
  - b. before we go
  - c. twice a day
  - d. 2 days later

7. My mother always tells me a story before I go to bed. She tells the story...
- every night
  - yesterday
  - tommorow
  - yeseterday morning
8. My father reads a newspaper...
- on sunday
  - at the living room
  - after he drinks a coffee
  - with my mother
9. I meet with my mother...
- once a week
  - this morning
  - soon
  - last week
10. Andi never eats cake...
- an hour ago
  - already
  - in the morning
  - now
11. This bus sometime stops...
- three days latters
  - yesterday
  - tommorow
  - in the morning
12. The ceremony stars...
- next week
  - 2 days latter
  - in the morning
  - on the future
13. She always...late.
- comes
  - is coming
  - come

- d. had came
14. My mother....eggs for breakfast every morning.
- a. eat
  - b. are eating
  - c. cooks
  - d. cook
15. I... when she comes.
- a. always knows
  - b. am
  - c. knows
  - d. don't know
16. The sun...in the East and...in the west.
- a. rise, set
  - b. rises, sets
  - c. sets, rises
  - d. set, rise
17. These three heads which...as the Flavian administration.
- a. know
  - b. knew
  - c. knows
  - d. knowing
18. They...mathematics everyday.
- a. learned
  - b. learns
  - c. learning
  - d. learn
19. The bus...at 5:30 a.m.
- a. arrive
  - b. arrival
  - c. arrived
  - d. arrives
20. The bank...at 8;30 and closes at 4;00.
- a. opened
  - b. open

- c. opening
  - d. opens
21. The baby...milk every morning.
- a. drink
  - b. drinking
  - c. drinks
  - d. drank
22. Dila : when do you do your homework ?  
Lilik : ...
- a. I have did my homework at 6 PM
  - b. I did my homework at 6 PM
  - c. I am doing my homework at 6 PM
  - d. I do my homework at 6 PM
23. The Ship...the harbour this night at 7 o'clock.
- a. leaves
  - b. leaved
  - c. leave
  - d. leaving
24. Rose always...on time.
- a. come
  - b. arrive
  - c. came
  - d. comes
25. It...in Alaska.
- a. snows
  - b. snowed
  - c. snow
  - d. wiil snow
26. I...person.
- a. am eats
  - b. always eats
  - c. am a lazy
  - d. will eat
27. Mr. Hasan...to the office everyday.

- a. is goes
- b. goes
- c. is going
- d. are going

28. A doctor and a nurse...in a hospital.

- a. are works
- b. i works
- c. is works
- d. are goes

29. Cindy and Cynthia...always happy every tim.

- a. are
- b. am
- c. were
- d. Is

30. They...the diligent students.

- a. were
- b. was
- c. is
- d. are

31. Rini...busy on Sunday.

- a. Is
- b. are
- c. always
- d. are always

32. My biology teacher...always kind to every students.

- a. were
- b. are
- c. Is
- d. was

33. This motorcycle...my mine.

- a. of
- b. am
- c. are
- d. Is

34. In a week, there...seven days.

- a. am
- b. Is
- c. are
- d. was

35. I ...Indonesian.

- a. Is
- b. are
- c. am
- d. am a

36. Japan...an industrial country.

- a. been
- b. are
- c. to be
- d. Is

37. That mosque...very beautiful.

- a. been
- b. are
- c. Is
- d. am

38. My friend and I ...Indonesian.

- a. am
- b. Is
- c. are
- d. was

39. ...smart ?

- a. Is they
- b. are he
- c. they is
- d. are they

40. You and I ...busy.

- a. Was    d. are
- b. Is
- c. am

## APPENDIX 3

## Key Answer of Mastery on Simple Present Tense (Try out )

- |       |       |
|-------|-------|
| 1. A  | 21. C |
| 2. B  | 22. D |
| 3. A  | 23. A |
| 4. B  | 24. D |
| 5. A  | 25. A |
| 6. C  | 26. C |
| 7. A  | 27. B |
| 8. C  | 28. A |
| 9. A  | 29. A |
| 10. C | 30. D |
| 11. D | 31. A |
| 12. C | 32. B |
| 13. A | 33. D |
| 14. C | 34. C |
| 15. D | 35. C |
| 16. B | 36. D |
| 17. C | 37. C |
| 18. D | 38. C |
| 19. D | 39. D |
| 20. D | 40. D |



## APPENDIX 4

The Blue Print of Mastery on Simple Present Tense Test (Main Data)

