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**THE CORRELATION BETWEEN STUDENTS' GRAMMAR
ABILITY IN SIMPLE PRESENT TENSE AND THEIR
WRITING ABILITY ON DESCRIPTIVE TEXT IN
ENGLISH CLASSROOM AT MTs DARUL
FALAH SALO**



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PEKANBARU
1443 H / 2021 M**



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FALAH SALO**

Thesis
Submitted to Fulfill One of Requirements
For Undergraduate Degree in English Education
(S.Pd.)



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EXAMINERS APPROVAL

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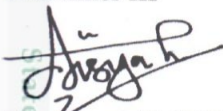
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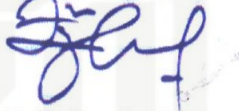
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Perfection only belongs to Allah criticisms, comments, and suggestions are really appreciated to improve the thesis. May Allah almighty, the lord of the universe bless us.

Bangkinang, August 16th, 2021
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ABSTRACT

Amelina Dian Sari (2021): The Correlation Between Students' Grammar Ability in Simple Present Tense and Their Writing ability on Descriptive Text in English Classroom at MTs Darul Falah Salo

Language is one of the main important things in our life. One of the languages which is very important to be mastered is English. Mastering English help us to communicate with people from different culture or countries. English has already been taught in our country as foreign language. English is taught to the students from kindergarten up to university. By using English, students can develop their competence in many fields. The aims of this research is to find the correlation between students' grammar ability and their writing ability in simple present tense at MTs Darul Falah Salo. This research is correlation research. The kind of the research design is explanatory research design that using a test. The data was obtain from distributing the test trough questions given to 80 students from MTs Darul Falah Salo as respondent the test. The researcher used SPSS 23.0 to analyze the data. The result of the data analysis show that students' grammar ability are significantly correlated with students' writing ability at MTs Darul Falah Salo.

Keyword: *Grammar Ability, Writing Ability*



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ABSTRAK

Amelina Dian Sari (2021): Hubungan Antara Kemampuan Tata Bahasa Siswa dalam simple present tense dan Kemampuan Menulis Mereka dalam teks deskriptif di Ruang Kelas Bahasa Inggris di MTs Darul Falah Salo

Tata Bahasa adalah pengaturan pembentukan makna kata berbeda yang digunakan untuk menyusun kalimat yang diyakini dapat membantu siswa dalam menulis. Seperti kita ketahui kemampuan siswa dalam menulis berbeda-beda. Setiap orang bisa menulis tulisan yang bagus, tapi dia harus belajar menulis dengan benar sebelum mulai menulis. Dalam menulis bahasa Inggris, sebagian besar siswa beranggapan bahwa menulis dengan baik itu tidak mudah karena harus memiliki keterampilan yang kompleks. Penelitian ini bertujuan untuk mengetahui hubungan antara kemampuan tata bahasa siswa dan kemampuan mereka dalam menulis di kelas bahasa Inggris di MTs Darul Falah Salo. Penelitian ini adalah penelitian korelasi dengan desain penelitian ini adalah penelitian eksplanatori yang menggunakan tes. Data diperoleh dari menyebarkan tes melalui soal yang diberikan kepada 80 siswa dari MTsN Darul Falah Salo sebagai responden untuk tes. Peneliti menggunakan SPSS 23.0 untuk menganalisis data. Hasil analisis data menunjukkan kemampuan tata bahasa siswa secara signifikan berkorelasi dengan kemampuan menulis siswa di MTsN Darul Falah Salo.

Kata Kunci: *Kemampuan Tata Bahasa, Kemampuan Menulis*

ملخص

أميلينا ديان ساري (٢٠٢١): علاقة بين مهارة التلاميذ في القواعد اللغوية في جملة الفعل المضارع البسيط ومهارتهم في الكتابة في نص وصفي في فصل اللغة الإنجليزية بمدرسة دار الفلاح المتوسطة الإسلامية الحكومية سالو

القواعد اللغوية هي نظام لتركيب معاني الكلمات المختلفة التي تُستخدم لبناء جمل يعتقد أنها تستطيع أن تساعد التلاميذ في الكتابة. كما عرفنا أن مهارة التلاميذ في الكتابة مختلفة. يمكن لجميع الناس أن يكتبوا كتابة جيدة، لكن يجب عليهم أن يتعلموا الكتابة بشكل صحيح قبل بدء الكتابة. في كتابة اللغة الإنجليزية، يعتقد معظم التلاميذ أن الكتابة الجيدة ليست سهلة ولا بد أن تكون لديهم مهارات معقدة. يهدف هذا البحث إلى معرفة علاقة بين مهارة التلاميذ في القواعد اللغوية ومهارتهم في الكتابة في نص وصفي في فصل اللغة الإنجليزية بمدرسة دار الفلاح المتوسطة الإسلامية الحكومية سالو. هذا البحث بحث ارتباطي بتصميم بحث توضيحي باستخدام الاختبار. تم الحصول على البيانات من خلال توزيع الاختبار من خلال أسئلة قدمت ٨٠.1 تلميذا بمدرسة دار الفلاح المتوسطة الإسلامية الحكومية سالو كمستجيبين للاختبار. استخدمت الباحثة برنامج الحزمة الإحصائية للعلوم الاجتماعية لتحليل البيانات. أظهرت نتائج تحليل البيانات أن مهارة القواعد اللغوية لدى التلاميذ لها علاقة هام بمهارة الكتابة لدى التلاميذ بمدرسة دار الفلاح الحكومية سالو.

الكلمات الأساسية : مهارة القواعد اللغوية، مهارة الكتابة



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Appendix 1

Appendix 2

Appendix 3

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Syllabus

Instrument Of The Research

Students' Grammar Ability

Students' Writing Ability



CHAPTER I INTRODUCTION

A. Background of the Study

Language is one of the main important things in our life. One of the languages which is very important to be mastered is English. Mastering English helps us to communicate with people from different culture or countries. English has already been taught in our country as foreign language. English is taught to the students from kindergarten up to university. By using English, students can develop their competence in many fields.

The students have to learn three components namely grammar, vocabulary, and pronunciation. Students are also expected to master four skills; writing, speaking, listening, and reading of English. The components and skills have a correlation to one another such as grammar and writing.

Grammar is not just about avoiding mistakes. Understanding how grammar works is fundamental for all writers. While it can be argued that good grammar knowledge will not necessarily make you a better writer, it is recognized that it will help you a more affective writer. Good grammar knowledge enables you as a writer to understand what makes a piece of writing successful, so that it will capture both the interest and understanding of the reader. It helps hyou to know how to craft words into coherent sentences, and how to form those sentences, and how to form those sentences into paragraphs that successfully convey your meaning. Punctuation is an aspect of grammar that shoud never be underestimated. Correctly used, it can



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clarify meaning while, on the other hand, lack of use can cause ambiguity. Punctuation also acts as a signposting system for the reader, indicating where to pause, and what to stress. The various section, listed on the right hand side, provide a usefull grammar overview, and will help you to enrich your writing.

