

**THE CORRELATION BETWEEN TENSES MASTERY AND
ABILITY IN WRITING DESCRIPTIVE PARAGRAPH AT
THE SECOND YEAR STUDENTS OF SMA NEGERI 1
KAMPAR KIRI TENGAH KAMPAR KIRI TENGAH
DISTRICT KAMPAR REGENCY**



BY

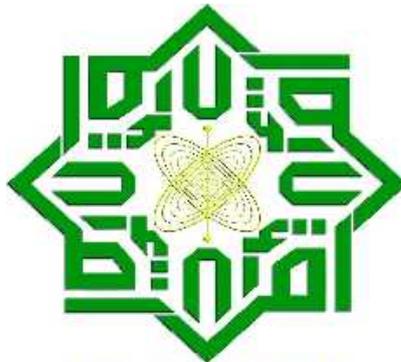
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THE SECOND YEAR STUDENTS OF SMA NEGERI 1
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DISTRICT KAMPAR REGENCY**

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for Undergraduate Degree in English Education
(S.Pd.)



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SUPERVISOR APPROVAL

This thesis entitled “*The Correlation between Student’s Tense Mastery and Their Ability in Writing Paragraph Descriptive at the Second Year of SMAN 1 Kampar Kiri Tengah Kampar Kiri Tengah District Kampar Regency*” is written by Hami Salisati , NIM. 10614003468. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, 27 Muharram 1434 H
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Pekanbaru, 10 January 2013

Hami Salisati

ABSTRACT

HAMI SALISATI, (2012): The Correlation Between Students' Tenses Mastery and Their Ability in Writing Descriptive Paragraph at the Second Year of SMAN 1 Kampar Kiri Tengah District Kampar Regency.

In accordance with the symptoms, the writer had some problems that should be discussed and overcome. This research was aimed to find out the correlation between students' tenses mastery and their ability in writing descriptive paragraph .

The subject of this research was the second year students of SMPN 1 Kampar Kiri Tengah, whereas the object of this research was students' tenses mastery and their ability in writing descriptive paragraph. The population of this research are 175 students and the writer take 25% as the sample for this research. In collecting the data, the writer used test for tenses mastery and written test for their writing ability.

From the data analysis which had been done by using SPSS, it could be seen there is no significant correlation between students' tenses mastery and their ability in writing descriptive paragraph. It can be shown by the explanation below:

1. The score of correlation coefficient is 0.203 - 0.273 in significant level 5% and 0.354 in significant level 1% (see the table product moment). It means that H_0 is accepted which indicates that there is no correlation between students' tenses mastery and their ability in writing paragraph descriptive.
2. The probability score or sig. (2- tailed) is 0.210 > 0.05. It means that H_0 is accepted. On the other word, there is no significant correlation between students' tenses mastery and their ability in writing descriptive paragraph.
3. The outputs above show that there is a sign that means that there is no significant correlation between students' tenses mastery and their ability in writing paragraph descriptive.

Direction of correlation between two variables was negative. It means that the higher score of students' tenses mastery will not influence their ability in writing paragraph, so the students' tenses mastery has not relation with students' ability in writing descriptive paragraph.

ABSTRAK

HAMI SALISATI, (2012): Korelasi Antara Penguasaan tenses siswa dengan kemampuan mereka didalam menulis paragraph deskripsi di SMAN 1 Kampar Kiri tengah Kecamatan Kampar Kiri Tengah Kabupaten Kampar.

Menurut gejala gejala dalam penelitian ini, penulis menghadapi masalah masalah yang harus didiskusikan dan dipecahkan. Penelitian ini bertujuan untuk menemukan hubungan antara penguasaan tenses dan kemampuan menulis paragraph deskripsi.

Subjek dari penelitian ini adalah siswa kelas dua SMAN 1 Kampar Kiri Tengah dan objek dari penelitian ini adalah penguasaan tenses dengan kemampuan menulis paragraph deskripsi. Populasi dalam penelitian ini adalah 175 siswa dan penulis hanya penhambil 25% sebagai sampel. Dalam dalam pengumpulan data, penulis menggunakan tes untuk mengetahui penguasaan tenses siswa dan tes menulis untuk mengukur kemampuan siswa dalam menulis paragraf deskripsi. Penulis menggunakan korelasi pearson product moment.

Dari data yang telah dianalisis dengan menggunakan SPSS, dapat dilihat bahwa tidak da korelasi yang signifikan antara penguasaan tenses dan kemampuan menulis paragraf deskripsi. Hal tersebut dapat dilihat dari:

1. Skor koofisien korelasi adalah $0.203 < 0.273$ pada standar signifikan 5% dan 0.354 pada standar signifikan 1%(see table product moment) itu berarti H_0 diterima yang menunjukkan bahwa ada korelasi yang signifikan antara penguasaan tenses dengan kemampuan menulis paragraf deskripsi.
2. Nilai probabilitas sig.(2-tailed) is $0.210 > 0.05$. itu berarti H_0 diterima, dengan kata lain ada korelasi yang signifikan antara penguasaan tenses dan kemampuan menulis paragraf deskripsi.
3. Hasil diatas menunjukkan bahwa tidak ada korelasi yang signifikan antara kemampuan penguasaan tenses dan kemampuan menulis paragraf deskripsi siswa.

Korelasi antara dua variable tersebut adalah negatif. Berarti nilai tenses tertinggi siswa tidak akan mempengaruhi kemampuan mereka dalam menulis paragraf deskripsi, jadi kemampuan penguasaan tenses siswa tidak ada hubungannya dengan kemampuan menulis paragraf deskripsi.

هامي سليساتي (2012): العلاقة بين استيعاب الطلاب في صيغة الفعل و قدرتهم على كتابة
الفقرة الوصفية بالمدرسة المتوسطة العالية الحكومية 1
كيري تيغاه بمركز كمبار كيري تيغاه منطقة كمبار.

بالأساسا على الأعراض التي كشفت الباحثة، تلاقي الباحثة المشكلة التي لا بد مناقشتها و حلها. تهدف الدراسة لمعرفة لاقاة بين استيعاب الطلاب في صيغة الفعل و قدرتهم على كتابة الفقرة الوصفية.

