



Correlation between Mastery on the Simple Present Tense and Writing Descriptive Paragraph

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Abstract

Some English learners might be very good at grammar English but not optimal in writing English, and vice versa. As fellow productive language skills, researching the relationship between grammar and writing skills will be very interesting. The aim of this research was to find out the correlation between mastery on the simple present tense and writing descriptive paragraph. The method that was used in this research was a quantitative research. In this research, the researcher used the subject were 42 students of the First semester Medical Record Program of STIKES Bhakti Husada Mulia Madiun in the academic year 2021/2022. There are Simple present tense and writing descriptive paragraph test were used as the instrument for collecting the data of this research. Pearson's Product Moment Formula was used to correlate both mastery on simple present tense (variable X) and the ability in writing descriptive text (variable Y). The result showed that there was a statistically significant correlation (0.756) is higher than the r value of significant level at 5 % (0.304). Theoretically, Null Hypothesis (Ho) is rejected and Alternative Hypothesis (Ha) is accepted. The suggestion are: the students should improve their mastery on simple present tense because it can improve their ability in expressing activities in writing.

Keywords: *Descriptive Paragraph, Present Tense*

1. Introduction

English is taught educational level. English is used not only to access information, but also to make interpersonal relation in daily activities. The students need good knowledge of the language components such as grammatical, structure, vocabulary and pronunciation. The students have to master grammar, so that they can produce sentences grammatically correct and easily understandable. Grammar also plays an important role in oral and written language. So that Everyone should master grammar if they want to be successful in learning English as foreign language. Realizing the role of the English as the international language, the students are also important to have communicative competence. Especially in writing skill because through writing, they can express their ideas to other people and the students can communication.

Writing involves several components for example grammatical structure, punctuation and capitalization. If they want to have good skill in writing ability, they should practice a lot in this skill. (Wilson, 2011) says that for students to do well in their education, learning to write well is very important. However, writing in the native language is quite a difficult skill to master, let alone in the foreign language like English. Septiani (2014) states that no matter how good the students in English, they still need to learn how to transfer their knowledge of grammatical concept from spoken to written language. For the students, writing is a good

way to reinforce what they have learned and to enrich and use the vocabulary in written form (Aziz, 2011).

Communicating the thoughts on to paper and to share them with the readers is called a writing activity. When writing is seen as a means of communication, effective communication becomes crucial. Having ideas only is not enough for the writers. The writer needs to arrange the ideas in such a way that they will make sense for the reader. This process of arranging ideas requires the mastery of grammar. Grammar is the rules of how words are combined, arranged, or changed to show certain kinds of meaning. Dykes (2007) In this research, the mastery of grammar is emphasized on tenses, especially the simple present tense because it is one of the tenses that must be taught to students as the basic tense to master since it will give influence to master the other tenses. If they master the Simple Present Tense they will write easily, especially about their daily activities, general truth and description of something.

Previous studies show different findings considering the relationship between grammar and writing. First, Syopiana (2011) conducted a study on the correlation between students' grammar mastery and their ability in writing narrative paragraph. The researcher took the sample by using proportional random sampling technique. There were 32 samples out of 223 populations. In collecting the data, the researcher used test for both variables. The result showed that the score of Pearson product moment (r) is 0.650 and the researcher compared to r -table 5% and 1%, ($df = 30$); $0.349 < (0.650) > 0.449$. It means that there is a significant correlation between students' grammar (parallel structure) mastery and their ability in writing narrative paragraph at the second year of SMAN 1 Kuantan Hilir.

The second study was conducted by (Adhiyatma, B., Jamiluddin, J., & Nadrun, 2015). They conducted a correlational research on similar topics for science students in SMA Negeri 1 Pasangkayu by using cluster sampling technique. With 40 students as the sample, the result shows that there is a significant correlation between students' grammar mastery and writing ability.

The third, (Fitria, 2016) investigates a correlation between students' simple present tense mastery and their ability in writing descriptive text at first semester of the eighth grade of SMPN 1 Karya Penggawa Pesisir Barat in 2016/2017 academic year. There were 30 samples out of 121 populations. The researcher used cluster random sampling to take the sample and used objective test consisted of 40 items test to test the grammar and writing descriptive text to collect the data. The result showed that there is a positive correlation between students' simple present tense mastery and their ability in writing descriptive text ($\alpha = 0.001 < 0.05$).