The Blue Print of Mastery on Simple Present Tense test (Tryout)

<b>Operational Definition</b>	<b>Indicator</b>	<b>Number of Total</b>	<b>Total</b>
Simple Present Tense is generally used to express event or situations that exist, always, usually, habitually (Azar, 2005: 60). The indicators involved dynamic verb, to be and adverb of time.	21. Verb Word that used to refer various kinds of action involving the thing in event.	18-17	10
	22. Adverb of time Frequency Word are used to provide information about action events.	1-8	8
	23. To be.	18-25	7
<b>Total</b>			<b>25</b>

## Appendix 5

## Mastery on Simple Present Tense (Main Data)

1. The train comes...
  - a. yesterday
  - b. every afternoon
  - c. two days ago
  - d. last day
2. The students holds a flag ceremony in the school yard...
  - a. every monday
  - b. on time
  - c. morning
  - d. aftrenoon
3. Mary does clean her house...
  - a. at the morning
  - b. twice a day
  - c. if she want
  - d. at 7th am
4. Indonesian people celebrates their nation anniveray...
  - a. every august
  - b. tommorow morning
  - c. on 2017
  - d. tommorow
5. We usually take a bath...
  - a. tommorow
  - b. before we go
  - c. twice a day
  - d. 2 days later
6. I meet with my mother...
  - a. once a week
  - b. this morning
  - c. soon

- d. last week
7. Andi never eats cake...
- a. an hour ago
  - b. already
  - c. in the morning
  - d. now
8. This bus sometime stops..
- a. three days later
  - b. yesterday
  - c. tomorrow
  - d. in the morning
9. The ceremony starts...
- a. next week
  - b. 2 days later
  - c. in the morning
  - d. on the future
10. She always...late.
- a. comes
  - b. is coming
  - c. come
  - d. had come
11. My mother....eggs for breakfast every morning.
- a. eat
  - b. are eating
  - c. cooks
  - d. cook
12. These three heads which...as the Flavian administration.
- a. know

- b. knew
- c. knows
- d. knowing

13. They...mathematics everyday.

- a. learned
- b. learns
- c. learning
- d. learn

14. The bus...at 5:30 a.m.

- a. arrive
- b. arrival
- c. arrived
- d. arrives

15. The bank...at 8;30 and closes at 4;00.

- a. Opened
- b. Open
- c. Opening
- d. opens

16. The baby...milk every morning.

- a. Drink
- b. Drinking
- c. Drinks
- d. drank

17. Dila : when do you do your homework ?

Lilik : ...

- a. I have did my homework at 6 pm
- b. I did my homework at 6 pm
- c. I am doing my homework at 6 pm
- d. I do my homework at 6 pm

18. A doctor and a nurse...in a hospital.

- a. are works
- b. I works
- c. is works
- d. are goes

19. Cindy and Cynthia...always happy every tim.

- a. Are
- b. Am
- c. Were
- d. is

20. They...the diligent students.

- a. Were
- b. Was
- c. Is
- d. are

21. Rini...busy on Sunday.

- a. is
- b. are
- c. always
- d. are always

22. My biology teacher...always kind to every students.

- a. were
- b. are
- c. is
- d. was

23. This motorcycle...my mine.

- a. Of
- b. Am

c. are

d. is

24. in a week, there...seven days.

a. Is

b. Were

c. Was

d. am

25. I ...Indonesian.

a. Is

b. Are

c. Am

d. am

**APPENDIX 6****Key Answer of Simple Present Mastery (Test)**

24. C	11. A	21. A
25. A	12. A	22. C
26. C	13. D	23. B
27. D	14. A	24. A
28. C	15. B	25. C
29. A	16. D	
30. C	17. C	
31. D	18. D	
32. D	19. C	
33. C	20. A	

## APPENDIX 7

## The Blue Print of Ability in Writing Descriptive Text (Main Data)

<b>Competence Standar</b>	<b>Construct</b>	<b>Indicators</b>	<b>Items Number</b>
Preparing oral and written descriptive text about person, tourist attractions, and the famous historic bulding by paying attention to the text structure and language elements, correctrly and in accordance with the context	Writing is the expression of ideas and conveying of a message to the reader (1996:163)	Students are able to preparing written descriptive text about person, tourist atractions, and the famous historic bulding by paying attention to the text structure and language elements, correctrly and in accordance with the context	1