There is assumption “a good writing has to contain a good grammar”. Based on the assumption for the people who want to write sentence, paragraphs, essays and stories, they have to master grammar as requirement of good writing. Swan (1998:19) states, “Grammar is the rule that says how words changed to show different meaning, and they combine into sentences”. It means that grammar is the regulation of forming a different meaning of words which use to construct a sentence in writing.

Langan (1984:96) states, “Writing is a skill like driving, typing, or even preparing a good meal. Like any skill can be learned”. The statement shows that everybody can write a good writing, but she or he has to learn how



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to write correctly before starting to write. In English writing, most students think that to write well is not easy because it is more complex skills.

When the student wants to write, sometimes they think what first should be written and what kind of tenses should be used. Lyons and Heasley (1987) state, that it is very difficult to write like Shakespeare or D. H. Laurence in a language which is not your own. But you are not aiming at getting literature: you simply need to be able to write clear, accurate English which has central idea and other related information and gets the meaning across to your reading.

The statement above clearly explains that it is very difficult to write sentence, paragraph, essay, and others because we are not the expert of the language. We need to know how to write English clearly and accurately. The idea or message of our writing has to be able to be understood by the readers.

Philips (2008) says that writing is much more than the simple mechanics of getting the words down; it also involves being creative, spelling, grammar, punctuation, choice of appropriate word. Sentences like text construction for older children, having idea about content, and the ability to be self-critical to edit their own work. Thus, by writing we can reveal and develop not only the structure of the sentence and vocabulary in use, but also the ideas, thinking, and our feeling about a meaning.

On the other word writing is considered the most difficult to learn than others, because in writing involves many components that must be understood. When the students write something they should pay attention to



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grammar, word or phrase used. Writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judge elements (Heaton, 1988).

Based on Harmer (2004) writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching English. Writing is one of the skills in the English learnt by the students in the school, while the vocabulary is supporting components. Thus, the writer tried to connect both of them, especially in terms of writing a descriptive text. The writer also wanted to determine the level of students' ability to learn the vocabulary and writing.

Based on the Indonesia national curriculum, it is stated that the competence standard of writing of Junior High School level is to express meaning in functional written texts and simple short essays in the form of descriptive, procedure, narrative, recount, and report to interact with both the closer environment and the context of daily life. As one of the productive skill, learning writing is important for English learners, particularly Junior High School students.

In fact, the teaching and learning is not always satisfied. Many problem are found in teaching and learning of writing. The problem are also found at MTS Darul Falah Salo; the students are reluctant to write English, they are difficult to express their ideas and thought the paragraph writing, they made many grammatical mistakes in their writing, and they also lack of vocabulary in their writing so that it made their writing monoton.



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The significant of this study are able to give the benefit to the researcher as a novice researcher as a novice researcher especially in learning how to conduct research, and the students are expected to apply learning grammar in simple present tense that can help their fluency in writing descriptive text.

A research was written by HanifahOktarina(2013) et al conducted a research entitled “the correlation between the second year students’ simple present tense mastery and their ability in writing a descriptive text at SMPN 3 Batang Anai Kab. Padang Pariaman. Based on the result of this research, it was found that the correlation between the second year students’ simple present tense mastery and their ability in writing a descriptive text at SMPN 3 BatangAnaiKab. Padang Pariaman was significant. Therefore, the researcher wants to make the research almost similar with Hanifah Oktarina et al did.

In accordance with the preliminary observation which was done by the researcher in English Class at MTs Darul Falah Salo, the researcher found the following phenomena, there are: some of students still find the difficulties to understand subject verb agreement in simple present tense, some of students still find the difficulties to understand the formula of simple present tense, some of students are not able to write descriptive text correctly based on the grammatical rule, some of students are not able to write by using good vocabulary, some of students are not able to write by using good punctuation, and some of students find difficulties to understand the generic structure of descriptive text.



Based on the explanation above, the researcher is interested to conduct the research entitled “The Correlation between Students’ Grammar Ability in Simple Present Tense and Their Writing Ability on Descriptive Text in English Class at MTs Darul Falah Salo”

B. Problem

1. Identification of the Problem

Based on the explanation above, the writer identifies the problem as follows:

- a. Why some of students still find the difficulties to understand the subject verb agreement in simple present tense?
- b. Why some of students still find the difficulties to understand the formula of simple present tense
- c. Why some of students are not able to write descriptive correctly based on the grammatical rule?
- d. Why some of students are not able to write by using good vocabulary?
- e. Why some of students are not able to write by using good punctuation?
- f. Why some of students find difficulties to understand the generic structure of descriptive text?

2. Limitation of the Problem

In this research, the researcher focuses on the correlation between students’ grammar ability and their writing ability. The grammar was



focused on the simple present tense and writing was focused on the descriptive text.

3. Formulation of the Problem

Referring to the identification of the problem above, the problems of this research can be formulated into the following questions:

- a. What is the average score of students' grammar ability in simple present tense in English Class at MTsDarulFalahSalo?
- b. What is the average score of students' writing ability on descriptive text in English Class at MTsDarulFalahSalo?
- c. Is there any correlation between students' grammar ability in simple present tense and their writing ability on descriptive text in English Class at MTsDarulFalahSalo?

C. Objective and Significance of the Research

1. The Objective of the Research

Based on the formulation of the problem above, this research is necessarily carried out in order to achieve the objectives as follows:

- a. To comprehension about students' grammar ability in simple present tense in English Class at MTsDarulFalahSalo.
- b. To comprehension about students' writing ability on descriptive text in English Class at MTsDarulFalahSalo.
- c. To examine whether there is or not the correlation between students' grammar ability in simple present tense and their writing ability on descriptive text in English Class at MTs Darul Falah Salo.



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2. Significance of The Research

- a. Hopefully this research is able to give benefit to the researcher as a novice researcher, especially in learning how to conduct a research.
- b. Students are expected to apply learning grammar in simple present tense that can help their fluency in writing descriptive text.

D. Reason for Choosing the Title

The reasons why the researcher is interested in conducting this research as follows:

1. This research can motivate the students in learning English especially in simple present tense and descriptive text.
2. This research can give information for the teacher about the correlation between students' simple present tense mastery and their ability in descriptive text.

E. The Definition of the Key Terms

The topic of this research is a correlation between students' grammar ability in simple present tense and their writing ability in English Class at MTsDarulFalahSalo. To avoid misunderstanding in comprehending this research topic, hence the researcher gives the definition of the terms as follows:

1. Correlation

According to Creswell (2012), correlation is a measure of the strength of the relationship between two or more sets of data. In this research, this



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researcher would like to find the correlation between students' writing ability and their grammar ability in simple present tense. Independent variable (X) refers to students writing ability and the dependent variable (Y) refers to students' grammar ability in simple present tense in English Class at MTsDarulFalahSalo.

2. Grammar Ability

The word of grammar has several meaning and many people attempt to explain about grammar. Different expert explain or define the term grammar differently. Harmer (2001:12) explains grammar as the description of the way in which words can change their forms and can be combined into sentences in the language. Learning grammar means the study, how words are constructed in sentence well, when the pattern of grammar is used appropriately, and how the sentence will be interpreted correctly.