The fourth research was conducted by Puspitasari (2017) on the correlation between students' grammar mastery and their achievement in writing descriptive text. The participants of the study were the first grad of AK-4 at SMKN 1 Bandung. The number of sample were 37 students from 190 populations. The researcher used purposive sampling to take the sample. The result of the research showed that there is positive correlation, the data indicates that the sig (2-tailed) value 0.000 is lower than level of significant. It means that there is significant correlation between students' grammar mastery and their achievement in writing descriptive text at first grades of a state vocational high school in Bandung.

However, not all correlational studies between grammar and writing show similar direction. One study conducted by Septiani (2014) investigating grammar mastery and writing ability in university level, shows that there is no correlation between grammar and writing.

The researcher used purposive sampling to take the sample. There were 30 students as the sample. In collecting the data, the researcher used the documentation of students' writing scores and grammar test. The result of the research showed that there is no significant correlation between grammar and writing ability. The data showed that the most of the students got the minimum score of grammar but they did not get bad score in writing or they got good score in writing.

A newer study was conducted by (Febrianti, 2017) who investigates the relationship between grammar and writing for 40 students of English Language Education Program (ELEP) Faculty of Cultural Studies, Universitas Brawijaya. The result of the study shows that the correlation between grammar and writing cannot be found as the null hypothesis cannot be rejected. Having discussed the previous research, more studies need to be conducted to reveal whether a correlation does exist between grammar and writing, in EFL context, especially in university level.

To fill the gap, this research is intended to investigate A Study on the correlation between mastery on the simple present tense and writing descriptive paragraph of the students at medical record program of STIKES Bhakti Husada Mulia Madiun Academic Year 2021/2022 "because the writer wants to know how good the students' mastery on the Simple Present Tense. Based on the description above, it is necessary to make a study to find out whether or not there is any correlation between the students' mastery on the Simple Present Tense and their ability on writing descriptive text.

2. Method

This research used quantitative approach by focusing on correlation design. Best & Khan (2006) and Lodico (2006) define correlation as the relationship between two or more paired variables. There are two variables in this research. They were grammar mastery as X variable and writing ability as Y variable.

The target population of this research was the whole first semester students (81 students) of Medical Record Program at STIKES Bhakti Husada Mulia Madiun. A sample is the selected participants that taken from the population for the research study. Arikunto (2014) states that a sample is a set of some, not all of the observation or other things. There are 39 students in A and 42 students in B. Because the total number of the population was less than 100, the researchers decided to take all the target population of the first semester medical record students of STIKES Bhakti Husada Mulia Madiun.

The instruments used in the study were tests (grammar test and writing test) and scoring guide for writing. For writing test, the researcher used an essay writing test as the test instrument to collect the data. Before conducting the writing test, the researcher did some stages for test development, such as (a) Giving test to the class both test of present tense mastery and test on writing descriptive paragraph. (b) Analyzing the scores by using correlation product moment.

For grammar test, the researcher prepared 50 items of multiple choice question for simple present tense mastery. That is multiple choice tests which consist of 50 items with five options. The writer asks to the students to choose the best answer by crossing one of five options. For writing test, the researcher used pictures as instrument for writing descriptive text test. In the writing descriptive paragraph test, the writer uses subjective tests. The researcher uses guided writing based on a picture. If the students' answer requirement the

qualification of scoring aspect which consist of content, form, grammar, style, mechanic, they get 100 points. One aspect of scoring represents 20 points, that during time 60 minutes.

3. Results

3.1. Findings

The result from the calculation by using Pearson Product Moment Correlation, showed that for simple present tense mastery positively correlated with students ability in writing descriptive text. The result showed that the correlation coefficient r_{xy} the researcher consults it to the product moment table at the significant level of 5 %. It was gained that the correlation coefficient is 0.756. Whereas, r value of product moment table with $N= 42$ at the significant level of 5 % is 0.304. If the correlation coefficient r_{xy} is higher than r -value of product moment table at the significant level of 5 %, so there is significant, and Null Hypothesis (H_0) is rejected. In the other hand, if the correlation coefficient r_{xy} is lower than r value of product moment table at the significant level of 5 %, so there is no significant, and Null Hypothesis is accepted.