الموضوع في هذه الدراسة طلاب الصف الثاني بالمدرسة المتوسطة العالية الحكومية 1 كمبار كيري تيغاه بمركز كمبار كيري تيغاه منطقة كمبار بينما الهدف في هذه الدراسة استيعاب الطلاب في صيغة الفعل و قدرتهم على كتابة الفقرة الوصفية. الأفراد في هذه الدراسة بقدر 175 25 في المائة لتكون عينات في هذه الدراسة. في جمع البيانات استخدمت الباحثة الاختبار لمعرفة استيعاب الطلاب في صيغة الفعل ثم الاختبار لقياس قدرة الطلاب على كتابة الفقرة الوصفية. استخدمت الباحثة علاقة فيرسون فرودوك مومين. أساسا على تحليل البيانات باستخدام س ف س س استنبطت الباحثة أن ليس هناك العلاقة الهامة بين استيعاب الطلاب على صيغة الفعل و قدرتهم على كتابة الفقرة الوصفية ما كانت ظاهرة في الأمور الآتية:

1. نتيجة المعامل للعلاقة هي $0.273 > 0.203$ (انظر الجدول فرودوك مومين) ك كانت الفرضية البديلة مقبولة ما تدل على وجود العلاقة بين استيعاب الطلاب على صيغة الفعل و قدرتهم على كتابة الفقرة الوصفية.
 2. نتيجة الإمكانية سيغ (2-) $0.05 < 0.210$. لذلك كانت الفرضية مقبولة و أن هناك العلاقة الهامة بين استيعاب الطلاب على صيغة الفعل و قدرتهم على كتابة الفقرة الوصفية.
 3. تدل الحصول السابقة بعدم العلاقة الهامة بين استيعاب الطلاب على صيغة الفعل و قدرتهم على كتابة الفقرة الوصفية.
- كانت العلاقة بينهما إيجابية. نتيجة صيغة الفعل المرتفعة لدي الطلاب لا تؤثر قدرتهم على كتابة الفقرة الوصفية و قدرتهم على استيعاب صيغة الفعل لا تتعلق بقدرتهم على كتابة الفقرة الوصفية.

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CHAPTER I

INTRODUCTION

A. The Background

Writing is the productive skill in the written mode. It is more complicated than it seems at first and often seems to be the hardest of the skills even for native speakers of a language, since it involves not just a graphic representation of speech but the development and presentation of thoughts in a structured way. Moreover English writing is the most complicated cause the rules of the writing itself is variances but it is needed now days to get a better life. English has a big influence on human life. Concerning this, Elizabeth and Susan stated that Standard English is the language that it is written and spoken by educated people. It is expected by college graduates. Virtually, all the writing done by millions of people employed in white-collar jobs requires the use of Standard English.¹

In English, there are integrated skills to be mastered such as: Speaking, listening, reading, and Writing. Haycraft said that there are various skills in mastering language: *respective skill*, listening (understanding the spoken language), reading (understanding the written language), and *productive skills*-speaking and writing.² Written language is far away and different from spoken language. Spoken language is easier than written language because it does not need complex grammar. One of the four skills in English is writing considered to be the most complex and difficult skill to be mastered. In academia, the skill of

¹Elizabeth McMahan and Susan Day. *The Writer's Rhetoric and Handbook*. United States: McGraw-Hill Book Company. 1984, p. 3

²John Haycraft. *An Introduction to English Language Teaching*. England: Longman Group UK Limited. 1986. p. 8

writing holds important role when it is needed for conference, presentations, journals and book publication by using new ideas and concepts. In teaching learning process, it is a productive skill that needs thought and ideas, Teacher has to have many different methods, approaches, and techniques that can serve to produce better writers. Moreover, they are from different educational environments.

Writing is the most difficult for the teachers and students from those four language skills taught at schools. The difficulties are in generating and organizing idea as well as in translating these ideas into readable text. Many teachers are not comfortable with writing in English. How they are able to encourage students' interest and ability if they still have anxiety on it. It is a big problem that should be solved by us. To minimize the difficulties in teaching writing, the exercise of writing is not directly writing paragraph or composing the text. It can be started by writing sentences. Students should be able to construct the sentences, to overcome problem with sentence and to write connected sentences. After the students have the ability to construct the sentences, the writing exercise is increased by giving experience to the students to write paragraph, the text or the whole text.

Education policy for English language teaching in Indonesia has undergone several changes. The changes aim at improving the outcomes of English language teaching itself. The government of Indonesia through the Department of Education and Culture has determined that English as a second in communication should be taught as a compulsory subject at schools and colleges. They also launched the 2006 English Curriculum (Basis Competence Curriculum)

explicitly to teach English in the senior High School. It is called School Based Curriculum or in Indonesian we call that Kurikulum Tingkat Satuan Pendidikan (KTSP). A curriculum is a general policy statement intended to guide what teachers do in the classroom by considering a number of the factors; social, language theory and content or subject matters. According to Undang-Undang Sistem Pendidikan Nasional No. 20 Tahun “*Curriculum is a set of plans and rules containing aims, contents, subject materials and the ways used as a guidance of the teaching implementation to reach certain educational aim.*”³

The teachers have to explain the lesson in their classroom based on School Based Curriculum. In the School Based Curriculum, we can find text types or usually called as a genre. The teachers have to comprehend it before explaining to the students. There are kinds of text types or genre that should be taught to students in Senior High School. They are: recount, narrative, report, procedure, news item, descriptive, and etc. Texts do not always conform to the typical classifications perfectly. Understanding types of text should be aimed at understanding general guiding principles. Studying types of text should be read as studying genres and not for a factual direction in writing a text. These classifications on types of text are based on the analysis of three main elements of text. These elements of text are:⁴

³Online resources. *Pengertian dan definisi kurikulum*.2009.

<http://warnadunia.com/pengertian-dan-definisi-kurikulum/>).Retrieved on May, 3rd 2010.

⁴Online resources. *Definition and differences between narrative and recount text*.http://www.understandingtext.blogspot.com/2007_12_01_archive.html. Retrieved on April 28th 2009

1. The purpose of the text; why is the text made?
2. The generic structure of the text; analyzing the used structure in composing the text, in what way is the text constructed by its writer.
3. The language feature; taking a look at the linguistic characterizations of the text, what kind of language feature is used to build the text by its writer.

However, a text is not pure form. It is a mixture of genre. Understanding types of text should be aimed at understanding general guiding principles. Studying types of text should be read as studying genres and not for a factual direction in writing a text. In accordance with the idea, Kalayo and Fauzan stated that there are some features of common text types of writing: Recount, narrative, procedure, information report, explanation, and exposition.⁵

Grammar is plaguing so many language learners even after they have more or less mastery of the global features of written English, such as organization and coherence. Moreover, the students who are studying a foreign language, for example English. Grammatical rules have been taught to enable the students to deal with using good form of sentence structure. Then, they can product good writing.

So, what is grammar? Chomsky (in Samsu Huda) defines it is a device of some sorts for producing the sentences of the language under analysis. He also

⁵Muhammad Fauzan Ansyari and Kalayo Hasibuan. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press. 2007. p.130-132

adds that grammar can be defined as a set of rules that would generate all the possible sentence of language and none impossible ones⁶.

