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**THE CORRELATION BETWEEN THE STUDENTS' MASTERY  
OF PRESENT TENSE AND THEIR WRITING ABILITY AT  
THE EIGHT GRADE OF *MTs NUSANTARA DADAP***

***INDRAMAYU***

**A THESIS**

**Submitted to English Language Teaching Department, *Tarbiyah* and Teacher  
Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon in Partial  
Fulfillment of The Requirements of Undergraduate Degree**



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## ABSTRACT

Tisatun . 2015. *The Correlation between the students' Mastery of Present Tense and their writing ability at the Eighth Grade Students of MTs Nusantara Dadap – Indramayu*. English Education Department of Tarbiyah Faculty of Syekh Nurjati State Institute for Islamic Studies. Advisor: (1) Dr. Tedi Rohadi, M.Pd, SE, Dipl. TEFL (2) Farouk Imam Arrasyid, M.Pd.I, M.Pd.

There are four basic common skills of language that should be mastered by students in learning English: listening, speaking, reading, and writing. All these language skills are related to each other so the students must be trained adequately in all the four basic skills to make them easily practice and use the language.

As the one of English important skills, writing becomes the most difficult skill experienced by Junior High School students because it has close relationship with English grammar and structure. In writing, when the students, even, want to make a simple sentence, they need to know the rules how to make it correct grammatically and structurally. To be a good writer or at least to be able to make an acceptable sentence based on the rules, the students have to master grammar since it is the basic rule of language. In this case, verb tenses have an essential role, because they tell readers when actions are taking place. Careful and accurate use of tenses is important to clear writing. For instance, if the verbs in a passage refer to actions occurring at present actions, the present tense is definitely needed to be used.

This research aims to find out the correlation between the students' mastery of present tense and their writing ability at the eighth grade students of MTs. Nusantara Dadap – Indramayu in academic year 2015/2016. To find the correlation between the students' mastery of present tense and their writing ability, the writer conducted a correlational research which is in area of quantitative research. The number of sample is taken from the 30 students test result which is used as the instrument of this research. There are two kinds of test result form that analyzed; multiple choice test result to get the data of the students' present tense mastery and written test result to get the data about the students' achievement in writing.

The writer carried out data analysis and tested the hypothesis. The mean for the mastery of present tense test is 76, and the mean for writing test is 69. The result of the correlation product moment was 0.677 and it was categorized as a substantial correlation. The level 5% of  $r_{table}$  of product moment is 0.374. The computation shows that  $r_{value}$  is higher than  $r_{table}$  that is  $0.677 > 0.374$  it means that there is sufficient correlation between x variable and y variable. And the writer finds that 45,8 % is the big influential level from the correlation between the students' mastery of present tense and their writing ability. And it can be known that 54,2% of other factors influencing the students writing ability.

Key words: correlation, present tense and writing.

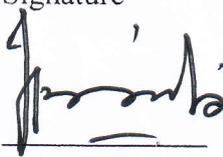
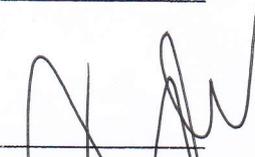


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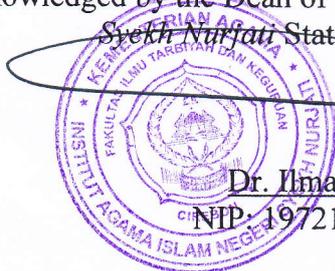
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## RATIFICATION

This thesis which is entitled in *THE CORRELATION BETWEEN THE STUDENTS' MASTERY OF PRESENT TENSE AND THEIR WRITING ABILITY AT THE EIGHT GRADE OF MTs NUSANTARA DADAP-INDRAMAYU* written by Tisatun with the student number 14111310158 has been examined on 2<sup>nd</sup> of Desember 2015. It has been accepted by broad of examiners. It has been recognized as of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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## CHAPTER I INTRODUCTION

This chapter presents and discusses the background of the research, research question, aims of the research, scope and limitation of the the research and significance of the research.