3. Writing Ability

Writing ability is the skill of a writer to communicate information to a reader or group of readers (SanggamSiahaan, Op Cit, p.2). It means that writing ability is the ability to express the ideas and thought in writing clearly that must be mastered by the writer.

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CHAPTER II

REVIEW AND RELATED LITERATURE

A. Theoretical Framework

1. Concept of Writing

a. Definition of Writing

Writing is a psychological activity of the language user to put information in the writing text. The written productive language skill is called writing. It is skill of a writer to communicate information to a reader or group of readers.

Writing is a process of communication which uses conventional; graphic system to convey a message to reader. For many of foreign language learner, writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the paragraph.

Writing is often characterized as a hierarchically organized goal directed problem solving process. In writing consist of four main processes in writing they are planning, writing, editing, and reviewing. In writing skill, it show that an instruction in each of these activities leads to better performance. To write a story or paragraph well must use stages from planning through writing and editing to reviewing

The writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements Heaton (1982, p.135)



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Therefore, writing is an important skill in language learning; to make better writing, it needs to consider some steps, structure, and other components of language that related to this skill. Based on the theorist stated above, it can be concluded that writing is a productive skill. Productive skill is the way for someone to express his/her feeling through based on the ability of the author.

To overcome the problems of writing, it should be implemented more appropriate teaching techniques to teach writing to the Junior High School students. One of the techniques is guided writing. Juriah (2015) states that guided writing is an individual or group activity where learners use word maps to organize their ideas and write text. A word map is a diagram used in guided writing to help writers organize their ideas.

Hartanti (2011) explains that guided writing allows a teacher work closely with a small group of students based on a common need. During a guided writing lesson, a teacher might gather a small group and model writing, or maybe they will complete a share writing experience together.

Dyan (2010) added the guided writing is a writing process guided by the teacher limited to structuring sentences, direct answer to questions and language-based exercise which concentrated on vocabulary building, reading comprehension, grammar, and even oral

skills that culminates in a piece of writing to build students' writing skill.

Hartanti (2011) claims that guided writing is useful for a range of teaching purposes. It allows students to consider audience, purpose, topic, selection of text type, when planning their writing. It allows writers to focus on convention such as spelling, punctuation, standard usage, and handwriting. It also may be used to encourage students to revise and edit their writing. The focus for each session could be on one of the 'authorial' aspects of writing, such as clarifying and extending ideas or organizing and planning the structure of text.

There are some aspects that can be influence the writing skills. Hughes (1989, p.90) claims that there are five aspects of making good writing. The aspects are grammar, vocabulary, mechanics, fluency, and form.

1) Grammar

Grammar is a study or science of rules for the combination of words into sentences, and the form of words into sentences, and the form of words. Hornby (1974, p.375), the knowledge of grammar is very important because it is one of the essential parts to become successful in the writing process.

2) Vocabulary

In order to make the writing process flows significantly, the ability in expanding and choosing appropriate vocabulary should be





mastered. Heffernan (1986, p.170) says the good writing is word that suits subject and the expected audience. To write effectively, writers must choose the word consciously. Vocabulary plays an important role in developing paragraphs as an essay, even vivid words for description.

3) Mechanic (punctuation and spelling)

Mechanics include some matters such as spelling, punctuation, and capitalization. Punctuation is used to clarify meaning to highlight structure. In other words, Punctuation is a guide for the reader to raise his voice or drop his speed and he is going to stop. If the reader misses the punctuation mark, the meaning will change. Spelling is another aspect of writing which is very important because incorrect spelling distracts the readers and detracts from the authority of the author. Someone who writes an English letter must learn English spelling in order to make good writing.

4) Fluency

Fluency in writing is dealing with the choice of structure and vocabulary appropriately Hughes (1989, p.3). A paragraph is said to have fluency when the choice of structure and vocabulary consistently appropriate. If the writer can't master this aspect, it will impact comprehensible of communication.

5) Form (Organization)

The organization is the arrangement of the larger unit of meaning in a paper. In other words, how ideas are presented typically



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organization refers to the larger part of a place of writing and it is clear that a writer needs to know the organization of their paragraph in order their writing has logical ideas. From the explanation, it can be concluded that writing skill integrates a variety of features, structural skill, and lexical mastery.

So, good writing should be complete if five aspects above are mastered by teacher in the learning process because writing is a good skill that needs special reasoning, knowledge, and strong logic.

b. The Technique of writing

Writing is one of the four skills in English that are taught in the classroom. Therefore, the technique of writing in the classroom should be more efficient in order to help students master the writing skill. Writing is a process: it needs time to help the students to write effectively. According to Kristiono (1996, p.15), there are four kinds of technique in writing:

1) Controlled Writing

The students are asked to complete a given text (e.g. completing sentences or choosing suitable words)

2) Guided Writing

The students are given a text in one form of tense and asked to rewrite the text in another form of sentences without adding more information message.



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3) Semi-guided Writing

The students are asked to write a short paragraph or passage based on pictures and instruction given. A picture or instruction is given as a mean of preparing students for the writing exercises.

4) Free writing

The teachers' just prepare some titles for the students' composition and then write what they have in their minds. Based on the four techniques discussed, the writer chooses a free writing technique. In this study, the students are asked to write a short paragraph about something familiar in their life.

5) Characteristics of Good Writing

Writing has three minimum requirements, characteristics that educated people like to think all writing must have before it is fitting for human consumption. According to McQuitty (1982, p.23), there are some characteristic of good writing is literate, organized, clear, honest, convincing, and interesting mention above, good writing should include literacy, educate organization, and reasonable clarity.

a. Good Writing is Literate

It mean that the writer uses the correct spelling, conventions of standard usage and mechanics, among which are numerical agreement of subject and verb, pronoun and antecedent, the appropriate part of speech, proper use of capitals, abbreviations, and number. The literate



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writer is also careful to write sentences and avoid ungrammatical construction such as fragments.

b. Good Writing is Organized

Writing is progressed economically and naturally from a good beginning through a well organized middle, to a conclusive end, with proper unity, coherence, transition, repetition, emphasis, proportion and paragraphing.

c. Good Writing is Clear

The writer's choice of word, sentence structure, and punctuation can contribute to clarifying. To be clear, the writer is careful to use accurate, idiomatic and precise diction. The writer avoids which he doesn't understand, unidiomatic expression, inappropriate neologism, and vague terms. The writer also tries to make sure the sentences are clear by avoiding awkward.

c. Writing Process

According to Harmer, there are four stages in the process of writing. There are:

1) Planning

Plan what they are going to write. When planning, writers have to think about three main issues. In the first, place they have to consider the purpose. Secondly, experienced writers think of the audience they are writing for. Thirdly, writers have to consider the content structure.

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2) Drafting

The first version piece of writing is as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing (Reflecting and Revising)

The writers tend to look at issues of general meaning and overall structure before concentrating on detailed features such as individual word and grammatical accuracy.