One of the important aspects in grammar is tenses. Verb tense refers to the time verb expression. It is very important to master verb tense in writing English process, especially in writing descriptive paragraph, tenses are very important to be understood by the students. Without having knowledge about tenses they will not be able to write the descriptive paragraph well. Based on the syllabus in the first grade at the second semester, one of the indicators of the writing is to identify the characteristics from things or people that are described. And in the syllabus, we can see the standard competence of the writing to respond the meaning in the monolog text used orally, clearly receive in the daily activity in the text of narrative, descriptive and news item. Whereas, the based competence of the writing in the syllabus is to understand the meaning in the functional text and monolog text in narrative, descriptive and news item form in the daily activity.

In writing, students can make the sentences well by mastering the tenses. Tenses are the verb forms that show the time of the action. One of the functions of tenses is to make a good paragraph.

Furthermore, Senior High School 1 is one of the schools in Kampar Regency. English is taught twice a week for four hours of the lesson. Writing skill is one of the language skills which is taught and should be mastered by the students. But, some of the students are not able to write well. Whereas, they have given a nice writing by the teacher, but in fact their ability in writing is still low.

⁶Samsu Huda. *The Contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraphs at the Second Year of Senior High School of Al-Kautsar Pekanbaru*. 2009

Moreover Reid in (Samsu Huda) states that the students often use verb tenses in writing. Rules for the use of verb tense are so various and often so complex that frequently lead students to make the errors. Based on the syllabus of English of Senior High School at the Grade eleven, writing descriptive paragraph must be taught to the students in order that they understand kind of text in English including descriptive paragraph.

From the information above, the writer finds that there are some students of SMAN 1 Kampar Kiri Tengah still make errors of using the verb tense in writing class whereas verb tense errors are the global (more various) errors. It can be seen from the symptoms as follows:

1. Some of the students are not able to answer the questions about tenses that are given by the teacher.
2. Some of the students do not understand the tenses that have been explained by the teacher.
3. Some the of students are not able to master tenses in writing descriptive paragraph
4. Some of the students are not able to write descriptive paragraph grammatically.

All the symptoms are made by the writer as the materials that writing has an important role in English, therefore the writer is interested in doing a research about :

**The Correlation Between Tenses Mastery And Ability In Writing
Descriptive Paragraph at The Second Year Students of SMA Negeri 1
Kampar Kiri Tengah, Kampar Kiri tengah District, Kampar Regency.**

B. The Definitions of the Term

To avoid the interpretation and misunderstanding about this title, it is necessary to explain the terms used in this research. The terms are as follows:

1. Correlation

Correlation means a connection between two things in which one-thing changes as the other does, in this study, the writer wishes to determine the correlation between students' tenses mastery and their ability in writing descriptive paragraph at the second year of SMAN 1 Kampar Kiri Tengah.

2. Tenses

Tense is a verb form, which shows the time of an action or event (Michael Swan). A verb form indicates, or can indicate, a relationship between the time the action in a verb occurs and the time, the verb that is uttered. A verb tense can also give an indication of the duration of the verb action and when or if it is completed.⁷

3. Mastery

Mastery means a condition of having complete control of knowledge (Hornby). Mastery is possession or display the great skill or technique skill or knowledge that makes one master a subject.⁸ Mastery

⁷ www.thefreedictionary.com

⁸ <http://www.merriam-webster.com/dictionary/mastery>

can be also described as the great skillfulness and knowledge of some subjects or activities.

4. Ability

Ability is the mental or physical power to do something: "To make a fortune some assistance from fate is essential. Ability alone is insufficient. Ability also can be [the quality or state of being able; power to perform, whether physical, moral, intellectual, conventional, or legal; capacity; skill or competence in doing; sufficiency of strength, skill, resources, etc.; in the plural, faculty, talent.](#) From the definition about ability above we can see that there is the differences between ability and mastery. If the ability is the quality of being able to perform; a quality that permits or facilitates achievement or accomplishment while the mastery is comprehensive knowledge or skill in a particular subject or activity, or control or superiority over someone or something: see the example : the action of mastering a subject or skill: *a child's mastery of language.*

5. Writing Ability

Writing is an activity or occupation of writing. Writing is the representation of language in a textual through the use of a set of signs or symbols⁹.

6. Paragraph

Paragraph means a section of a piece of writing, usually consisting of several sentences dealing with a single subject. The first sentence of a paragraph starts on a new line¹⁰.

⁹ Hornby. *Ibid.* p. 113-383

7. Descriptive Paragraph

Descriptive means saying what some body / something is like; describing. Saying how language is actually used, without giving rules for how it should be used¹¹. The purpose of [descriptive writing](#) is to make our readers see, feel, and hear what we have seen, felt, and heard. Whether we're describing a person, a place, or a thing, our aim is to reveal a subject through vivid and carefully selected [details](#). Writing descriptive paragraphs can be successful as one of the first writing activities for students. Start by helping students understand the difference between [simple and complex sentences](#), and move on to [practice writing complex sentences](#). Follow this by completing the exercises below. First begin by asking students to ask questions about themselves, and then ask students to write personal descriptive paragraphs using this information. Descriptive paragraphs are often used to describe what a person looks and acts like. Read this example descriptive paragraph, notice how descriptive paragraphs are arranged by putting together all the sentences about the same thing. Here is an example of a descriptive paragraph:

“I am forty years old, rather tall and I have blue eyes and short black hair. I wear casual clothes as I teach students in a relaxed atmosphere. I enjoy my job because I get to meet and help so many different people from all over the world. During my spare time, I like playing tennis which I play at least three times a week. I also love listening to classical music and I must admit that I spend a lot of money on buying new CDs! I live in a pretty seaside town on the Italian coast. I enjoy eating great Italian food and laughing with the likable people who live here”.

C. The Problem

1. The Identification of the Problem

- a. Why do most of the students who have studied all kinds of tenses still confused to understand one another?
- b. What factors make some of the students unaware of difficulties they face in understanding tense?
- c. What factors make most of students diligent to follow the English subject but they still do not know how to make a good text based on the genres of writing?
- d. Why do some of students who have understood the tenses that given by the teacher cannot implement it in the real writing?
- e. Why are some of the students able to understand the tenses but they can't write descriptive paragraph well?
- f. Why are some of the students able to write descriptive paragraph but they don't understand the verb tense ?
- g. What factors cause some of the students to get difficulties in expressing their ideas in writing?
- h. What factors influence the students' ability in writing descriptive paragraph?

2. The Limitation of the Problem

Based on the formulation of the problem above, there are many problems found in this research. The writer limits on the correlation between students' tense mastery and their ability in writing descriptive

paragraph. In this case the writer only takes one tense to be researched, it is the simple present tense.

3. The Formulation of the Problem

Dealing with the limitation of the problem, this research can be formulated as follows:

1. How is students' mastery in verb tense at the second year students of SMAN 1 Kampar Kiri Tengah District, Kampar Regency?
2. How is students' writing ability in writing descriptive paragraph at the second year students of SMAN 1 Kampar Kiri Tengah District, Kampar Regency?
3. Is there any correlation between tenses mastery toward students' ability in writing descriptive paragraph at the second year of SMA NEGERI 1 Kampar Kiri Tengah district, Kampar Regency.

