Analysis of Students' Ability to Use Simple Present Tense in Writing Descriptive Texts

Lika Hanifa[1,], Loli Safitri[2]*

[1,2]*Universitas Islam Negeri Sjech M. Djamil Djambek Bukittinggi, Bukittinggi,* Indonesia

Article Informations

Correspondence

E-mail: likahanifa42@gmail.com*

A B S T R A C T

This research is about analyzing students' ability in using simple present tense in writing descriptive text in class X SMA N 1 Bonjol. The purpose of this study is to describe students' ability in using simple present tense in writing descriptive text in class X SMA N 1 Bonjol. This research used quantitative approach with purposive sampling technique. The respondents of this study were 30 students of class X SMA N 1 Bonjol. Data collection was done with a test to determine students' ability in using simple present tense in writing descriptive text. The results of this study show that the average score in making sentences using simple present tense in writing descriptive text is categorized as poor, with an average score of 24. This shows that students have not understood the use of simple present tense in writing descriptive text, especially in making sentences. The contribution of this study is to provide an overview of the difficulties faced by students in using simple present tense in descriptive text, which can be the basis for teachers to design more effective teaching strategies.

Abstrak

Penelitian ini tentang analisis kemampuan siswa dalam menggunakan simple present tense dalam menulis teks deskriptif di kelas X SMA N 1 Bonjol. Tujuan penelitian ini adalah untuk mendeskripsikan kemampuan siswa dalam menggunakan simple present tense dalam menulis teks deskriptif di kelas X SMA N 1 Bonjol. Penelitian ini menggunakan pendekatan kuantitatif dengan teknik purposive sampling. Responden penelitian ini adalah 30 siswa kelas X SMA N 1 Bonjol. Pengumpulan data dilakukan dengan tes untuk mengetahui kemampuan siswa dalam menggunakan simple present tense dalam menulis teks deskriptif. Hasil penelitian ini menunjukkan bahwa skor rata-rata dalam membuat kalimat menggunakan simple present tense dalam menulis teks deskriptif dikategorikan buruk, dengan nilai rata-rata 24. Ini menunjukkan bahwa siswa belum memahami penggunaan simple present tense dalam menulis teks deskriptif, terutama dalam membuat kalimat. Kontribusi penelitian ini adalah memberikan gambaran mengenai kesulitan yang dihadapi siswa dalam menggunakan simple present tense dalam teks deskriptif, yang dapat menjadi dasar bagi guru untuk merancang strategi pengajaran yang lebih efektif.

1. Introduction

Writing is a productive skill that students should acquire in order to communicate their thoughts and feelings to others in written form. Anjayani stated writing is the process of capturing language on a piece of paper or in any other medium in order to represent the writer's thought and message, including the use of vocabulary and grammatical structure (Anjayani et al., 2016). In addition, Tarigan in Wardani explained that Writing is a language ability that is used to communicate in an indirect manner. Students can share their ideas and opinions with others in written form, such as a letter, message, or communication invitation (Wardani et al., 2014). Based on these statements, it can be concluded that writing as communicative process which aims to deliver the idea and thought.

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person is able to convey feelings, ideas, and announcements to others. Actually, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas (Sharples & Siburian, 2013). Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they can think critically. Therefore, learning is very important for improved writing in particular learning of English in Indonesia because the writing is a process of transformation of thoughts and ideas into tangible forms of writing. In addition, many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters and important information in a company's product.

In the Indonesia national curriculum (K13) syllabus of junior and senior high schools curriculum requires students to be able to write some kind of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, reviews, anecdote, spoof, and news items.

Based on the above, the descriptive text is one genre that must be mastered by students in learning English. And theoretically, descriptive paragraph is a paragraph vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the writer's experience (Sharples & Siburian, 2013).

Morever, descriptive text can be defined as a text that describes of someone,something, or a certain place. A descriptive text is a type of text that uses clear detail to illustrate or show a person, place, or thing such that the reader can see or imagine the object being described (Zahra et al., 2015). Another statement that descriptive text is a piece of writing that is intended to deliver meaning to the reader through sensory details and provides image to the reader (Siregar & Dongoran, 2020). It indicates that descriptive text is a text which describes thing, person, place specifically so it is easy to visualize and imagine the object celarly.

Furthermore, writing descriptive text has some parts that should be mastered by the students before start to write a paragraph descriptive. The part of descriptive paragraph was divided in to three parts, they are; 1) Social function to describe a particular person, place, or thing, 2) Generic structure consists of identification to identifies phenomenon to be described: describes parts, qualities, characteristics, 3) Language features consists of grammatical aspects of use simple present tense, focus on specific participant, use of attributive and identifying process, using adjective, using classifier in nominal group (Siregar & Dongoran, 2020).