4) Final Version

The writer is now ready to send the written text to its intended audience. Based on those statements it can be concluded that writing is not instant activity. It needs some process that should be known by the writer. To write a text the writer has to go through some process of writing, they are planning, drafting, editing, and final version.

d. Writing Ability

Writing ability is the skill of a writer to communicate information to a reader or group of readers. It means that writing ability is the ability to express the ideas and thought in writing clearly that must be mastered by the writer. In writing, there are five aspects that must be ordered by writer. It is needed to give clearly of information that as the writer means. Writing has some component that must be attended. Tribble states there are five scoring criteria for scoring of writing; they are:



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- 1) Content (the ability to think creatively and develop thoughts).
- 2) Organization (the ability to write in appropriate manner)
- 3) Vocabulary (the ability to use of word/idiom)
- 4) Language (the ability to write appropriate structure)
- 5) Mechanics (the ability to use punctuation, capitalization, spelling, and layout correctly)

To give the score of students' writing ability the writer used the scoring of writing work by Tribble. It can be seen on the table below:

Table II.1
The scoring of writing work by Tribble

Areas	Scores	Descriptor
Content	30-27	Excellent to very good: knowledgeable - substantive
	26-22	Good to average: some knowledge of subject – little substance
	21-17	Fair to poor: limited knowledge of subject – no stated
	16-13	Very poor: does not show knowledge of subject – non substantive
Organization	20-18	Excellent to very good: fluent expression – ideas clearly
	13-10	Fair to good: non-fluent – ideas confused of disconnected
	9-7	Very poor: does not communicate – no organization
Vocabulary	20-18	Excellent to very good: sophisticated range – effective word/idiom choice and usage.
	17-14	Good to average: adequate – occasional errors of word/idiom form, choice, usage, but meaning not obscured
	13-10	Fair to poor: major problem in simple/complex construction
	9-7	Very poor: essentially translation – little knowledge of English vocabulary
Language Use	25-22	Excellent to very good: effective complex construction
	21-19	Good to average: effective but simple



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Areas	Scores	Descriptor
Hak cipta milik UIN Suska Riau		construction
	17-11	Fair to poor: major problems in simple/complex construction rules
	10-5	Very poor: virtually no mastery of sentence construction rules
Mechanics	5	Excellent to very good: demonstrate mastery of conventions
	4	Good to average: occasional errors in spelling, punctuation.
	3	Fair to poor: frequents errors in spelling, punctuation, capitalization.
	2	Very poor; non mastery of convention-dominated by errors of spelling, punctuation, capitalization, paragraphing.

Source: christoperTribble, *Language Teaching Writing*, p. 135

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

2. Concept of Grammar

In teaching and learning English as a foreign language it needs grammar to speak and write correctly. The students need grammar in order to make good sentence. Grammar is one of the components of language that must be mastered by the students to learn English. Because the grammatical rules of Indonesian language are different from English. That is why, learning English grammar is very important to understand English teacher. Brown says that grammar is a system of rules governing the conventional arrangement and relationship of words in sentence. In other word grammar



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is one kind of language component that give explanation or rule about how to join the words become a good sentence based on grammatical rule.

The statement indicates that grammar is a set of rules derived from language rules that most of its native speaker rarely care about. However, thesis enables them to communicate each other without creating misunderstanding and misinterpretation. They commonly do not realize, that when they express themselves through writing or speaking, what they write or speak have patterns and they keep subconsciously applying the patterns in their communication.

Meanwhile in the context of education especially in the learning and teaching of foreign language, grammar is usually considered one of the language components other that vocabulary and sound system which students should acquire. As foreign language learners commonly do not have much direct exposure to the language mastery. Language component is one of the ways to support the mastery of foreign language skills. Harmer states grammar is not just concerned with syntax; however the way words are formed – and can change their form in other to express different meanings – is also at the heart of grammatical knowledge. Based on three statements above, the writer assumes that by mastering grammar can help the students to complete sentence correctly.

Grammar is also called organization words that combination into sentences to express thought and feeling or to express the idea in written. In teaching English as foreign language, the students need to master grammar



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because by mastering grammar students will be able to speak and write English correctly, it is fact that different countries have different language and different language and every language has system which is called grammar. It also happened in translating, in order to competence in translating we should know of the language structure. In English grammar, tenses play an important role in sentence formation; the tense of a verb shows the time of an even or action.

Based on the theorist above, grammar is rule how to make a good sentence that can be understood by the reader. In English grammar there is an important part called tenses. Tenses, is a verb shows the time of an event or action, it is very important in constructing a sentence and it should be mastered by the learners.

3. Concept of Simple Present Tense

a. Definition of Simple Present Tense

The simple present tense refers to action or situation that to do not change frequently. It is used to describe habits or routines, to express opinions, or to make general statements of facts, the simple present can also be used to refer to the future. In English grammar, the simple present tense is a form of the verb that refers to an action or event that is ongoing or that regularly takes place in present time (for example, “he cries easily”).

The simple present tense is the one which we use when an action is happening right now, or when it happens regularly (or unceasingly, which is why it’s sometimes called present indefinite). The simple present tense is



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formed by using the root form or by adding –s or –es to the end, depending on the person.

b. Use of Simple Present Tense

1) Repeated Actions

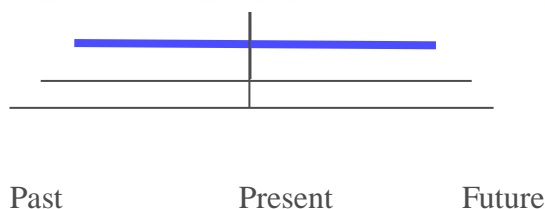
X	X	X		X	X	X		X
Past				Present				Future

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

Examples:

- The train **leaves** every morning at 8 AM.
- The train **does not leave** at 9 AM.
- When **does** the train usually **leave**?
- She always **forgets** her purse.
- He never **forgets** his wallet.

1) Fact or Generalization



The Simple Present can also indicate the speaker believes that a fact was true before, is true now, and will be true in the future. It is not



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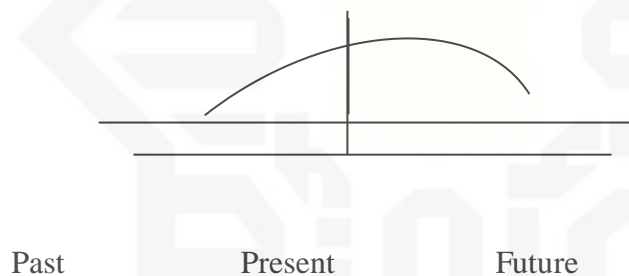
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important if the speaker is correct about the fact. It is also used to make generalization about people or things.

Examples:

- a) Cats **like** milk.
- b) Birds **do not like** milk.
- c) California **is** in America.
- d) California **is not** in the United Kingdom.
- e) Windows **are** made of glass.

2) Now (Non-Continuous Verbs)



Speaker sometimes use the Simple Present to express the idea that an action is happening or is not happening now. This can only be done with Non-Continuous Verbs and certain Mixed Verbs.

Examples:

- a) I **am** here now.
- b) She **is not** here now.
- c) He **needs** help right now.
- d) He **does not need** help now.
- e) He **has** his passport in his hand.