### 1.1 Background of the Research

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. It is used to communicate both in written and spoken form. Languages become the most important in human life. Basically, people need to communicate with others. To do this, they need language to express their feeling, ideas and desires to others. Without language, we will not be able to interact or relate to other human beings. Own language and characters have different types, depending on his or her residence. Nevertheless, judging from its functional all the same language, namely as a means of communication or interaction.

As one of international language, English is used widely by almost all countries in the world in written and spoken form. The domination of the English language globally is undeniable. English is the language of diplomacy and international communications, business, tourism, science, computer technology, media, Internet and education fields as well. English becomes one of essential means to communicate and to express idea among people from different countries

From these points of view, English has become an important role in our life. English becomes something that important to be learnt and taught. In Indonesia, English become a compulsory subject matter that learnt and taught from Elementary school to university level.

In order to increase the student capability in mastering English, the government develops English curriculum. The development of English curriculum aims to follow the world dynamics which is always changing. The government pays attention to this case intensively by releasing some latest regulations related with curriculum and competence, like:

- *U 20/2003. Undang – Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional* (Law 20/2003 on the National Education System)
- *PP 19/2005. Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan* (Government Regulation 19/2005 on the National Education Standard).
- *Permendiknas 22/2006. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah* (Ministerial regulation on the content of elementary and secondary education)
- *Permendiknas 23/2006. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 23 Tahun 2006 tentang Standar Kompetensi Lulusan untuk Satuan Pendidikan Dasar dan Menengah* (Ministerial regulation on the competency outcome in elementary and secondary education)

In mastering English, there are four basic common skills of English that should be mastered by students, those are listening, speaking, reading, and writing. It is obvious that speaking and writing are productive skills and involve some kinds of production on part of the language user. Whereas listening and reading are receptive skills in the language user become receiving written or spoken language.

From those skills, writing seems to be the most difficult skills for students to acquire. Writing is an essential tool for communication. Furthermore, it becomes a vital means not only to convey information, but also to transform knowledge to create new knowledge. As it requires the reader or the audience to understand and interpret what has been written. Langan (1987) and Gunning (1998) agreed that writing is difficult when they stated that writing is both more complex and more abstract than talk. It is believed that writing demands a great deal of skills and conventions such as writing readiness and grammatical rules for the students to become proficient and effective writer. Besides that, teachers too face great challenge to teach this skills and conventions as students may at times find them confusing and difficult to



understand and write affective writing in English. Writing is not just putting pen to paper or writing down ideas but it is how the ideas are presented or expressed effectively.

In writing, when the students, even, want to make a simple sentence, they need to know the rules how to make it correct grammatically and structurally. To be a good writer or at least to be able to make an acceptable sentence based on the rules, the students have to master grammar since it is the basic rule of language. In this case, verb tenses have an essential role, because they tell readers when actions are taking place. Careful and accurate use of tenses is important to clear writing. For instance, if the verbs in a passage refer to actions occurring at present actions, the present tense is definitely needed to be used

All language skills, of course, are related to each other so the students must be trained adequately in all the four basic skills to make them easily practice and use the language. Alexander (1967:VII) says that in order to be a skilled performer the student must become proficient in using the units of a language. It means that they have to study about vocabulary, sound system and grammar.

As a matter of fact, most students in Indonesia also have problems in mastering grammar that can be considered as a complicated one. Swan (1996:xiii) explains that grammar is the rules that say how words are combined, arranged and changed to show different meaning while Chomsky (1957) as cited in Boey (1975:57) states that grammar is a device of some sort for producing the sentences of the language under analysis. From kin et.al. (1999:10) says that grammar is the sounds and sounds patterns, the basic unit of meaning, such as words, and the rules to combine them to form new sentences. From all grammar definition above, we can conclude that grammar is essentials as the rules of the wording to make meaningful utterances.