APPENDIX 8

Validity of Simple Present Tense

NO	Responden	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18																	
		VALID	VALID	TIDAK VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID
1	Ahmad Zuhri	0	1	0	1	0	0	1	0	0	1	1	0	1	0	1	1	0	0
2	Ananda Wahyu	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
3	Desi Ayu Citra	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
4	Dian Utami	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
5	Diva Muliara	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
6	Dyah Ayu Sekar	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
7	Ihwan Astuti	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
8	Maya Syellina	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
9	Nila Ain	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
10	Putri Endrayani	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
11	Putri sabrina	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
12	Neplana	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
13	Puspita sari	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
14	Sarah Istikomah	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
15	Sinta Aulia	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
16	Soyan Pratama	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
17	Sulistiyowati	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
18	Deva Aristiana	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
19	Anggreni Margaretha	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
20	Ausgrah wulanidari	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
21	Ardi Susanto	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
22	Dodo Sepawan	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
23	Frisca Murti Sari	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
24	Irfan Nur R	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
25	Ita Fetrissawati	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
26	Kenneth Alia Fajrihah	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
27	Lisa Novira Sari	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
28	Mas ud Maulana	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
29	Nia Rismawati	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
30	Niuh Febri Sari	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
31	Novitasari	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
32	Regita amelia	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
33	Ronaldo Wildi	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
34	Septhyani	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
35	Shella Amelia wati	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
36	Sigit Nugroho	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
37	Slamet Riyanto	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
38	Slamet Sri L	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
39	Sugianto	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
40	Sulamingih putri	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
41	Wionu Ariangga	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
42	Yugo Pangestu	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
43	Yogi Siputra	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
44	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
45	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
46	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
47	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
48	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
49	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
50	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
51	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
52	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
53	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
54	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
55	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
56	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
57	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
58	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
59	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
60	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
61	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
62	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
63	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
64	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
65	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
66	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
67	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
68	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
69	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
70	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
71	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
72	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
73	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
74	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
75	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
76	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
77	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
78	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
79	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
80	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
81	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
82	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
83	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
84	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
85	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
86	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
87	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
88	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
89	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
90	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
91	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
92	Yulianingsih	0	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1
93	Yulianingsih	0	0	1	1	1	1	0	1	0	1								





## APPENDIX 9 Normality from Simple Present Tense

No	X	Z	F(z)	S(z)	F(x)-S(x)
1	15	5,609	0,017	5,609	-5,592
2	15	5,609	0,017	0,045	-0,029
3	16	5,983	0,040	5,983	-5,943
4	16	5,983	0,040	5,983	-5,943
5	16	5,983	0,040	0,114	-0,074
6	17	6,357	0,084	0,136	-0,052
7	18	6,731	0,158	6,731	-6,573
8	18	6,731	0,158	6,731	-6,573
9	18	6,731	0,158	0,205	-0,047
10	19	7,104	0,265	7,104	-6,840
11	19	7,104	0,265	7,104	-6,840
12	19	7,104	0,265	7,104	-6,840
13	19	7,104	0,265	7,104	-6,840
14	19	7,104	0,265	0,318	-0,053
15	20	7,478	0,399	7,478	-7,079
16	20	7,478	0,399	7,478	-7,079
17	20	7,478	0,399	0,386	0,013
18	21	7,852	0,547	7,852	-7,305
19	21	7,852	0,547	7,852	-7,305
20	21	7,852	0,547	7,852	-7,305
21	21	7,852	0,547	7,852	-7,305
22	21	7,852	0,547	7,852	-7,305
23	21	7,852	0,547	7,852	-7,305
24	21	7,852	0,547	7,852	-7,305
25	21	7,852	0,547	0,568	-0,021
26	22	8,226	0,689	8,226	-7,537
27	22	8,226	0,689	8,226	-7,537
28	22	8,226	0,689	8,226	-7,537
29	22	8,226	0,689	8,226	-7,537
30	22	8,226	0,689	8,226	-7,537
31	22	8,226	0,689	8,226	-7,537
32	22	8,226	0,689	0,727	-0,038
33	23	8,600	0,807	8,600	-7,793
34	23	8,600	0,807	8,600	-7,793
35	23	8,600	0,807	8,600	-7,793
36	23	8,600	0,807	8,600	-7,793
37	23	8,600	0,807	8,600	-7,793
38	23	8,600	0,807	0,864	-0,057
39	24	8,974	0,893	8,974	-8,081
40	24	8,974	0,893	8,974	-8,081
41	24	8,974	0,893	8,974	-8,081