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f) **Do you have** your passport with you?

c. Form of Simple Present Tense

The following forms of simple present tense are:

1) Verbal

When the predicate is a verb, the sentence will be called Verbal Sentence

a) Positive form

Formula: $S + Verb + (s/es) + O$

Example: My father reads newspaper every morning.

I get up 5 O'clock every day.

b) Negative form

Formula: $S + do/does + not + verb + O$

Example: My father doesn't read newspaper every morning.

I don't get up 5 O'clock every day.

c) Interrogative forms

Formula: $Do/does + S + verb1 + O?$

Example: Does my father read newspaper every morning?

Do you get up 5 O'clock every day?

d) Negative Interrogative form

Formula: $Do/does + not + S + verb1 + O?$

Example: Doesn't he speak English?

Don't you eat every day?



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2) Nominal

When the predicate (in a sentence) is a noun, pronoun, noun phrase, adjective or adverb, the sentence will be called Nominal Sentence

a) Positive form

Formula: $S + to\ be + not + noun\ adjective/adverb$

Example: The world is round.

Tom and I are students.

a) Negative form

Formula: $S + to\ be + not + noun\ adjective/adverb$

Example: My bed is not comfortable.

The shops are not open every morning.

b) Interrogative form

Formula: $S + to\ be + not + noun\ adjective/adverb$

Example: Is your parent at home?

Are these hotels expensive?

c) Negative Interrogative form

Formula: $To\ be + not + S + noun\ adjective/adverb$

Example: Aren't you a doctor? Yes, I am/ No, I am not.

Isn't she a nurse? Yes she is/ No, she isn't

4. Simple Present Tense Mastery

Mastery is a great skill or knowledge about something which is had by someone. Meanwhile, Michael G. Fullan (2016) defines that mastery is obviously necessary for effectiveness, but it is also a means for achieving



deeper understanding. It means that mastery is a complete of having control over something superiority in through knowledge of a subject. According to David J. Messer (2003) mastery is the broad knowledge and skill in understanding the world of physical objects. It can be concluded that mastery is have broad skill of knowledge in understanding the object.

According to Patricia Werner, simple Present Tense refers to action or situation that to do not change frequently. It is used to describe habits or routines, to express opinions, or to make general statements of fact, the simple present can also be used to refer to the future. It means that simple present tense is sentence that use to express daily activity, habitual, general statement, and it can also be used to express the future.

Based on the statement, it can be conclude that simple present tense mastery is the students' skill to construct sentences which tell or show daily activities or general truth in the nominal or verbal form of positive, negative, interrogative, and negative interrogative sentences using its particular time signals.

5. Concept of Descriptive Text

a. The Definition of Descriptive Text

Text is a continuous piece of spoken or written language, especially one with a recognizable beginning and ending. It means text is a part of spoken or written language form. In addition, non-creative forms of writing, particularly essay writing, have traditionally been classified into four types. (Richard) has



cleared in the book about list the four types of non-creative forms of writing as follows:

- 1) Descriptive writing as provides a verbal and account of a person, place or thing. It means that descriptive writing is to describe the characteristic of people, place, or thing.
- 2) Narrative writing reports an event or tells the story of something that happened.
- 3) Expository writing provides information about and explains a particular subject. Pattern of development within expository writing include giving examples, describing a process of doing or making something, analyzing causes and effect, comparing and/or contrasting, defining a term or concept, and dividing something into part or classifying it into categories.
- 4) Argumentative writing attempt to support a controversial point or defend a position on which there is a difference of opinion, ESL writing programs have often been based on the assumption that novice writers should begin with the simplest mode-the descriptive essay, and gradually move to learning the most difficult-the argumentative one.

In addition, descriptive text is a text which intended to describe a particular person, place or thing. It means descriptive text is a kind of text with a purpose to give information about particular person, place, or thing. It differs from report which describes things, animals, persons, or others in general. The social function of descriptive text is to describe a particular person, place or



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

b. Generic Structure of Descriptive Text

The generic structure of descriptive text; consist of identification and description. Identification is identifies phenomenon to be described. Description is describes parts, qualities, characteristics, etc. it means descriptive text has two common composition of text. Those are identification and description.

B. The Relevant Research

Relevant researchers are added in order to provide trustworthy information regarding the problem of this research. There are many things that need to be considered when looking at what relevant research is for example, some thought needs to be put into looking at current paradigms, what counts as evidence in educational research, maintaining quality, and the role of peer review in validating new knowledge in educational research.

To avoid the same title used in the research the researcher shows the relevant researchers which was done by the previous researcher.

1. The first research is a research that was conducted by Muh. ArifMuhsin (2015) entitled “The Correlation between Students’ Grammar Knowledge and Writing Ability in Learning English at The Second Year of State School 11 Makassar South Sulawesi in Academic Year 2014/2015”. This research aimed to know the correlation between the students’ grammar and writing ability to students. The method used in this research was descriptive analysis. The instrument of this study was



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test, namely grammar and writing test. The population of this research is the second year students of SMAN 1 PitumpanuaRajo Regency which consist of 23 students, all of them were the sample. Therefore, this research used total sampling technique. All the data gained in this research was analyzed by using the formulation of Pearson Product Moment Correlation Coefficient.

According to the result of the analysis and statistical calculation, it is found that r was 0.43. Coefficient correlation between both variables shows that there is a significant correlation between grammar ability and writing skill of the students, it lies between 0.40 – 0.60 which is categorized as moderate. The result of the data analysis shows that the students grammar ability stated in 66,00 of the mean score, where their writing skill stated in 74.69 of the mean score. Based on this findings from this research, it can be conclude that the mastery of sentence structure support the students to produce a grammatically correct in paragraph.

2. A study conducted by Naya Zariah Nikmaturrohman in 2011, entitled “The Correlation between Simple Present Tense Mastery and Ability in Writing Descriptive Text of the First Graders of SMPN 1 Kauman. The purpose of this research were (1) to know the students’ simple present tense mastery, (2) know the students’ ability in writing descriptive text, (3) and know if there is correlation between simple present tense mastery and ability in writing descriptive text. The research design in



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this research was correlational descriptive design. The population of this research was the first graders of SMPN 1 Kauman in academic year 2010/2011. The sample was class VII-G consisting of 37 students. The research instrument was test and documentation. The data analysis was using mean score and Pearson Product Moment Correlation.

3. In 2013, Hanifah Oktarina¹, Lely Refnita², Ernati³ conducted a research entitled “The Correlation Between The Second Year Students’ Simple Present Tense Mastery and Their Ability in Writing a Descriptive Text at SMPN 3 Batang Anai Kab. Padang Pariaman. This research aimed at correlating the second year students’ simple present tense mastery and their ability in writing descriptive text at SMPN 3 Batang Anai Kab. Padang Pariaman. The design of this research was correlational in nature. The population of this research was the second year students at SMPN 3 Batang Anai Kab. Padang Pariaman. The total population was 281 students. The sample in this research was 32 students. Based on the result of this research, it was found that the correlation between the second year students’ simple present tense mastery and their ability in writing a descriptive text at SMPN 3 Batang Anai Kab. Padang Pariaman was significant. It was proved by the fact that the value of $r_{\text{calculated}}$ was 76 and the value of r_{table} was 35. It means that $r_{\text{calculated}}$ was higher than r_{table} . Based on findings that have already been discussed previously, it could be concluded that the alternative hypothesis was accepted.