Many factors are involved in mastering descriptive writing. Influencing writing to be a good one such as vocabulary mastery, grammatical mastery, punctuation and spelling knowledge which must be integrated to be a paragraph (Siregar & Dongoran, 2020). In writing descriptive text, the students need to develop the ideas into one paragraph, organizing the ideas by identifying the topic and give the descriptions about the topic, students must be able write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics such as punctuation, spelling, and capitalization (Siregar & Dongoran, 2020). So, to be able in writing descriptive text students need to master grammatical rules, punctuation, spelling, also develop and organizing the ideas into a paragraph.

Based on interviews conducted by researcher with Class X English teachers in SMA1Bonjol. The teacher said that the students have difficulties on writing some sentences in descriptive text. The teacher has used the various learning methods and strategies, one of them is by dividing the students into small groups, however the students did not understand how to write some sentences in descriptive text.

Besides that, the researcher observes the student's worksheets that is students' daily task in making descriptive text and researcher found that many problems about simple present tense on their writing, however simple present tenseswas taught in junior high school. As the example, the students can not differentiate to use have and has. For example: she have beautiful eyes, where the appropriate sentence is she has beautiful eyes. The second problem that the researcher found that the students still confused how to use verbal and nominal in simple present tense. For example:my mother work in the market should express as my mother works in the market. And in nominal sentence, for example: I smart should express as I am smart. Then the students have lack of diverse vocabularies for instance,they only use adjective word of beautiful on their sentence meanwhile,there are few other adjective words such as pretty, awesome, gergeous. Based on the phenomena above, the reseacher want to discover student's ability in using simple present tense in writing descriptive text. Therefore, researh entitled "anlaysis students ability in using simple present tense in descripyive text" will be condcuted at X grade senior high school students of SMA 1 Bonjol year 2021/2022.

2. Research Method

2.1. Design of the Research

In design of this research, the researcher used quantitative research refers to the data presents numeral data (student's mark) and need to be quantified by statistical formulas in analyzing it. In dealing with the problem of the study stated previously, the researcher used descriptive quantitative research type in this research.

This research used descriptive quantitative because the researcher got information in numeral data and need to be quantified by statistical formulas. According to Yogesh, quantitative analysis deals with data in the form of numbers and uses mathematical operations to investigate their properties (Singh, 2006). This research gave the description of the phenomenon objectively without giving kinds of experiment or nonexperiment activities, because it generally involve only the measurement of variables and not the manipulation or control of variables. It showed that the fact systematically and the object of the research accurately. So, the researcher used descriptive quantitative research type was designed to get information by exploring and developing a detail phenomenon through numeric data in this research, because the researcher needed to analyze and to described the phenomenon in the field of students ability in using simple present tense in writing descriptive text.

2.2. Population and Sample

2.2.1. Population

The population is all of the subject and subject that will be researched by reseacher. According to Sugiyono, "Population is generalized areas that consist of object or subject which has certain quality and characteristic that set by the researcher to learn and then take the conclusion (Sugiyono, 2016). Creswell states that, a population is a group of individuals who have the name characteristic (Creswell, 2012). The population of this reseach is the tenth grade of SMA 1 Bonjol in 2020/2021 in academic year. There are five classes of the tent grade. They are class X IPA 1 and X IPA2, X IPS1, X IPS2, X IPS 3 the number of population are about students.

Table 1. The Total Population Of Tenth Grade Students In SMA 1 Bonjol 2020/2021

No	Class	Students' totality
1.	X IPA 1	31
2.	X IPA 2	30
3.	X IPS 1	29
4.	X IPS 2	28
5.	X IPS 3	30
	total	148

Source: The Teacher Of SMA 1 Bonjol

2.2.2. Sample

The sample is part of the population. Sample or also often called example is representative of the population whose characteristics will be revealed and will be used to estimate population characteristics. In this research, the researcher use purposive sampling. According to Dantes, purposive sampling is a sampling technique based on the characteristics or goals set by the researcher before (Dantes, 2012). The researcher's reason used purposive sampling was because to maximize information obtained, where the researcher wants to collect information about the students' abilty. The sample of this research is 30 learners at the tenth grade to know what the students ability in using simple present tense in at SMA N 1 Bonjol academic year 2021/2022 as sample of this research.