42	24	8,974	0,893	0,955	-0,062
43	25	9,348	0,947	9,348	-8,401
44	25	9,348	0,947	1,000	-0,053

N	44
mean	20,682
SD	2,674
Lh (max)	0,013
Ltabel	0,1322
hasil ui	Normal

## Appendix 10 from Descriptive Writing

No	X	Z	F(z)	S(z)	F(x)-S(x)
1	60	7,439	0,009	7,439	-7,431
2	60	7,439	0,009	0,045	-0,037
3	65	8,059	0,039	8,059	-8,020
4	65	8,059	0,039	0,091	-0,052
5	70	8,679	0,127	8,679	-8,552
6	70	8,679	0,127	8,679	-8,552
7	70	8,679	0,127	8,679	-8,552
8	70	8,679	0,127	0,182	-0,055
9	75	9,299	0,301	9,299	-8,998
10	75	9,299	0,301	9,299	-8,998
11	75	9,299	0,301	9,299	-8,998
12	75	9,299	0,301	9,299	-8,998
13	75	9,299	0,301	9,299	-8,998
14	75	9,299	0,301	9,299	-8,998
15	75	9,299	0,301	9,299	-8,998
16	75	9,299	0,301	0,364	-0,063
17	80	9,919	0,539	9,919	-9,380
18	80	9,919	0,539	9,919	-9,380
19	80	9,919	0,539	9,919	-9,380
20	80	9,919	0,539	9,919	-9,380
21	80	9,919	0,539	9,919	-9,380
22	80	9,919	0,539	9,919	-9,380
23	80	9,919	0,539	9,919	-9,380
24	80	9,919	0,539	9,919	-9,380
25	80	9,919	0,539	9,919	-9,380
26	80	9,919	0,539	9,919	-9,380
27	80	9,919	0,539	0,614	-0,074
28	85	10,539	0,764	10,539	-9,775
29	85	10,539	0,764	10,539	-9,775
30	85	10,539	0,764	10,539	-9,775
31	85	10,539	0,764	10,539	-9,775
32	85	10,539	0,764	10,539	-9,775
33	85	10,539	0,764	10,539	-9,775
34	85	10,539	0,764	10,539	-9,775
35	85	10,539	0,764	10,539	-9,775
36	85	10,539	0,764	10,539	-9,775
37	85	10,539	0,764	10,539	-9,775
38	85	10,539	0,764	10,539	-9,775
39	85	10,539	0,764	10,539	-9,775
40	85	10,539	0,764	0,909	-0,145
41	90	11,159	0,910	11,159	-10,249

42	90	11,159	0,910	0,955	-0,045
43	95	11,779	0,975	11,779	-10,804
44	95	11,779	0,975	1,000	-0,025

N	44
Mean	79,205
SD	8,065
Lhitung (max)	-0,025
Ltabel	0,1322
hasil Uji	Normal

## APPENDIX 11

Data Manual from Simple Present Tense

Data from Simple Present Tense

Berdasarkan data yang diperoleh, diketahui:

- Nilai tertinggi = 25
- Nilai terendah = 15
- Rentang data =  $(25-15)+1 = 11$
- Jumlah kelas interval = 6
- Panjang kelas interval =  $11/6 = 1,83 = 2$

Tabel distribusi data keaktifan pengurus OSIS SMA Islam Diponegoro adalah sebagai berikut:

No.	Interval	$f_i$	F	$x_i$	$x_i f_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
1.	15-16	5	5	15,5	77,5	-5,227	27,321	136,605
2.	17-18	4	9	17,5	70	-3,227	10,413	41,652
3.	19-20	8	17	19,5	156	-1,227	1,505	12,04
4.	21-22	15	32	21,5	322,5	0,773	0,597	8,955
5.	23-24	10	42	23,5	235	2,773	7,689	76,89
6.	25-26	2	44	25,5	51	4,773	22,781	45,562
Jumlah		44			912			321,704

f. Mean

$$\begin{aligned}
 Me &= \frac{\sum f_i x_i}{\sum f_i} \\
 &= \frac{912}{44} \\
 &= 20,727
 \end{aligned}$$

g. Median



$$b = 20,5$$

$$p = 2$$

$$n = 44$$

$$F = 15$$

$$f = 17$$

$$\begin{aligned} Md &= b + p \left[ \frac{\frac{1}{2}n - F}{f} \right] \\ &= 20,5 + 2 \left( \frac{\frac{1}{2}44 - 15}{17} \right) \\ &= 20,5 + 2(0,411) \\ &= 20,5 + 0,822 \\ &= 21,322 \end{aligned}$$