D. The Objective and the Significance of the Study

1. The Objective of the Study

- a. To know the student's mastery of verb tenses
- b. To know the students' ability in writing descriptive paragraph
- c. To know the significant correlation between students' mastery on verb tenses and their ability in writing descriptive paragraph.

2. The Significance of the Study

- a. The writer needs to enlarge her knowledge on research methodology, especially in the research of English language teaching and learning.

- b. This research is aimed at giving a bit of contribution of the students especially for those who study at Senior High School 1 of Kampar Kiri Tengah District.
- c. To fulfill one of the requirements for undergraduate degree at education and teachers' training faculty of state Islamic university of SUSKA Riau.

CHAPTER II

REVIEWING THE LITERATURE

A. The Theoretical Framework

1. The Concept of Tenses Mastery

Mastery means a condition of having complete control of knowledge. Mastery of something can be realized through some processes. Students are considered being able to master certain terminologies if they proceed these three domains:

- a. Cognitive domain
- b. Affective domain
- c. Psychometrics domain

Besides the definition above, mastery also can be called by comprehensive knowledge or skill in a particular subject or activity. In this case the focusing of mastery is in English grammar. Grammar needs to be mastered by the students since it is the basic rule of language.¹

a. Tenses mastery

According to Richards tense is the relationship between the form of the verb and the time of the action or state it describes. In English, verbs may be in the past or present tense². However, the present tense form of the verb is also used in:

¹ Copyright@ Oxford University Press. 2013

² Richards, Jack C., et al. 1992. *Longman Dictionary of Applied Linguistic*. Malaysia: Longman Group UK Limited.

- a) Timeless expressions: the sun rises in the east.
- b) For future events: I am leaving next Monday.
- c) Past event for dramatic effect: suddenly she collapses on the floor.

The past tense form of the verb may also occur in conditional clauses.

Based on statement above, it is also supported by Murthy, says that tenses are divided into many classes, namely simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, and future perfect tense³.

Talking about grammar, we cannot avoid learning tenses. Every student who studies English should know it. There is no English without tenses because it is a time indication when the speaker uses a sentence⁴. Tenses are the first step to make sentence in English in which Sentence by sentence is combined to become a conversation when someone speaks, to become a paragraph even a story when someone writes.

Azar says that simple tenses have three kinds of categories such as: simple present, simple past tense, and simple future. Usually for senior high school, they have learned there kinds of tenses. Tenses are the first basically component of grammar to use in writing correctly.

Therefore ability in using tenses indicates one of abilities in writing

³ Murthy , 1998: 151-152

⁴ Betty Scramper Azar. Understanding and using English grammar. Mery jane publisher.1999

form. Simple tenses give the idea that an action happens during a particular time. It means an action exists now, began and ended in the past, and will happen in the future.

Simple present tense is a sentence to indicate an action or situation while happening. It means the actions or situation have in the past, now and future.

1. The pattern form verbal sentences:

Formulas and examples:

Simple present: (S+ base form of the verb (infinitive without to) or, for third person singular add-s, or -es)

- Positive form :

I study hard

Sisca studies hard

- Negative form :

I don't study hard

Sisca does not study hard

- Integrative form :

Do I study hard?

Does Sisca study hard?

2. The pattern of nominal sentence:

- Positive form

He is smart

They are my friends

I am a teacher

- Negative form

He is not smart

They are not my friends

I am not a teacher

- Integrative form

Is he smart?

Are they my friends?

Am I a teacher?

In writing descriptive paragraph, the verb tense that is used is simple present tense. Because descriptive paragraph is described about someone, something or someplace clearly based on the writer's sight and usually the time order is present time⁵.

b. The Significance of Tenses Mastery

The factors that influence students' tenses mastery are: In the area of English as a second language learning, especially the learning of grammar, tense has probably been a quite complicated and demanding element to learn. In English, when we have to deal with tense, we must automatically work with verb form changes. Moreover, the fact that in some languages, including Indonesian language, tense system does not occur has resulted in students' negative perception towards English, i.e., that English is a difficult subject. The main

⁵ Drs. Surayin. Basic Grammar of English. Bandung. CV.Yrama Widya. 2006

points here, regarding tense, is that we change the verb forms while we are changing the time. Consequently, we may judge when an action takes place or when a state exists by seeing the forms of the verb. It means that different forms of verb show difference in time.

According to Rusli in irawati by mastering the tenses, the students will achieve some benefits, such as the students will know and understand the time of the action, the completeness expressed by the usage of the verb in the simple present, simple past, present continuous and future tense. Also, the students can read and write the sentences in English that are found in daily activity and perhaps it can be a good basic of reading English text. In general the students will be easier to study more advanced materials of English once they master the tenses well. By mastering tenses, students are expected to be able speak and communicate in Standard English grammatically. They can compose simple text in descriptive form, poem, and dialogues. The other skill that can be found is students also learn how to use tenses verb in order to compose simple questions, expressions, dialogues when they talk. Of course, students have to know when the action happen. Besides that, learning English tenses and master it, it will guide the students how to make correction of wrong sentences made by a speaker or may be found in English text. They can make correction for his/her friends who make errors in applying structure of sentences especially in using tenses. Therefore, to understand the grammar appropriately the students must have a mastery of them. Because the mastery of grammar will support the mastery of four basic competences of

language skills, namely; listening, speaking, reading and writing competence⁶.

2. The Nature of Writing

Writing is an instrument of both communication and self-expression. Princes states that, In doing writing there are few initial principles to note. Firstly, writing should be as close as possible to genuine functional uses of language. Secondly, since ways of communicating information are very varied, there is a single ways of writing correct English, therefore it is important for students to read as widely as possible in order to be familiar with different variation of written English. Thirdly, good writing depends on a set of specific skills; writing does not follow autumn Chaplin as cited by Febry said that ability is the power to do something that can be differed from aptitude and capacity.⁷ It is also synonym of expertness and talent. Ability is a general term used to refer to any characteristics of a person who makes it possible for him to carry out some short activities successfully.

Randolph as cited by Mercy argued that there are some concepts related to ability as follows:⁸

⁶ Irawati Ninggsih, "The Comparison of Writing Descriptive Paragraph Ability between the Students Taught by Using Flash Cards and the Students Taught Without Using Flash Cards at the Seconds Year of MAN 01 Bantan-Bengkalis. UIN SUSKA RIAU." 2009

⁷Chaplin as cited in Bambang Febry. *Students' Ability in Using Subject-Verb Agreement in Writing Simple Descriptive Paragraphs at the Second Year Of SMA N 2 Singingi*, Kuantan Singingi. UIN Susqa RIAU. 2007. p. 4

⁸Mercy. 2007. *The Correlation between the Second Year Students' Simple Tenses Mastery and Their Ability in Writing Simple Paragraph at Senior High Scooll Kampar*. Pekanbaru: Tarbiyah UIN SUSKA Riau.p. 21

Intelligence is for those who have high intelligence, they will have high ability in learning process. Interest is for those who study something that they are not interested, it will influence their ability to master the subject. Motivation is the higher motivation that we have, the easier we learn something.

a. Health

The bad health will decrease the ability in learning something.