Based on the information obtained from the English teacher at MTs Nusantara Dadap - Indramayu, many students still have difficulties in mastering grammar as one of components of writing ,especially present tense in the use of subject-verb agreement and the usage. Many of them, for example, are still confused why some sentences use auxiliaries, *is*, *am*, and *are* in stead of auxiliaries *do* and *does* or why some sentences have to use auxiliaries *is not*



*amurare* and vice versa. More over, some students are still confused in making different which subject uses auxiliaries *do* and which ones uses *does*. All these problems above arise since the students do not understand the right rule of present tense and this absolutely effect the students ability in writing.

Here are some examples from common sentences mistakes that is still written by the students.

1. Affirmative Sentence

*Mrs. Susi is drink a glass of milk*, instead of writing, *Mrs. Susi drinks a glass of milk*

2. Negative Sentence

*Mrs. Susi do not drink a glass of milk*, instead of writing, *Mrs. Susi doesn't drink a glass of milk*

3. Question sentence

*Is Mrs. Susi drink a glass of milk?*, instead of writing, *Does Mrs. Susi drink a glass of milk?*

In communication, when the students try to speak, the teachers sometimes let their students put the grammar a side to make their students feel comfortable with the language. But it does not mean that they justify the mistake or the error. It is just one way to motivate them to speak and to make them love English. But speaking is different with writing. Perin and Graham (2007:9) says that writing plays two distinct but complementary roles. First, it is that skills (such as planning, evaluating, and revising text). Second, writing is a means of extending students' knowledge; it acts as a tool of learning subject matter. As a means of extending students' knowledge, the students need to know and to understand how to make a sentence correctly. The understanding and mastering present tense, as the first grammar they learn, know and use, can help the students to write English sentence correctly.

In line with the background of this study, The writer interested in knowing how well the eight grade students of MTs Nusantara is mastering grammar in the form of present tense and how well their ability in writing by using it.

To support this research, the writer has analyzed some previous studies. The researcher overviews about two previous researches before, they are:



1. The first previous research is conducted by Desy Lia Khoirun Nisak with the title “The correlation between students’ simple present tense mastery and their ability in writing descriptive text of the tenth grade students of SMAN 4 Purworejo in the academic year of 2012/2013”.

The objective of the study is to find out whether or not there is a correlation between students’ mastery of simple present tense and their ability in writing descriptive text. This research to 31 students as the sample. The population of this study was the tenth grade students of SMA N 4 Purworejo in the academic year of 2012/2013. The sampling process was administered by applying a purposive sampling technique. To collect the data, the researcher used test as the instrument. The result of this research showed that there is a significant correlation between students’ mastery of simple present tense and their ability in writing descriptive text. The result of the correlation product moment was 0.712 and it was categorized as a high significant level 5% the value of  $r_{table}$  of product moment is 0.355. The computation show that  $r_{value}$  is higher than  $r_{table}$  that is  $0.712 > 0.355$ . The coefficient is positive and significant.

The research found that the mean of simple present tense test is 75.81 and the mean of writing descriptive text test is 70.74. Based on the product moment correlation (r) analysis, it can be concluded that there is a positive and significant correlation between students’ simple present tense mastery and their ability in writing descriptive text of the tenth grade students of SMA N 4 Purworejo in the academic year of 2012/2013. The value of r is 0.712 and r-table is 0.355 (the level of significance is 5%), r value is higher than r table ( $0.712 > 0.355$ ). So it indicates that the hypothesis is accepted (<http://ejournal.umpwr.ac.id>)

2. The second previous research is conducted by Hanifah Oktarina, with the title: “The correlation between the second year students’ simple present tense mastery and their ability in writing a descriptive text at SMPN3 Batang Anaikab. Padang Pariaman”.

This research aimed at correlating the second year students’ simple present tense mastery and their ability in writing a descriptive text at



SMPN 3 Batang Anai Kab. Padang Pariaman. The design of this research was correlational in nature. The population of this research was the second year students at SMPN 3 Batang Anai Kab. Padang Pariaman. The total population was 281 students. The researcher used cluster random sampling technique to take sample. The sample in this research was 32 students.