h. Modus

$$b = 20,5$$

$$p = 2$$

$$b_1 = 7 - 5 = 2$$

$$b_2 = 15 - 10 = 5$$

$$\begin{aligned} Mo &= b + p \left( \frac{b_1}{b_1 + b_2} \right) \\ &= 20,5 + 2 \left( \frac{2}{2 + 5} \right) \\ &= 20,5 + 2(0,583) \\ &= 20,5 + 1,166 \\ &= 21,666 \end{aligned}$$

i. Standar Deviasi

$$S = \sqrt{\frac{\sum f_i(x_i - \bar{x})^2}{(n - 1)}}$$

$$= \sqrt{\frac{321,704}{43}}$$

$$= \sqrt{7,481}$$

$$= 2,735$$

## APPENDIX 12

Data manual from writing descriptive text

Berdasarkan data yang diperoleh, diketahui:

- j. Nilai tertinggi = 95
- k. Nilai terendah = 60
- l. Rentang data =  $(95-60)+1 = 36$
- m. Jumlah kelas interval = 6
- n. Panjang kelas interval =  $36/6 = 6$

Tabel distribusi data keaktifan pengurus OSIS SMA Islam Diponegoro adalah sebagai berikut:

No.	Interval	$f_i$	F	$x_i$	$x_i f_i$	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i(x_i - \bar{x})^2$
1.	60-65	4	4	62,5	250	-17,045	290,532	1162,128
2.	66-71	4	8	68,5	274	-11,045	121,992	487,968
3.	72-77	8	16	74,5	596	-5,045	25,452	203,616
4.	78-83	11	27	80,5	885,5	0,955	0,912	10,032
5.	84-89	13	40	86,5	1124,5	6,955	48,372	628,836
6.	90-95	4	44	92,5	370	12,955	167,832	671,328
JUMLAH			44		3500			3162,908

o. Mean

$$Me = \frac{\sum f_i x_i}{\sum f_i}$$

$$= \frac{3500}{44}$$

$$79,545$$

p. Median

$$b = 78 - 0,05 = 77,5$$

$$p = 6$$

$$n = 44$$

$$F = 4 + 4 + 8 = 16$$

$$f = 11$$

$$\begin{aligned} Md &= b + p \left[ \frac{\frac{1}{2}n - F}{f} \right] \\ &= 77,5 + 6 \left( \frac{\frac{1}{2}22 - 16}{11} \right) \\ &= 77,5 + 6(0,545) \\ &= 77,5 + 3,27 \\ &= 80,77 \end{aligned}$$

q. Modus

$$b = 84 - 0,5 = 83,5$$

$$p = 6$$

$$b_1 = 13 - 11 = 2$$

$$b_2 = 13 - 4 = 9$$

$$\begin{aligned} Mo &= b + p \left( \frac{b_1}{b_1 + b_2} \right) \\ &= 83,5 + 6 \left( \frac{2}{2 + 9} \right) \\ &= 83,5 + 6(0,181) \\ &= 83,5 + 1,086 \\ &= 84,586 \end{aligned}$$

r. Standar Deviasi

$$\bar{x} = 79,545 \quad \sum f_i(x_i - \bar{x})^2 = 3163,908 \quad N - 1 = 44 - 1 = 43$$