Based on the explanation above, it can be concluded that there is significant correlation between the mastery on the simple present tense and the ability in writing descriptive paragraph . It was shown that the correlation coefficient in this study (0.756) is higher than the r value of significant level at 5 % (0.304). Theoretically, Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted. By another word there is significant correlation between the students' mastery on simple present tense and their ability in writing descriptive paragraph of the First semester medical record students of STIKES Bhakti Husada Mulia Madiun in the academic year of 2021/2022.

Having analysis the data of simple present tense test by using formula, the result shows the coefficient is 0.758. It means that there is a significant increase in writing descriptive paragraph. From the result of calculation, it is obtained the value of the simple present tense test , can be know that there are 3 students get score of 44-50 with degree of significant of 7.1 %. So that only a few student get low scores. There are 9 students who get score of 51-57 with degree of significant of 21.4%. There are 18 students who get score 58-64 with degree of significant of 42.9%. so that many students get score 58-64. And there are 4 students who get score 65-71 with degree of significant of 29.5%. So that only a few student get medium scores. Then there are 6 students get score of 72-78 with degree of significant of 14.35%. There are only 1 student who get score of 79-85 with degree of significant of 2.4%. So that only a few student get high scores.

The writing descriptive test it can be seen that there are 3 students who get score of 40-46 and 47-53 with degree of significant of 7.1%. So that only a few student get low scores. There are 9 students who get score of 54-60 with degree of significant of 21.4%. Then, there are 7 students who get score of 61-67 with degree of significant of 16.7%. While there are 11 students who get score of 68-74 with degree of significant of 26.2%. so that many students get medium score . While there are 5 students who get score of 82-88 with degree of significant of 11.10%. And then there are 4 students who get score of 82-88 with degree of significant of 9.5% so that a few student get high score.

The result showed that many students in the category fair level that is caused many students to get score 58-64 and they do not control the basic grammatical pattern of the language. And only few student get low score in simple present tense and writing descriptive paragraph test.

Based on the distribution of frequency of simple present tense test and writing descriptive test above, the researcher presents the correlation of both in the following polygon.

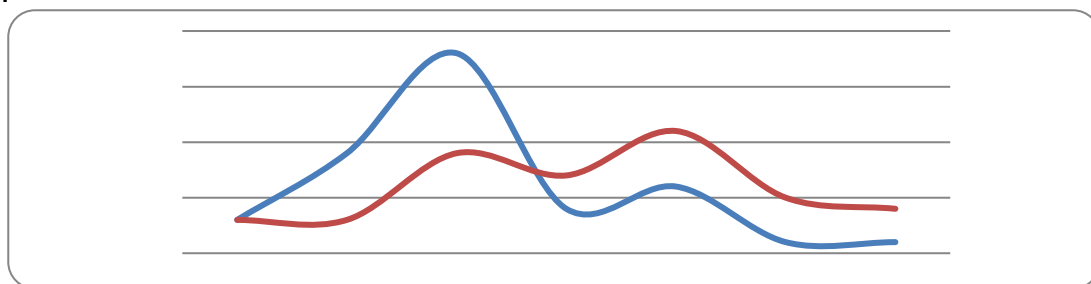


Figure 1. Polygon of the of simple Present Tense and Writing Descriptive Text

3.2. Discussion

The correlation between the mastery on the simple present tense and the ability in writing descriptive paragraph used quantitative approach by focusing on correlation design. The instruments used in the study were tests (grammar test and writing test) and scoring guide for writing. For writing test, the researcher used an essay writing test as the test instrument to collect the data. Before conducting the writing test, the researcher did some stages for test development, such as (a) Giving test to the class both test of present tense mastery and test on writing descriptive paragraph. (b) Analyzing the scores by using correlation product moment. For grammar test, the researcher prepared 50 items of multiple choice question for simple present tense mastery. That is multiple choice tests which consist of 50 items with five options. The writer asks to the students to choose the best answer by crossing one of five options. For writing test, the researcher used pictures as instrument for writing descriptive text test. In the writing descriptive paragraph test, the writer uses subjective tests. The researcher uses guided writing based on a picture.