C. Operational Concept

In carrying out the research, it is necessary to clarify the variable in analyzing the data. There are two variables; X variable and Y variable. Independent variable or X variable is students' grammar ability and dependent variable or Y variable is students' writing ability. To operate the investigation on the variables, the researcher worked based on the following indicators as cited from Muhammad Apipi for grammar ability and cited from Jacob, et al (1981) for writing ability:

1. The concept of variable X (Students' Grammar Ability in Simple Present Tense) stated as follows:

Present Tense is an English form used to express activities/activities that become repetitive routines. For more details:

- a. Used to announce common truths (general truths)
 1. The sun sets in the west
 2. Water drifts from higher to lower
- b. Used to repeat habitual announcements (habitual actions)
 1. I teach English at MTs DarulHikmah every Monday.
 2. We shower twice a day
- c. Used to announce activities that have been approved or scheduled.
 1. The course starts at nine.
 2. He meets his fans on Sunday.
- d. To announce the activities carried out now
 1. He is in his room now.



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2. The indicators of variable Y (Students Writing Ability on descriptive text) stated as follows:

NO	Basic Competence	Indicator
1.	6.2 Express the meaning and rhetorical steps in a simple short essay by using a variety of language accurately and fluently to interact with the environment in descriptive and recount forms.	6.2.1 Completing the short essay text in a descriptive form. 6.2.2 Arrange the text into meaningful text in a descriptive form. 6.2.3 Write an essay in a descriptive form.

D. The Assumption and Hypothesis

1. The Assumption

- Students who are master in writing assumed that they have a good understanding in simple present tense.
- Students who are not master in writing assumed that they are lack of simple present tense.

2. The Hypothesis

The writer proposes hypothesis as follows:

- H_a : There is a significant correlation between students' grammar ability in simple present tense and their writing ability on descriptive text.
- H_o : There is no significant correlation between students' grammar ability in present tense and their ability in writing descriptive text.

CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research is correlation research. According to Gay (2000), correlation research involved collecting data in order to determine whether, and what degree, a relationship exist between two or more variable. The kind of the research is explanatory research design is concerned with two or more variables in which the independent variable influences the dependent variable. According to Creswell (2012), explanatory research design is correlation design in which research design is a correlational design in which the researcher is interested in the extent to which two variables or more, where changes in one variable are reflected in changes in the other.

The reason why the researcher choose the type of research is that researcher wants to find out whether there is or not the correlation between students' grammar ability in simple present tense and their writing ability in English Class at MTs Darul Falah Salo.

In this research, there are two variables; one independent variable (X), and one dependent variable (Y) namely:

1. Independent Variable

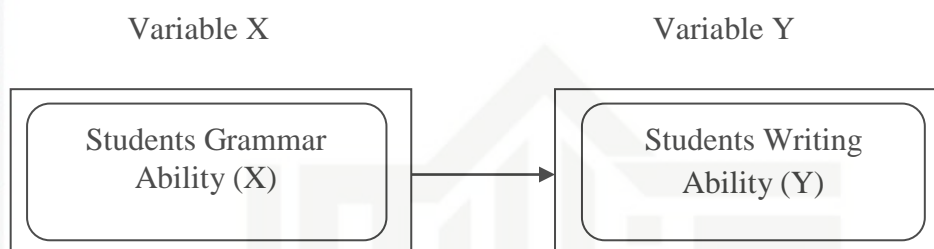
Independent variable in this research is the Grammar ability in Simple Present Tense in English Class at MTs Darul Falah Salo (X)



2. Dependent Variable

Dependent variable in this research is ability in writing descriptive text in English Class at MTs Darul Falah Salo (Y).

The design of this research was pictured by the following diagram:



Source: Usman 2015, 231

B. Location and Time of the Research

The location of the research is in English Class at MTs Darul Falah Salo. This research will be conducted from July to August 2020.

C. Subject and Object of the Research

The subject of this research is the students of English Class at MTsDarulFalahSalo. And the object of this research is the students' Grammar Ability in Simple Present Tense and their Writing Ability.

D. Population and Sample of the Research

According to Cresswell (2012) "population is a group of individuals who have the same characteristic. The population of this research is the students in second class at MTsNDarulFalahSalo. The total of population is 80 students in class (A, B, C, and D).

In this research, the researcher was taken all population as sample.



E. Technique of Data Collection

The data collection of this research was collected by using test and documentation.

1. Test

To find the students' grammar ability in simple present tense, the researcher used test to assess the students' grammar ability in simple Present Tense. In this research, test also used to know students' writing ability on descriptive text. The researcher used multiple choices as form the list. The questions and texts used in the test were adopted from English text book.

2. Documentation

In this research, the writer will use an instrument to collect data, namely documentation. The writer will use documentation of students' daily test that will be given by their English teacher. Arikunto (2006) said that documentation derived from the word document means written subject. It means that the documentation data can be found in the written record of subject. In this research, documentation is used to take students' writing score from the English teacher in English Class at MTs Darul Falah Salo.

F. Validity and Reliability of Instrument

1. Validity

The validity was tested using ANATES 4. The test contained 50 numbers of multiple choices. After the calculation by using ANATES 4,



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it was found that 19 number items of test were very significant, 3 items were significant, 25 items were adequate, and 3 items were insignificant.

2. Reliability

Reliability of test was measured using ANATES 4, the result was:

Mean = 25.65

Standard deviation = 5, 32

Correlation = 0.72

Reliability of test = 0.83

The test which has reliability coefficient among 0,81 – 1,00 has been very reliable.

Table III.1
Category of Reliability

Value	Remark
0,00 – 0,20	Unreliable
0,21 – 0,40	Less Reliable
0,41 – 0,60	Sufficient
0,61- 0,80	Reliable
0,81 – 1,00	Very Reliable

G. Technique of Data Analysis

To find out whether there is a significant correlation between students' grammar ability in simple present tense and their writing ability in English Class at MTsDarulFalahSalo, the data were analyzed by using statistical formula. In analyzed this research, the researcher used person product moment correlation coefficient using SPSS 20 Program. The researcher used the score of test of variable X and the score of variable Y to know whether or not there was any correlation between both of variables.

In order to find out the categories of score, the following are classification of the score.



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Table III.2
Classification of Students' Score

No	Score	Category
1.	80-100	Very good
2	66-79	Good
3	56-65	Enough
4	40-55	Less
5	30-39	Fail

Adopted from (Arikunto, 2006, p.245)

To analyze the data of the students' grammar ability, the researcher used the formula (AnasSudijono, 2011, p. 43):

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Number of percentage

F = Frequency

N = Number of sample

Meanwhile, in order to get easy in analyzing the data, the researcher used SPSS 20.0 program for Windows. The product moment correlation coefficient was obtained by considering the degree of freedom (df) = N-nr; (N= number of sample, nr = number of variable)

In addition, the procedure of processing the data by using SPSS 20.0 program is as follows:

1. Open SPSS 20.0 program.
2. Click variable view on SPSS data editor.
 - a. On column name, for the first row is Respondent, for the second row is X, and for the third row is Y.
 - b. On column type, for the first row change row numeric to string.