2.3. Instrumentation

Test used to identify the students' ability in using simple present tense in writing descriptive text. The materials of test consist of certain materials that had been studied by the students before. There were 6 topic items that given tow to the students. The topics such as describing my father, my mother, my friend, my school, my classroom. The students were asked to make of 20 sentences and they would choosen one of topic that had been prepared. To obtain this individual score, the writer uses the formula proposed by sutomo in azhary (Toago, 2013).

$$\text{Standar score} = \frac{\text{obatined score}}{\text{maximum score}} x100$$

A good test should have to be valid and realialable. The researcher considered about the validity and realibility ofthe test beacuse it is important on the test. Withouth validity and realibility a test will not became valid and realiable. The requarements of the test are validity and realibility, as explained below:

2.3.1. Validity

The test that provide by the researcher should has validity test to discover whether a test measure accurately. Jack R Fraenkal mentions on his book, validity is one of the necessary steps to consider when preparing and choosing the instrument of the research. The researcher used expert validity to validate the test that is paraphrasing test. After that the test will be given to the students if the validator and the advisor approve the test.

2.3.2. Realibility

Reliability was the degree consistency of a measure. A test was a reliable when it gave the same conditions. Gay states that reliability is the degree in which a test consistently measures whatever it is measures (Gay et al., 2012). Thus, the researcher used external or internal consistency to determine the reliability of test. In this reliability of research the researcher used SPSS22.

General category of reliability as follows:

$0,8 < r11 \leq 1,00$: Very high

$0,6 < r11 \leq 0,8$: Higher

$0,4 < r11 \leq 0,6$: Average

$0,2 < r11 \leq 0,4$: Low

$0,0 < r11 \leq 0,2$: Very low

The result of calculation of reliability saw in the table as followed:

Table 2. Reliability

Reliability Statistics

Cronbach's Alpha	N of Items
.865	20

The reliability of the test was 0.673 it categorized into higher reliable level. It meant the instrumental accuracy involved into good level and this means good for a research.

2.4. Technique of Data Collection

The data of the research is collected writing test given by the reseacrher and interview. The reseacher did some following steps to collecting the data:

a. The researcher distributed the test to the students

b. The resercher asked the students to answer the question

c. The researcher gave time to the students to answer the questions

d. The resercher collected the answer sheets

e. The test result will be alayzed by the researcher

2.5. Technique of Data Analysis

In this research, the researcher will know the level student' ability in using simple present tense in writing descriptive text. In this case, the researcher follow some steps, they are:

a. Collect data

   The researcher would collect the students' writing sheet that have done by the students

b. Analaysed the students' writing result based on the result simple present tense that write.

c. Identify the students' ability

   Identified students ability by scoring test, the calculation students' score in using simple present tense in writing descriptive text . the test is done by make a 10 sentences with point for each correct answer. To obtain this individual score the researcher use formula proposed by sutomo in toago as folow (Toago, 2013):

$$standard = \frac{obatined\ score}{maximum\ score} x100$$

d. The researcher calculated the percentage of frequency for each score by using the formula as follow :(Sudjono, 2008)

$$R = (H - L) + 1$$
$$B = 1 + 3,3 \log n\ (n = total\ sample)$$
$$I = R / B$$

Where :

I = Interval of the data

R = The highest score – The lowest score

e. Put the score into the distribution table.

f. Determine the mean, median, and modus of the data. To find mean, median, and modus of the data, the researcher used the formula as follow :

$$\text{Mean x} = \frac{\Sigma f x}{n}$$

g. After counting the mean score, the writer described their ability in using using simple present tense in descriptive text by interpreting the mean score rank score classification proposed by Afri rahman (Rahman, 2021).

Table 3. Score Clasification

Score interval	Level of ability
80-100	Excellent
66-79	Good
56-65	Fair
40-55	Poor

3. Finding and Discussion

3.1. Findings

3.1.1. Description of the Data

The data of this researcher were gotten based on research that had been done by researcher at the tenth grade SMA N Bonjol. There 30 students of th e tenth grade .

The students' test is used in order to know what students' ability in using simple present tense in writing descriptve text what students difficulties in sinng simple present tense in writing descriptive text by students at the tenth grade studentsbof SMA N 1 Bonjol academic

Before finding out the students' ability in using simple present tense, the researcher describe the finding of the data about student' ability in using simple present tense in writing descriptive text test score. Tthis following table describes the student's in using simple present tense in writing descriptive text score.this following student's in using simple present tense in writing descriptive text score which randomly.

To made clear the deatiled result using simple present tense in writing text descriptive of the data analysis of each student' writing tets score in the table below:

Table 4. The description of students writing simple present tense in Writing descritipve text score.