Bloom says that there are six characteristics of mental Activity (ability), they are:⁹

- 1) Knowledge
- 2) Comprehension
- 3) Application
- 4) Analysis
- 5) Synthesis
- 6) Evaluation

Based on the theories of ability can be divided as the result that is gained by someone after learning the materials of subject matter within a certain period of time. This test using oral ability means for fluency to express idea, opinion, etc. To gain the ability of learning is necessary for one to consider some factors, which can determine the ability.

Learning in different forms will face all the factors which influence the ability of learning. It will depend on where or when the

⁹Bloom, B. S. *Human Characteristics and School Learning*. New York: McGraw Hill Book Co. 1985. p. 25

learner. All of these are the learners' experiences in her learning process. Therefore, these cases will determine whether or not the learner is successful in her learning. The way of learning which are done by the learners as formulation of some factors may be as the main factor of learning ability. Especially good grammar and adequate vocabulary”.

The students of Senior High school of Kampar, however they not only have to understand about writing but also the component of writing. Thus Hughey et al says that there are five components that must be noticed by writers in writing composition they are:

1) Content

It means that ability to think creatively and develop thought, excluding all irrelevant information.

2) Organization

Are ideas clearly stated, well organized, locally sequenced and cohesive? An essay is coherent if its paragraphs are woven together or flow into each other.

3) Vocabulary

In writing composition, there should be sophisticated range, effective word, idiom, word choice is used.

4) Language use

Effective complex construction, few errors of agreement, and order article. Grammar of language description of speaking and writing habit of the people use it. In composing paragraph or texts, the

knowledge of grammar is very important. Without them, writers will not be able to use it. So, the readers can not catch the writer's message.

5) Mechanics

Essay writing is mechanically good if the writer demonstrates the mastery of conventions, good spelling, punctuation, capitalization and paragraphing and also hand writing¹⁰.

According to Richard, (in Irawati Ningsih:2009) there are three stages often recognized in writing process¹¹. They are:

- 1) Rehearsing which is also known as prewriting: this highlight activities in which writers look for a topic or for ideas and language related to a topic before beginning writing.
- 2) Writing which also known as planning, drafting, and composing: this highlights activities in which writers jot down ideas in a rough form.
- 3) Revising which is also known as editing, post writing: this highlights activities in which writers check, revise and rewrite what they have already written.

The ability to give ideas in writing form is not easy, especially for students. They should have linguistic sensitivity to make the words

¹⁰ Hughey, Jane B, et al. 1983. *Teaching ESL Composition; Principles and Techniques*. Newbury: House publishers. p.140

¹¹ Irawati Ningsih. (2009), *the comparison of writing descriptive paragraph ability between the students taught by using flash cards and the students taught without using flash cards at the seconds year of MAN 01 Bantan-Bengkalis*. UIN SUSKA RIAU

into paragraphs. Therefore, it's necessary for them to guide and control their ideas in writing descriptive paragraphs.

3. The Nature of Ability

Writing is one of the important skills in English. It is categorized as a productive language skill. It is a unique combination through an activity. By writing, someone can express his or her thought, ideas, and feelings. Then, it also provides the information for his or her readers. So, in writing we have to give ideas, feeling, and opinions and create our own thinking to make readers understand.

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. The writing ability is the ability of a person to express his or her ideas, feeling, or something to others by using written language. On the other hand, writing is a medium in which the thoughts and the ideas are organized into sentences in a paragraph.

Writing is one of the communication tools. Communication arises when language is used as such interpersonal behavior, which goes beyond meaningful and truthful manipulation of language symbols. Writing requires experience, interest, motivation, and practice. It requires the ideas that are organized logically, expressed clearly, and arranged attractively. So, as a writer should have the ability of how to employ the grammatical

forms and syntactical pattern of writing in order to make the readers understand what the writer means.

4. Writing Ability in Descriptive Paragraph

Descriptive paragraph is the paragraph containing the description of a place, a thing, or a person. Furthermore, he sees that a descriptive paragraph “describes” ideas and examples focusing on a particular subject. It attempts neither to argue nor persuade. Descriptive paragraphs fall into two broad categories: objective and subjective. Objective paragraphs describe the topic in a literal impartial way. These types of paragraphs tend to include words that do not convey a high degree of emotion. While subjective paragraph, on the other hand, communicates the writer’s opinion: their intention is to evoke from the reader an emotional response, among other things¹².

Descriptive paragraphs are often used to describe what a person looks and acts. The descriptive paragraph notice how descriptive paragraphs are arranged by putting together all the sentences about the same thing.¹³

Descriptive text is difficult enough to be learned by the students. Descriptive is a type of text function to describe particular person, place, or thing. The students can use simple present and adjective clause in writing descriptive text. The methods that are usually used to teach writing in the class are guided writing and individual writing. In guided writing

¹² M. Syafi'i S, M. Fauzan Ansyari, Jonri Kasdi. *The Effective Paragraph Development: The Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007)

¹³<http://writing-descriptive-paragraph.com/> [Kenneth Beare](#)

method, the students' activity is to write paragraph individually, they work alone in their own task. Those methods do not increase the students' writing ability. The problems are, students still feel strange and face some difficulties with English lesson especially in developing paragraph.

Sometimes, the teacher asks the students to write or to make paragraph individually. The problems faced in the class are the students sometimes have difficulties in building and developing their ideas, choosing the right dictions, and using the grammar. Writing individually does not work optimally to increase the students writing ability. Because of the reason above, the writer proposes a method in order to improve the students' ability in writing especially in writing paragraph descriptive text.

Reid states that writing is usually easier, better, and more successful when talking, drafting, revising, and editing together in the groups that are part of the writing process¹⁴. Teachers have high responsibility to develop students' ability in mastering language skill especially in writing. The teacher must create interesting activities in the class in order to the student can develop their ideas in writing. Although the teachers provide some interesting activities it does not mean that there is no problem. The problem is how to increase students' writing ability.

Based on the curriculum, the students are expected to master the four language skills (listening, speaking, reading and writing) and also have ability to do communication both in written and oral language to

¹⁴ Joy M.Reid. 1993. *Teaching ESL Writing. United States of America: Prentice Hall Regents*.P.156

achieve functional and informational literacy¹⁵. Because of that, the English in Senior High School is aimed at developing the four language skills in order that the students can do communication with English language on the certain literacy.