The results of this study can also be compared with the findings of Septiani (2014). Septiani explained in her research that the investigating grammar mastery and writing ability in university level, shows that there is no correlation between grammar and writing. The researcher used purposive sampling to take the sample. In collecting the data, the researcher used the documentation of students' writing scores and grammar test. The result of the research showed that there is no significant correlation between grammar and writing ability. The data showed that the most of the students got the minimum score of grammar but they did not get bad score in writing or they got good score in writing.

The results of this study can also be compared with Febrianti (2020). She explained in her research that the investigates the relationship between grammar and writing for students of English Language Education Program (ELEP) Faculty of Cultural Studies, Universitas Brawijaya. The result of the study shows that the correlation between grammar and writing cannot be found as the null hypothesis cannot be rejected. Having discussed the previous research, more studies need to be conducted to reveal whether a correlation does exist between grammar and writing, in EFL context, especially in university level.

The research that supports this is research conducted by Fitria (2016). In her research, She used descriptive research. To investigate a correlation between students' simple present

tense mastery and their ability in writing descriptive text at first semester of the eighth grade of SMPN 1 Karya Penggawa Pesisir Barat in 2016/2017 academic year. The researcher used cluster random sampling to take the sample and used objective test consisted of 40 items test to test the grammar and writing descriptive text to collect the data. The result showed that there is a positive correlation between students' simple present tense mastery and their ability in writing descriptive text ($\alpha = 0.001 < 0.05$).

Then the result of this study can also be compared with Puspitasari (2017). She explained in his research that the on the correlation between students' grammar mastery and their achievement in writing descriptive text. The participants of the study were the first grad of AK-4 at SMKN 1 Bandung. The researcher used purposive sampling to take the sample. The result of the research showed that there is positive correlation, the data indicates that the sig (2-tailed) value 0.000 is lower than level of significant. It means that there is significant correlation between students' grammar mastery and their achievement in writing descriptive text at first grades of a state vocational high school in Bandung.

Finally, the researcher can say that the explanation above, it can be concluded that there is significant correlation between the mastery on the simple present tense and the ability in writing descriptive paragraph. It was shown that the correlation coefficient in this study (0.756) is higher than the r value of significant level at 5 % (0.304). Theoretically, Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted. By another word there is significant correlation between the students' mastery on simple present tense and their ability in writing descriptive paragraph of the First semester medical record students of STIKES Bhakti Husada Mulia Madiun in the academic year of 2021/2022. Based on this research, it was suggested that to have a good in writing descriptive text, students should have a good mastery of present tense. There is significance correlation between two different variables. There are simple present tense and writing descriptive paragraph. If the students simple present tense very well so the students can to produce a good writing descriptive paragraph.

4. Conclusion

In this study, in this research the researcher wants to find out the correlation between the students' mastery on the simple present tense and their ability in writing descriptive text. Based on the data and interpretation which is described previously, the researcher concluded as follow:

Based on the result of simple present tense, the smallest score is 44. In the other hand, the highest score is 88. The total of sample is 42. From the result of writing descriptive test, in the smallest score is 40, while the highest score is 85 from 42 samples.

The researcher uses the Product Moment to find out whether there is significant correlation between the simple present tense and writing descriptive text. The result is interpreted by consulting to the product moment table. The result score of r XY is 0.756. Meanwhile, r value of product moment at significant level of 5% with N =42 IS 0.304. It is shown that r xy is higher than r table. So, (H_0) is rejected and (H_a) is accepted. Thus, there is significant correlation between the students' mastery on simple present tense and their ability in writing descriptive text of the first semester medical record students of STIKES Bhakti Husada Mulia Madiun in the academic year of 2021/2022

Based on the result of the study, the researcher would like to offer some suggestion to improve the students' mastery on simple present tense and writing descriptive text. The suggestions are as follows: for the students, they should improve their mastery on simple

present tense because it can improve their ability in expressing activities in writing. Besides, the students should read as much as possible in order to enrich and improve their knowledge in expressing activities.

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