No	Studnets' name	Correct	incorrect	Score
1	FPA	3	17	15
2	AH	1	2	5
3	A	3	7	15
4	SAN	5	5	25
5	YA	4	1	20
6	BAS	10	-	50
7	VR	2	4	10
8	TN	14	3	70
9	KPM	2	2	10
10	NP	6	4	30
11	WPS	14	1	70
12	RE	2	-	10
13	NP	7	5	35
14	RAP	10	2	50
15	KD	20	-	100
16	MN	-	3	0
17	AH	7	-	0
18	MF	8	2	40

No	Studnets' name	Correct	incorrect	Score
19	RS	7	-	35
20	AA	4	6	20
21	REP	2	4	20
22	TR	11	2	55
23	RD	4	1	20
24	KPM	2	3	10
25	DKD	13	5	65
26	RP	-	-	0
27	RP	7	5	35
28	AR	6	1	30
29	AJ	8	3	40
30	AM	5	4	25

According to the table above, it is clear that students writing score above still have the variation. Simple present tense test, the highest score is 100 which is only 1 student and the lowest score is 0 which are 2 students got it.

3.1.2. Analytics of the Data

As stated previously, to know about the students ability in usiing simple present tense in writing descriptive text, the reseacher collects the students writing score by doing tets. When the data has been collectes, in this section, the researcher focuses on an analyzing the students ability in using simple present tense in writing descriptive text.

In analysis students ability in using simple present tense in writing descriptive text, the researcher computed the result of all data based on statistic rule. Based on statistic way, this data include on group data. As a group data, the data was put into a distribution table. Before the data put into distribution table, the researcher need to arranged the score from the lowest to the highest then finde out the internal of the data after that, the resarcher finds mean.

3.1.2.1. The students ability in using simple present tense in wring descriptive text

In orde to analyze the data, the researcher explained the students ability in using simple present tense in writing descriptive text. Then the rsearcher put the data into the table. After getting the frequency of the data, the rsearcher made into distribution table diagram of students ability in using simple present tense in writing descriptive text. Furthermore, the reseracher interpreted data which was gotten based on the table of interpretation . The higest score found is 100 and the lowest score is 0.

From the distribution score of the students ability in using simple present tense in writing descriptive text above, it can be seen that After the researcher took the data of thid researcher, the

researcher put the data into distribution table. Then, the researcher found mean of the data $\sum fx$ isi 731 and total sample is 30. After that the data is arranged, the researcher find out Mean of the students . After calculating the distribution data on table, the researcher found mean score of students ability in using simple present tense in writing descriptiive text is 24.

Table 5. The frequency of students writing score

Interval	F	X	F.x
85 – 100	1	93	93
68 – 84	2	76	156
51 – 67	2	59	118
34 – 50	7	42	84
17 – 33	8	25	200
0 - 16	10	8	80
	n = 30		$\sum fx$ 731

The table distribution 4.2 shows that 1 student get the score between 85-100, 3 students get the score between 68-84. Then, the students who get between 51-67 is 2 students,9 students get the score between 34-50, 7 students get the score 17-33, 8 students get the score between 0-16. It can be seen that

data Σfx 731 n=30 and x= 24. So the reseracher find mean score of the students is 24.

Then, result of the students mean of precentage in uisng simple present tense in writing descriptive text is arranged into the table of rating scaleas the result, the rseracher use rating sclae to arange the students ability in suidng simple presnttese. The reseacher will give interpretation of result by using table which describe below:

Table 5. percentage of score classification

Score interval	Mean	Level of ability
80-100		Excellent
60-79		Good
50-59		Average
0-49	24	Poor

The table shows that the percentage mean score of the students is 24(0-39). The score is obtained from the students in using simple present tense in writing descriptive text. It was found that students oability in using simple present tense in writing descriptive text is poor.

3.2. Discussion

The result of this research to an analysis of students' ability to use simple present tense in writing descriptive text at the tenth grade SMA 1 Bojol was can be categorized as poor with a mean score is 24. It can be seen that most of of students get the low score and mosts of student have difficulties in using simple present tense in writing decrsiptive tex. The students still confuse to use s/es on the verb and they missed to write add s/es o the verb. And the students can not differentiated use has and have and also they missed to write add have and has on the verb. Amd the students id know how to write negative sentence. To anticipate difficulties of the students using simple present tense in writing descriptive text. The solution is English teacher is explained again with a detailed explanation about tenses especially simple present tenses related to the student's difficulties. Then ordered students to do more exercises in the simple present tense in writing descriptive text. So that the students can remember the formula of simple present tense by doing write the task or homework. The solution is to improve students' ability in using simple present tense and make the students able to use simple present tense in writing descriptive text.

4. Conclusion

The results of this study show that the ability of tenth grade students of SMA 1 Bonjol in using simple present tense in writing descriptive text is low, with an average score of 24. The majority of students get low scores and have difficulties in using simple present tense. Students are still confused about using s/es in verbs and often forget to add it. In addition, students cannot distinguish the use of "have" and "has" and have difficulty writing negative sentences.

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