There are some basic rules to keep in minds in writing descriptive paragraph, the first is topic. The topic is the most general statement of the paragraph. The second is put words on paper to begin writing about the chosen experience. The third is review and organized paragraph; it means outline or in some way, plan the organization of this experience, events, and characters of the picture. The fourth is an apply descriptive craftsmanship; the step to apply what you have learned about showing not telling. The fifth is review your work and then try replacing some of the more no descriptive words with more vivid imagery. And the last is do a final review: it means review of paragraph; do begin with an important attention getter, after reading first line, and check the conclusion.¹⁶

The factors that influence the students' ability in writing descriptive paragraph, can be seen from the motivation, talent, knowledge, purpose, intuition. The motivation of student in writing in which they interested in the objects that have been given by the teacher. According to Prihatini Rahayu says mastering the tenses, the student will achieve some benefits, such as : the students will know and understand the time of the

¹⁵ *Pengertian dan Definisi Kurikulum*. 2009. <http://warnadunia.com/pengertian-dan-definisi-kurikulum/>). Retrieved on May, 3rd 2010

¹⁶ M. Syafi'i S. 2007. *From Paragraphs to a Research Report: A Writing of English for Academic Purposes*. Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive (LBSI)

action, the completeness expressed by the usage of the verb in the simple present, simple past, present continuous and future tense¹⁷. Also, the students can read and write the sentences in English that are found in daily activity and perhaps it can be a good basic of writing English text. In general, the students will be easier to study more advanced materials of English once they master the tenses well. By mastering tenses, students are expected to be able speak and communicate in Standard English grammatically. They can compose simple text in narrative form, descriptive form, poem, and dialogues.

F. The Relevant Research

Talking about grammar and writing, there are a lot of investigation that had been done by many researchers. They researched in various object and different ways. The following are the relevant researches in reference to this research project.

The Contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraph at The Second Year of Senior High School of Al-kautsar Sail Pekanbaru. He wanted to find out the students' performance in writing narrative paragraph and weather there was significant contribution

¹⁷ Rahayu Prihatini. 2009. *A Correlation Between Students' Ability in Identifying Idioms in Reading Text and Their Ability to Use Them in Speaking at the Second Year Students of MAN 1 Pekanbaru*. Pekanbaru

between students' tenses mastery and their performance in writing narrative paragraph¹⁸.

The correlation between tenses mastery and summary writing ability at the fifth semester students of English Department of Education and Teacher Training Faculty State Islamic University Sultan Syarif Kasim Riau. In this research, he found that there was significant correlation between students' tenses mastery and their writing ability was received as 5 % significant level is 2.05 or 1% significant level 2.76.¹⁹

G. The Operational Concept

Operational concept is a concept which is used to avoid misinterpretation and misunderstanding in this research. The explanation is to indicate that the writers use. There are two variables in this study research, namely variable X is the students' tenses mastery and variable Y is the students' ability in writing descriptive paragraph at the Senior High School 1 Kampar Kiri Tengah District of Kampar Regency.

Variable X

1. The students are given kinds of tenses
2. The students are able to identify the tenses in descriptive paragraph.
3. The students asked by the teacher to use the simple present tense in descriptive paragraph.

¹⁸ Samsu Huda. 2009. *The Contribution of Tenses Mastery toward Students' Performance in Writing Narrative Paragraphs at the Second Year of Senior High School of Al-Kautsar Pekanbaru*

¹⁹ Fakhrudin (2010)

4. The students asked by the teacher to recognize the tenses in writing paragraph descriptive.
5. The students are able to express their tenses mastery in descriptive paragraph.

Variable Y

1. The students are able to develop the topics in descriptive paragraph.
2. The students are able to organize their writing by using tenses of writing.
3. The students are able to use simple present tense, past tense, and future in descriptive paragraph.
4. The students are able to recognize descriptive paragraph by using tenses of writing
5. The students are able to express their ideas in descriptive paragraph.

H. The Assumption and Hypothesis

1. The Assumption

Based on limitations of the problem above, the writer assumes that the second year students of SMAN 1 Kampar Kiri Tengah in academic 2010-2011 are able to correlate the tenses mastery and their ability in descriptive paragraph, they have learned writing during their study. The writer also assumes the students' ability in writing descriptive paragraph

2. The Hypothesis

Ha: There is a significant correlation between students' tenses mastery and their writing descriptive paragraph in SMA Negeri 1 Kampar Kiri Tengah.

Ho: There is no significant correlation between students' tenses mastery and their writing descriptive paragraph in SMA Negeri 1 of Kampar Kiri Tengah.

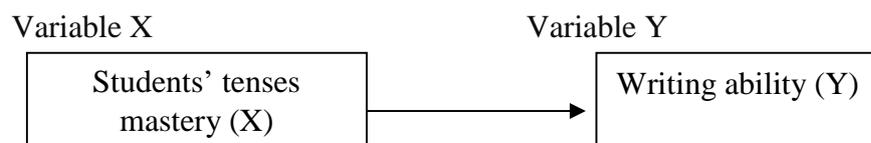
CHAPTER III

RESEARCH METHODOLOGY

This chapter focused on the methodology of the research. It presented the design of the research, location and the time of the research, subject and the object of the research, population and the sample of the research and then continued to techniques of the data collection and technique of the data analysis.

A. Research Design

This research was correlation research because this research was to find out the correlation between students tenses mastery and their ability in writing paragraph descriptive. There were two variables in this research. They were; the students' tenses mastery symbolized by "X" as independent variable, and independent variable was the students' writing ability symbolized by "Y". Technique of collecting data used random sampling. The design of the research is pictured by the following diagram:



The procedures used in this research design are as follows:

1. Collecting the data by giving test of tenses
2. Analyzing the collected main data by the interfiled statistics formula.
3. Classifying the results of data analysis based on the key r_{xy} product moment.
4. Concluding the results to answer the research problem.

B. The Location and Time of the Research

This research was conducted at the second year of Senior High School 1 Kampar Kiri Tengah, Kampar Kiri Tengah District, Kampar Regency. It is located on Desa Bina Baru. The research was conducted on June 2011.

C. The Subject and Object of the Research

The subject of this research was the second years of Senior High School 1 Kampar Kiri Tengah, Kampar Kiri District, of Kampar Regency. The object of the research was students' tenses mastery and their writing ability.

D. The Population and Sample of the Research

Population of the study included the second year students of Senior High School 1 Kampar Kiri Tengah, Kampar Kiri Tengah District, Kampar Regency. The total population was 157 students. The writer took 25% from total population. The technique that used in this research was proportional random sampling.

Arikunto states that if the number of the respondents is less than 100 persons, it is better to take all the subjects. On the other hand, if the number of the respondents is more than 100 persons, it is necessary to take 10%-15% or 20%-25% of the whole population as the respondents¹.