$$S = \sqrt{\frac{\sum f_i(x_i - \bar{x})^2}{(n - 1)}}$$

$$= \sqrt{\frac{3163,908}{43}}$$

$$= \sqrt{73,579}$$

$$= 8,577$$

## APPENDIX 13

## Uji Hypothesis

NO	Responden	simple present tense (X)	Writing text (Y)	X kuadrat	Y kuadrat	XY
1	Ahmad Zuhri	16	65	256	4225	1040
2	Ananta Wahyu	23	80	529	6400	1840
3	Desi Ayu Cintya	23	75	529	5625	1725
4	Dian Utami	16	80	256	6400	1280
5	Diva Mutiara	15	75	225	5625	1125
6	Dyah Ayu Sekar	22	85	484	7225	1870
7	Jihan Astuti	18	75	324	5625	1350
8	Maya Syelina	18	85	324	7225	1530
9	Nila Aini	20	80	400	6400	1600
10	Putri Endrayani	21	75	441	5625	1575
11	Putri sabrina	19	90	361	8100	1710
12	Nopiana	21	85	441	7225	1785
13	Puspita sari	19	70	361	4900	1330
14	Sarah Istikhomah	19	80	361	6400	1520
15	Sinta Aulia	20	80	400	6400	1600
16	Sofyan Pratama	19	85	361	7225	1615
17	Sulistiyowati	18	80	324	6400	1440
18	Deva Aristiana	21	85	441	7225	1785
19	Anggreni Margaretha	21	85	441	7225	1785
20	Anugrah wulandari	23	85	529	7225	1955
21	Ardi Susanto	21	85	441	7225	1785
22	Dodo Setyawan	19	75	361	5625	1425
23	Frisca Murti Sari	21	90	441	8100	1890
24	Imam Nur R	20	85	400	7225	1700
25	Ita Fatmawati	21	80	441	6400	1680
26	Kanzun Alia Fatehah	22	85	484	7225	1870
27	Lisa Novita Sari	24	80	576	6400	1920
28	Mas'ud Maulana	22	60	484	3600	1320
29	Nia Risnawati	17	70	289	4900	1190
30	Niiuh Febri Sari	22	80	484	6400	1760
31	Novitasi	25	95	625	9025	2375
32	Regita amelia	22	85	484	7225	1870
33	Ronaldo Widi	16	60	256	3600	960
34	Septiyani	23	85	529	7225	1955
35	Shella Amelia wati	15	65	225	4225	975
36	Sigit Nugroho	23	75	529	5625	1725
37	Slamet Riyanto	21	70	441	4900	1470
38	Slamet Sri L	23	75	529	5625	1725
39	Sugiarto	24	85	576	7225	2040

40	Sulaningsih putri	24	75	576	5625	1800
41	Wisnu Ariangga	22	80	484	6400	1760
42	Yugo Pangestu	24	80	576	6400	1920
43	Yogi Siputra	22	70	484	4900	1540
44	Yulianingsih	25	95	625	9025	2375
Jumlah		910	3485	19128	278825	72490

product moment

0,446







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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**SURAT TUGAS**

Nomor : B-2808/In.10/F.V/PP.00.9/08/2019

***Assalamu'alaikum Wr. Wb.***

Dekan Fakultas Adab dan Bahasa IAIN Surakarta dengan ini memberikan tugas kepada:

Nama : **Furqon Edi Wibowo, M.Pd**  
NIP : -  
Sebagai : Validator Data

dalam proses penulisan skripsi mahasiswa :

Nama : **SITI YULAIEKAH**  
NIM : 153221005  
Jurusan / Prodi. : Pendidikan Bahasa Inggris  
Semester : 9  
Judul Skripsi : CORRELATIN BETWEEN STUDENTS' SIMPLE PRESENT TENSE MASTERY AND THEIR ABILITY IN WRITING DESCRIPTIVE TEXT AT THE TENTH GRADE STUDENTS OF SMA BHINNEKA KARYA 6 BOYOLALI IN ACADEMIC YEAR 2018/2019

Demikian surat tugas ini disampaikan untuk dapat dilaksanakan sebagaimana mestinya.  
Atas kesediaan Saudara, kami sampaikan terima kasih.

***Wassalamu'alaikum Wr.Wb.***

Sukoharjo, 19 Agustus 2019

Dekan,



**Dr. H. Giyoto, M. Hum.**

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Appendix 21

## Curriculum vitae



Name : Siti Yulaiekah  
 Place and Date of Birth : Grobogan, 02 April 1997  
 Gender : Female  
 Adress : Ds. Parakan RT 06 RW 01 Kec.  
 Karangrayung Kab. Grobogan  
 Telephone : 082242830987  
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 Hobby : Cooking, Mountain Climbing

## Education

2015-2019 : IAIN Surakarta  
 2012-2015 : SMA Bhinneka Karya 6 Boyolali  
 2009 - 2012 : SMP N 2 Juwangi  
 2004-2009 : SD Negeri 1 Parakan

## ORGANIZATIONAL EXPERIENCE

2017-2018 : Sekretaris Jenderal DEMA Fakultas Tarbiyah dan Keguruan  
 2018 : Sekretaris Jenderal DEMA Fakultas Tarbiyah dan Keguruan  
 2008-2019 : Sekretaris Jenderal Ikatan Mahasiswa Keguruan dan Ilmu Pendidikan Seluruh  
 Indonesia Daerah Jawa Tengah- DIY  
 2019 : Ketua Komisi Advokasi dan Aspirasi Senat Mahasiswa IAIN Surakarta