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c. On the column *label*, for the second row is students' grammar ability and for the third row is students' writing ability.

3. Next, click *data view* in the left corner on SPSS data editor. Input the respondent in column *respondent*, scores of prior knowledge in column X, and scores of students' learning interest in column Y.
4. Then, to find the correlation between the score; click *analyze*, choose *correlate* and then choose *bivariate*.
5. From bivariate correlation input X and Y to variable
6. Click *Pearson on correlation coefficient*
7. Choose two tailed on test of significance.
8. Click OK.

Statistically the Hypotheses are:

$H_a : r_o > r_{table}$

$H_o : r_o = r_{table}$

H_a is accepted if $r_o > r_{table}$ or there is a significant correlation between students' grammar ability in simple present tense and their writing ability in English Class at MTs DarulFalahSalo.

H_o is accepted if $r_o = r_{table}$ or there is no significant the correlation between students' grammar ability in simple present tense and their writing ability in English Class at MTs DarulFalahSalo.

In analyzing the data, the researcher used correlation product moment which developed by Carl Pearson. "Correlation product moment is used to

show whether there is a correlation between X variable and Y variable. The symbol of the correlation product moment is “r”.

1. If r_0 same as or higher than r_t the H_a is accepted. It means that there is a significant correlation between grammar mastery and writing ability.
2. If r_0 lower than r_t the H_a is rejected. It means that there is no significant correlation between grammar mastery and writing ability.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out the correlation between students' grammar ability in simple present tense and their writing ability in English class. Based on what has been discussed, presented and analyzed in the previous chapters, the researcher concluded that:

1. The average score of students' grammar ability in simple present tense at MTs Darul Falah Salo was 80,2. It was categorized as **“Good”** level.
2. The average score of students' writing ability on descriptive text in English Class at MTs Darul Falah Salo at MTs Darul Falah Salo was 75. It was categorized as **“Good”** level.
3. There is no significant correlation between grammar ability in simple present tense and their writing ability.

Based on the finding, the researcher would like to propose several suggestions, as follows:

1. Grammar ability in simple present tense at MTs N Darul Falah Salo has no contribution on writing ability in English class. So, it is good for the teacher to try collaborating particular techniques to raise their grammar ability



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2. Writing ability in English class is also on good level. But the students still found it difficult to deal and use appropriate grammar. Then, practice a lot of reading is a good way to improve their writing ability.
3. For future researchers, it is important to be able to understand the theories of grammar ability well of many experts' theories, there are also some aspects that they never learn. So, the choice of aspects or indicators which are based on what they learn at school is suggested. And it is also crucial to make sure that the students have already learnt and understood the grammar ability and writing ability that are going to be tested so that the result of the test will be more relevant and reliable.

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

APPENDIX 1

Syllabus

UIN SUSKA RIAU



2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

SILABUS SMP/MTs

Mata Pelajaran : BAHASA INGGRIS

Kelas VIII

Kompetensi Inti :

- KI1: Menghargai dan menghayati ajaran agama yang dianutnya serta
- KI2 Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingintahuny tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- KI 4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memintaperhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan pendapat, serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> • Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman • Struktur Teks <ul style="list-style-type: none"> - Memulai - Menanggapi (diharapkan/diluar dugaan) • Unsur Kebahasaan <ul style="list-style-type: none"> - Ungkapan. <i>I. Excuse me, I sit clear?, Great, I think so., dsb.</i> - Ucapan, tekanan kata, intonasi, ejaan, dan baca, dan tulisan tangan • Topik Interaksi antara peserta didik dan guru dalam dialog 	<ul style="list-style-type: none"> - Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan intonasi yang benar - Mengidentifikasi ungkapan yang sedang dipelajari - Menanyakan hal-hal yang tidak diketahui atau yang berbeda - Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa - Membiasakan menerapkan yang sedang dipelajari
4.1 Menyusun teks interaksi interpersonal lisan dan tulis yang pendek dan sederhana yang melibatkan tindakan memintaperhatian, mengecek pemahaman, menghargai kinerja, serta memintadan mengungkapkan pendapat, dan menanggapi dengan		



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memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		alam interaksi dengan angurudanteman secara alami di dalam dan di luar kelas
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan can, will)		- Melakukan refleksi tentang proses dan hasil
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		
3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan must, should)		
4.3 Menyusun teks interaksi transaksional		



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lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya	
4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberikan informasi terkait	
dengan hari-hari spesial, sesuai dengan konteks penggunaannya	
4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	



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<p>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. a. (Perhatikan unsur kebahasaan there is/are)</p>	
<p>4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	
<p>3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)</p>	
<p>4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan</p>	



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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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sesuai konteks	
3.8 Menerapkan fungsi sosial, struktur teks,	
dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)	
4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	
3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan degree of	



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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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comparison)	
4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberikan dan meminta informasi terkait perbandingan jumlah dan sifat orang,	
binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	
4.10 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	



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- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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3.11	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis	
	dengan memberikan dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya	
4.11.	Teks recount	
4.11.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount)	
4.11.2	Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	
3.12	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/pemberitahuan (notice), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	
4.12.	Teks pesan singkat dan pengumuman/pemberitahuan (notice)	
4.12.1	Menangkap makna secara kontekstual	

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APPENDIX 2

Instrument Of The Research

UIN SUSKA RIAU



Name :
Class :

Choose the correct answers!

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 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. She ... not work because she has flu.
 - a. is
 - b. does
 - c. do
 - d. be
2. Alina ... song every night.
 - a. sings
 - b. sing
 - c. is
 - d. does
3. My father ... tea every morning.
 - a. drink
 - b. drinks
 - c. drinking
 - d. is
4. They ... a test every week.
 - a. does
 - b. has
 - c. are
 - d. have
5. She is a student. She ... at school.
 - a. studying
 - b. studies
 - c. study
 - d. does
6. We ... soccer match.
 - a. do
 - b. watching
 - c. watching
 - d. watch
7. My brother rides a bike to school ...
 - a. everyday
 - b. last day
 - c. next week
 - d. next time
8. Birds can fly because they ... wings.
 - a. have
 - b. don't have
 - c. has
 - d. doesn't have
9. A frog ... have a tail.
 - a. is
 - b. are
 - c. don't
 - d. doesn't
10. Harry : where is Ridho?
Amelina : I'm sorry. I Please, ask Dian. May be she knows.
 - a. know
 - b. don't know
 - c. doesn't know
 - d. knows

II. Fill in The Blank Below

Hello everybody! My name (1) Echi and this is my Family. Every morning I get up at 5 o'clock. I (2) my teeth and(3) a shower. Then, I get dressed and(4) My breakfast. I usually(5) milk or fruit juice. After breakfast I check my schoolbag and(6) "Goo Day" to my parents. I leave home at 6:30 and wait for the school bus for 5 minutes. I get on the school bus at 6:35. I(7) at school at 7:15. School start at 7:30. I listen to my teachers carefully and(8) a lot. I(9) lunch at 12:00 in the canteen. After school I(10) home by bus and(11) the bus at 3 o'clock. I(12) my clothes and go out at 3:30. I go to the playground and(13) football with my friends. I have dinner at 7 o'clock. After dinner I(14) my homework and(15) cartoons. I usually read a book from 8:30 until 9:30 o'clock. I always go to bed at 10:00.