The selected sample can be seen as follows:

¹ Suharsimi Arikunto. 2002. *Prosedure Penelitian: Suatu Pendekatan Praktek*. Bandung: Remaja Rosdakarya

Table 1.1
The Population of the research

No	Class	Total	Population		Sample
			Male	Female	
1	XI IPA 1	38	18	20	10
2	XI IPA 2	39	15	24	10
3	XI IPS 1	40	12	28	10
4	XI IPS 2	40	16	24	10
Total		157	61	96	40

E. The Data Collection Techniques

In order to get some data that were needed to support this research, the investigator applied the technique as follows:

1. The test

The technique was used to determine students' tenses mastery. It was determined by having some question dealing with tenses. To collect the data from the sample, the write used two kinds of tests:

- a. Multiple – choice items from which they had to choose one correct answer among four provided options, true false test, matching test, rearrange the jumble words test and translation test. These test were used to measure the students' tenses mastery.
- b. The writer distributed the writing test to the sample based on the topic that given. The paragraph contained of four topics that were familiar with the students. They choose one of them, which was interesting for them.

F. The Techniques of Data Analysis

This research was correlation between tenses mastery and writing ability. Therefore, the writers use formula of product moment formulation, because both data of students' tenses mastery and their ability in writing descriptive paragraph were interval data and the samples were more than 30 students.

$$r_{xy} = \frac{(n \sum xy) - (\sum x)(\sum y)}{(n \sum x^2) - (\sum x)^2 \quad n \sum y^2 - (\sum y)^2}$$

r_{xy} = Coefficient correlation Pearson-product moment

N = The number of subject

Y = The students' writing ability as the product moment dependent variable

x = The sum of the X score

Y = The sum of the Y score

XY = The sum of the X and Y

Table I.II
The Interpretation of Correlation

Rxy	Interpretation
0.00 – 0.200	There is negligible correlation between the two variables.
0.200 – 0.400	There is a low correlation between the two variables.
0.400 – 0.700	There is a moderate correlation between the two variables.
0.700 – 0.900	There is a high correlation between the two variables.
0.900 – 1.000	There is a very high correlation between the two variables

Hartono (2004:78)

According to Hartono there are three ways to obtain the correlation between two variables they are:

1. The r-table is employed to see whether or not there is a significant correlation between students' understanding on recount text and their

ability to retell the text. The obtained value is consulted with the value of r-table product moment correlation $df = N - nr$.

Statistical hypothesis:

$$H_a = r_o \geq r_{table}$$

$$H_0 = r_o < r_{table}$$

Criteria of Hypothesis:

- a. H_a is accepted if $r_o \geq r_{table}$ or it can be said that there is a significant correlation between students' tenses mastery and their ability in writing paragraph descriptive.
 - b. H_0 is accepted if $r_o < r_{table}$ or there is no significant correlation between students' tenses mastery and their ability in writing paragraph descriptive.
2. To compare sig. (2-tailed) or probability score with 0.05 as follows:
 - a. Probability score > 0.05 , it means that H_0 is accepted.
 - b. Probability score < 0.05 , it means that H_a is accepted.
 3. Use the explanation of sign (**/*) under table, if there is the sign, it means that there is a significant correlation².

Table I.III
The Classification of Students' Scores

Score classification	Category
80 – 100	Good to excellent
60 – 79	Average to good
50 – 59	Poor to average
0 – 49	Poor

² Hartono. 2004. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar Offset

Table I.III show that the test was writing test. There were 5 different topics that should be wrote by the students. It means that, the students were ordered to write based on their own words. It was used to know their ability about writing descriptive paragraph that the text had relation with the first test. To get evidences, the writer collected students' writing .The results were good to excellent, average to good, poor to average, poor.

CHAPTER IV

DATA PRESENTATION AND THE RESULT

A. The Description of the Research Instrument

As mentioned earlier, there were two major variables in this study. They were independent variable, which was symbolized by “X”, and dependent variable, which was symbolized by “Y”.

The independent variable was a variable that influenced the other variable, that was, “Student’s tenses mastery”, and dependent variable which was affected by independent variable, namely “Students’ writing ability”.

To collect data about students’ tenses mastery, test was used Questionnaire and writing test were used to collect data of students’ writing ability.

B. The Data Presentation

In scoring the students’ test of their writing product, the writer used the ESL Composition Profile which was quoted from Hughey et.alas cited by Reid. The Profile itself consists of five components. They are: Content, Organization, Vocabulary, Language Used, and Mechanic.¹

While the students’ test was analyzed by the readers that have high professionalism in term of writing in order to get the valid and reliable score of the test result. The test was read by two readers that had been carefully trained for the evaluation of ESL Composition Profile. It had purpose to find a reliable

¹ Hughey at.al as cited in Joy M. Reid. *Teaching ESL Writing*. United States of America: Prentice Hall Regents. 1993. p. 236

evaluation of the students' test. The readers should have three criteria; strong professional recommendation, successful teaching experience at the appropriate educational level, and strong academic preparation.

Dealing with the statement above, the writer in this research used two readers that were considered fully as the scorer of the students' test. The first reader was Yasir Amri, M.Pd, and the second reader was Kurnia Budianti, M.Ed. They have been lecturers of language Center of UIN Suska Riau, the co-lecturer of English Education Department especially in writing and grammar subjects, and also as the trainers of several English course in Pekanbaru especially and Riau generally.

The writer described the data both tenses mastery and students' ability in writing paragraph descriptive clearly. The students' score in tenses mastery and ability in writing paragraph descriptive can be seen in the tables of the next pages.

1. The students' Tenses Mastery

The data are presented as a result of test were conducted toward the students' tenses mastery. The data can be seen as follows:

Table I.IV

Students	Variable X Score	Category
1	80	Good to excellent
2	6,4	Average to good
3	8,4	Good excellent
4	8,4	Good excellent
5	6,8	Average to good
6	6,8	Average to good
7	80	Good excellent
8	2,4	Poor
9	8,4	Good excellent
10	80	Good excellent
11	9,2	Good to excellent
12	8,8	Good to excellent
13	6,8	Average to good
14	6,4	Average to good
15	7,6	Average to good
16	4,7	Average to good
17	60	Average to good
18	6,4	Average to good
19	7,6	Average to good
20	7,6	Average to good
21	60	Average to good
22	80	Good to excellent
23	8,8	Good to excellent
24	80	Good to excellent
25	8,8	Good to excellent
26	7,6	Average to good
27	6,8	Average to good
28	80	Good to excellent
29	8,8	Good to excellent
30	6,4	Average to good
31	80	Good to excellent
32	8,4	Good to excellent
33	6,4	Average to good
34	7,2	Average to good
35	80	Good to excellent
36	6,4	Average to good
37	8,4	Good to excellent
38	60	Average to good
39	6,4	Average to good
40	8,6	Good excellent
Total	2937	
Mean score	73.42	

Table I.IV shows that the score of the students' understanding on tenses mastery are quite various, 1 students got 92, 4 students got 88, 1 students got 86, 6 student got 84, 8 students got 80, 4 students got 76, 1 students got 72, 4 student got 68, 6 students got 64, 3 students 60, 1 student got 47, 1 student got 24. So the mean score of their understanding on tenses was 74,42, the score can be categorized as "average to good".