Based on the result of this research, it was found that the correlation between the second year students' simple present tense mastery and their ability in writing a descriptive text at SMPN 3 Batang Anai Kab. Padang Pariaman was significant. It was proved by the fact that the value of  $r$  calculated was 0.76 and the value of  $r$  table was 0.35. It means that  $r$  calculated was higher than  $r$  table. Based on findings that have already been shown, it could be stated that the alternative hypothesis was accepted. In other word, there was a significant correlation between simple present tense mastery and the ability in writing a descriptive text of the second year students at SMPN 3 Batang Anai. It was proved by the value  $r$  calculated that was higher than  $r$  table. From the research it was found that the grade of simple present tense mastery can influence the grade of writing descriptive text.

Another conclusion that the correlation between simple present tense mastery and the ability in writing a descriptive text of the second year students at SMPN 3 Batang Anai was categorized as high correlation. It means that, simple present tense gives much effects in writing a descriptive text. (<http://ejurnal.bunghatta.ac.id>)

3. The third previous research is conducted by *Nikmaturohmah, Nayu Zariah*, with the title “*The Correlation between Simple Present Tense Mastery and Ability in Writing Descriptive Text of the First Graders of SMPN 1 Kauman*”.

Based on the result of this research, it was found that the mean score of grammar test is 76.5541. This mean score is in the level 70 up to 79. So, it can be said that the students' simple present tense mastery is good. The mean score of writing test is 63.0632. This mean score is in the level 60



up to 69. So, it can be said that the students' ability in writing descriptive text is fair.

The sig. (2-tailed) that is 0.014 is lower than level of significant ( $\alpha$ ) 5%, then  $H_a$  which states that there is a correlation between simple present tense mastery and ability in writing descriptive text is accepted, and  $H_o$  which states that there is no correlation between simple present tense mastery and ability in writing descriptive text is rejected. It means that there is a correlation between simple present tense mastery and ability in writing descriptive text. (<http://opac.iain-tulungagung.ac.id>)

Their research finding and result showed that the students' mastery of present tense have correlated with their writing ability especially in writing descriptive text. or in other words, the students' mastery of present tense can improve their writing ability. This research is different from those research that mentioned above, because this research focus on using picture as a technique to assess the students ability in writing as well as their understanding about the rules of grammar, present tense.

Followed the previous research above, the writer is interested to do the research under the title the correlation between the students' mastery of present tense and their writing ability at the eight grade of MTs Nusantara in the academic year 2015/ 2016.

### 1.2 Research of Question

To know the research of question is the most important part in the research, the researcher decides some research of question that will be discussed here. In this research the researcher formulates the research of question as follows:

1. How is the students' mastery of present tense?
2. How is the students' writing ability?
3. Is there any correlation between the students' mastery of present tense and their writing ability?

### 1.3 Aims of the Research

The aims of research that will be obtained here are as follows:

1. To know the students' mastery of present tense.
2. To know the students' writing ability



3. To find out whether or not there is a correlation between the students' mastery of present tense and their writing ability

#### **1.4 Scope and Limitation of the Research**

The scope and limitation of the study are limited to the subject and object of the research.

##### **1.4.1 Research Subjective**

1. The research subject is limited to the eight grade students at MTs Nusantara

##### **1.4.2 Object**

1. The research object is limited toward two data tests result, those are :
  - 1.1 The students' mastery of present tense test result.
  - 1.2 The students' writing ability test result using present tense.

#### **1.5 Significance of the Research**

##### **1.5.1 Theoretical Significance**

The study will be useful for the students as the aims of this research. The aim is to improve their skills in the present tense and their writing ability. The writer expects the students will recognize and realize that mastering grammar, especially present tense, is useful to have a good skill in writing.

##### **1.5.2 Practical Significance**

By conducting this research, the writer hopes that the result will reveal the real condition about the students' mastery of present tense correlated with their writing ability at the eight grade of MTs Nusantara Dadap-Indramayu in the academic year of 2015/2016.