2. The students' ability in writing paragraph descriptive

The students' test of writing paragraph descriptive below included five aspects writing composition (Content, Organization, Vocabulary, language use, Mechanic).

In order to interpret the level of students' score of the test, the writer used the scale as follow:

Table I.V

Students	Score Ability in writing ability	Category
1	55	Poor to average
2	60	Average to good
3	45	Poor
4	40	Poor
5	75	Average to good
6	65	Average to good
7	50	Poor to average
8	35	Poor
9	45	Poor
10	30	Poor
11	65	Average to good
12	70	Average to good
13	60	Average to good
14	80	Good to excellent
15	85	Good to excellent
16	65	Average to good
17	75	Average to good
18	65	Average to good
19	70	Average to good
20	85	Good to excellent
21	65	Average to good
22	55	Poor to average
23	60	Average to good
24	45	Poor
25	65	Average to good
26	70	Average to good
27	55	Poor to average
28	45	Poor
29	75	Average to good
30	80	Good to excellent
31	65	Average to good
32	45	Poor
33	60	Average to good
34	50	Poor to average
35	55	Poor to average
36	65	Average to good
37	85	Good to excellent
38	55	Poor to average
39	60	Average to good
40	75	Average to good
Total	2450	
Mean	61,25	

Table I.V shows that the score of the students' ability in writing descriptive paragraph are quite various, 3 students got 85, 2 students got

80, 4 students got 75, 3 students got 70, 8 students got 65, 5 students got 60, 5 students got 55, 2 students got 50, 5 students got 45, 1 student got 40, 1 student got 35, 1 student got 30. So the mean score of their ability in writing descriptive paragraph was 61,25, the score can be categorized as “Average to good”.

Table I.VI
Statistics

	Student’s Tenses Mastery	Student’s Ability in Writing Descriptive
Mean	61.25	75.25
Median	62.50	77.00
Mode	65	80
Std. deviation	13.763	9.486
Range	55	32
Sum	2450	3010

Based on the table I.VI, we can interpret that Mean score in students’ tenses mastery is 61,25, Median is 62,50, Mode is 65, standard deviation is 17.763, variance is 189.423, range is 55.00, Minimum is 30.00, maximum is 80.00, and summation is 2450. While the mean in ability to writing paragraph descriptive is 75.2, median is 77.00, mode is 80.00, standard deviation is 9.486, variance is 89.987, range is 32, minimum is 60, maximum is 92 and summation is 3010.

C. The Data Analysis and Hypothesis Testing

This research was used to obtain the correlation between two variables namely: the students’ tenses mastery as the independent variable X and the students’ ability in writing descriptive paragraph as the dependent variable Y.

The writer used test to find out the students' tenses mastery and the second test was used to find out students' ability in writing descriptive paragraph.

The high correlation between variables was stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While correlation coefficient is negative (-) means that there is negative correlation between two variables. Although, positive (+) or negative (-) does not influence high or low score of correlation coefficient, the sign only shows direction of correlation both of them. It is necessary to conduct descriptive statistics by using SPSS version 17.00 explained on the following:

Table I.VII
Descriptive Statistics

	Mean	Std. deviation	N
Student's Tenses Mastery	61.25	13.763	40
Student's ability in Writing paragraph Descriptive	75.25	9.486	40

From the table I.VII above, the mean of students' tenses mastery is 61.25 and standard deviation is 13.763. while the mean of students' ability in writing paragraph descriptive is 75.25 and standard deviation is 9.486.

**Table I.VIII
Correlation**

		Student's Tenses Mastery	Student's Ability in Writing Descriptive
Student's Tenses Mastery	Pearson Correlation	1	-203
	Sig. (2-tailed)		.210
	N	40	40
Student's Ability in Writing Descriptive	Pearson correlation	-203	1
	Sig. (2-tailed)	.210	
	N	40	40

From the table I.VIII above, the variable of correlation coefficient of the students' tenses mastery and their ability in writing descriptive paragraph = 0.203, sig. (2tailed) = 0.210.

The interpretation as follows:

1. The score of correlation coefficient 0.203 0.273 in significant level 5% and 0.354 in significant level 1% (see table product moment). It means that H_0 is accepted which indicates that there is no correlation between students' tenses mastery and their ability in writing paragraph descriptive.
2. The probability score or sig. (2- tailed) is $0.210 > 0.05$. It means that H_0 is accepted. On the other word, there is no significant correlation between students' tenses mastery and their ability in writing paragraph descriptive.
3. The outputs above show that there is a sign that means that there is no significant correlation between students' tenses mastery and their ability in writing paragraph descriptive.

Direction of correlation between two variables is negative. It means that the higher score of students' tenses mastery did not influence their ability in writing paragraph, so the students' tenses mastery had not relation with students' ability in writing paragraph descriptive.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer would like to draw the conclusion from what had been discussed in the preceding chapters, and then to recommend some suggestion concerning the students' understanding on students tenses mastery and their ability in writing descriptive paragraph.

A. The Conclusions

This study was conducted in order to obtain whether or not there was a significant correlation between students' tenses mastery and their ability in writing paragraph descriptive text. There were two variables in this study, the students' tenses mastery as the independent variable (X) and the students' ability in writing descriptive paragraph text as the dependent variable (Y).

Regarding the formulation of the problem in this paper, the conclusion can be summarized as in the following:

The score of students' tenses mastery was quite various. So the mean score of their understanding on tenses was categorized as "average to good". The score of the students' ability in writing paragraph descriptive are quite various. So the mean score of their ability in writing paragraph descriptive was categorized as "Average to good". And the Pearson correlation level was -203. Therefore, there is no correlation between students' tenses mastery and their ability in writing paragraph descriptive. And since the value is negative, it can be called a negative correlation where the two variables are not parallel. It means that both of the

variables do not have same direction. A change in variable X will not be followed by the change in variable Y. If the students' tenses mastery is increased, the students' ability in writing paragraph descriptive will not increase.

B. The Suggestion

Based on the conclusions of the research, some suggestion are proposed as follows:

1. For the Teacher

- a. The teacher should explain tenses clearly.
- b. The teacher gives the description well to students in order that they are understand more about the descriptive text.
- c. This is the responsibility of the candidate of English teachers in the future to pay more attention on understanding tenses and writing in order that they can reach the target of the teaching.

2. For the Students

- a. The writer hopes that the second year students of SMAN 1 Kampar Kiri Tengah always improve their knowledge about tenses and write descriptive text with their own words effectively.
- b. The students are suggested to increase their ability in writing. They have to master anything related to descriptive text.

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