## 6. Delimitation of the Research

In this research, it is necessary to limit this research because the problems relate to teach grammar and writing are too broad. Therefore the discussion in this research must be restricted. So this research will be only limited as follow

- Correlation/noun  
A connection between two things in which one thing changes as the other does (Oxford Advanced Learner's Dictionary). Correlation is the mutual relationship between two variables: the mastery of simple present tense as independent variable and writing descriptive text as dependent variable. It is measured by using Pearson Product Moment Correlation
- Mastery/ noun  
Complete control of something. (Cambridge Advanced learner's Dictionary)
- Present tense  
One of tenses that used when we talk about permanent situation, things that happen regularly, series of action and events that are completed as we speak (Swan, 1995:443)
- Writing/noun  
Writing is a medium of communication that represents language through the inscription of signs and symbols (wikipedia). The activity of writing is in contrast to reading, speaking, etc.
- Ability/noun  
The physical or mental power or skill needed to do something (Cambridge Advanced learner's Dictionary)

## 7. Outline of the Research

This study is divided into five chapters. Each chapter explains different matters in line with the topic that is discussed.

Chapter I is introduction. It consists of the background of the research, research question, aims of the research, scope and limitation of the the research,



significance of the research, terms of reference and outline of the research, previous research over view and frame of thought.

Chapter II deals with the review of theoretical framework. It consists of the concept of the tenses, the form of present tense, types of present tense and their function, the usage of present tense and the concept of writing.

Chapter III presents research methodology, which consists of place and time of the research, research object, method of the research, type of the research, population and sample, type of collecting data, method of data analysis and classifying the students' test score.

Chapter IV is research finding. It is the analysis to answer the formulation of the problem. It consists of the result of present tense test, result of writing ability test, the correlation between the data result of the students' present tense test (x variable) and the result of the students' writing ability test (y variable), the interpretation from the test result and the discussion.

Chapter V is conclusion and suggestion, it is the conclusion of the research and suggestion that the writer made from the research findings.



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## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of conclusion and suggestion, it is the conclusion of the research and suggestion that the writer made from the research findings.

#### 5.1 Conclusion

After calculating and interpreting the data available at the research which has been done by the writer, then the writer comes to the conclusion that it can be used to answer three questions that have been formulated in chapter 1 (one) in the question of doing research as follows:

1. After calculating and interpreting the data, the writer concludes from the result of simple present tense test that the eight grade students of MTs Nusantara had average score 76. Consulting with the measurement of the students achievement classification table, it can be said that the students had good achievement in present tense mastery.
2. After calculating and interpreting the data, the writer concludes from the result of writing test that the eight grade students of MTs Nusantara had average score 69. Consulting with the measurement of the students achievement classification table, it can be said that the students had fair achievement in writing ability test.  
From the result, the students still have difficulties in writing English. They need more drilling in writing
3. After calculating and interpreting the data, the writer concludes that there is substantial correlation between x variable and y variable. Taking a point of view from the result of the value of "r" product moment (that is 0.677). which the value of it is between 0.40 – 0.70. it means that the correlation between x variable and y variable is sufficient.

Using the interpretation toward the correlation index value of "r" product moment by consulting to the table of value of "r" product

moment the value from the result of “r” product moment in the level of significant 5% is bigger than the value from the table of “r” product moment ( $0.677 > 0.374$ ), it means that in the level of significant 5% the zero hypothesis ( $H_0$ ) is rejected. So, the alternative hypothesis ( $H_a$ ) is approved or accepted. In other words, in the level of significant 5%, there is sufficient correlation between x variable and y variable. In other word, a high and low of the students’ writing ability has correlation with the students’ mastery of present tense.

The writer also finds that that 45,8% is the big influential level from the correlation between the students’ mastery of present tense and their writing ability. And it can be known that 54,2% of other factors influencing the students writing ability.

## 5.2 Suggestion

Based on the result of the research, the writer would like to offer some suggestions to improve the students’ writing ability especially in describing something using present tense. The suggestions are:

1. The students should improve their mastery of present tense because the mastery of present tense can improve their writing ability especially in describing something
2. The students should read as much as possible in order to enrich and support their knowledge and improve their writing ability.
3. It is essential for the teacher to know that one of the factors affect the student's writing ability in describing something is the students’ mastery of present tense.
4. The teacher should provide an opportunity for students to have an extensive writing practice in the class and give students more writing assignments.





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