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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Hak Cipta Dilindungi Undang-Undang

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2. Dianggap mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Name : Mawati
Class :

Choose the correct answers!

1. She ... not work because she has flu.
☒ a. is c. do
 b. does d. be
2. Alina ... song every night.
☒ a. sings c. is
 b. sing d. does
3. My father ... tea every morning.
☒ a. drink c. drinking
 b. drinks d. is
4. They ... a test every week.
 a. does c. are
 b. has d. have
5. She is a student. She ... at school.
☒ a. studying c. study
 b. studies d. does
6. We ... soccer match.
☒ a. do c. watching
 b. watching d. watch
7. My brother rides a bike to school ...
☒ a. everyday c. next week
 b. last day d. next time
8. Birds can fly because they ... wings.
☒ a. have c. has
 b. don't have d. doesn't have
9. A frog ... have a tail.
☒ a. is c. don't
 b. are d. doesn't
10. Harry : where is Ridho?
Amelina : I'm sorry, I Please, ask Dian. May be she knows.
 a. know c. doesn't know
 b. don't know d. knows



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II. Fill in The Blank Below

Hello everybody! My name (1) Echi and this is my Family. Every morning I get up at 5 o'clock. I (2) my teeth and (3) a shower. Then, I get dressed and (4) My breakfast. I usually (5) milk or fruit juice. After breakfast I check my schoolbag and (6) "Goo Day" to my parents. I leave home at 6:30 and wait for the school bus for 5 minutes. I get on the school bus at 6:35. I (7) at school at 7:15. School start at 7:30. I listen to my teachers carefully and (8) a lot. I (9) lunch at 12:00 in the canteen. After school I (10) home by bus and (11) the bus at 3 o'clock. I (12) my clothes and go out at 3:30. I go to the playground and (13) football with my friends. I have dinner at 7 o'clock. After dinner I (14) my homework and (15) cartoons. I usually read a book from 8:30 until 9:30 o'clock. I always go to bed at 10:00.

- | | | |
|------------|------------------|---------------|
| 1. is ✓ | 6. say ✓ | 11. get off ✓ |
| 2. brush ✓ | 7. arrive ✓ | 12. change ✓ |
| 3. do X | 8. bare a note X | 13. play ✓ |
| 4. have ✓ | 9. have ✓ | 14. do ✓ |
| 5. drink ✓ | 10. go ✓ | 15. watch ✓ |

B: 13

UIN SUSKA RIAU

Hak Cipta Dilindungi Undang-Undang

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Diarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Name : HENRICO

Class : $V(U)$

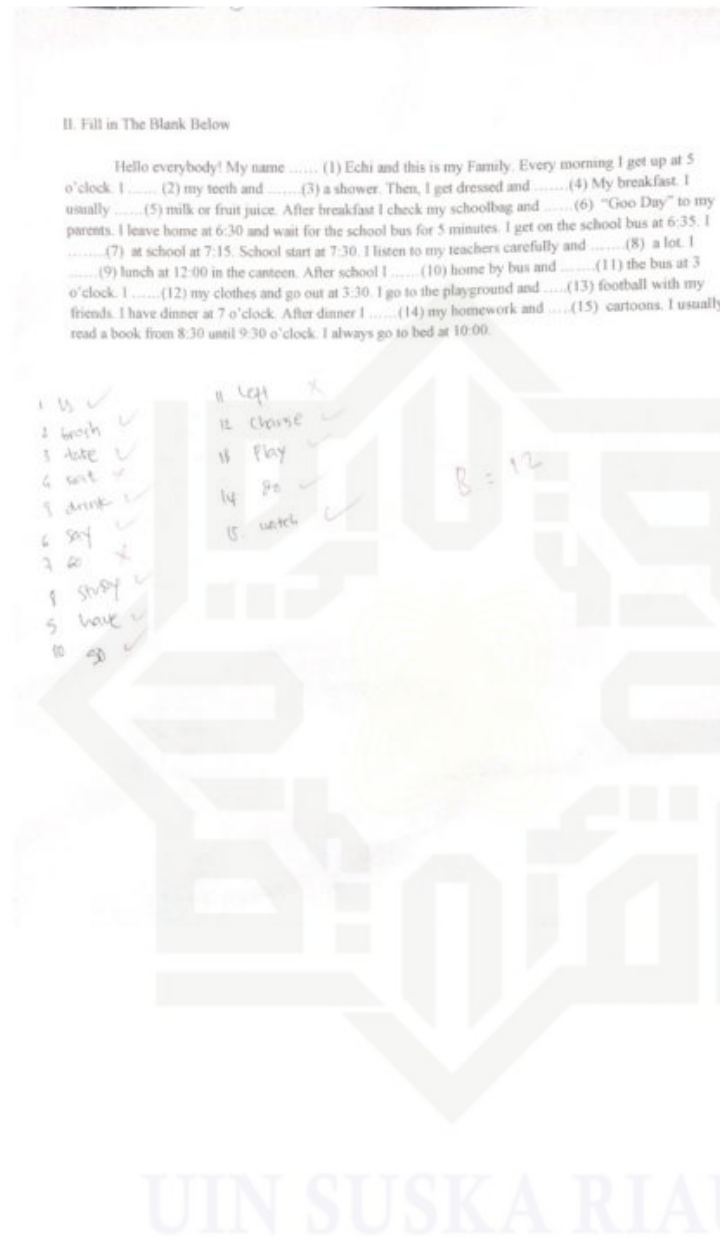
Choose the correct answers!

1. She ... not work because she has flu.
☒ a. is c. do
b. does d. be
2. Alina ... song every night.
☒ a. sings c. is
b. sing d. does
3. My father ... tea every morning.
a. drink c. drinking
☒ b. drinks d. is
4. They ... a test every week.
a. does c. are
b. has ☒ d. have
5. She is a student. She ... at school.
☒ a. studying c. study
b. studies d. does
6. We ... soccer match.
a. do c. watching
b. watching ☒ d. watch
7. My brother rides a bike to school ...
☒ a. everyday c. next week
b. last day d. next time
8. Birds can fly because they ... wings.
☒ a. have c. has
b. don't have d. doesn't have
9. A frog ... have a tail.
a. is c. don't
b. are ☒ d. doesn't
10. Harry : where is Ridho?
Amelina : I'm sorry. I Please, ask Dian. May be she knows.
a. know c. doesn't know
☒ b. don't know d. knows



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Farah Gostiawan

Kelas. 8A

my lovely cat.

Hello every one! I would like to introduce my lovely cat, named nanja. I found it under a rambutan tree, the first time I found it, it was about 3 months old.

She looked Very dirty and very thin. I immediately took it home and I put in a box and then I feed it. after a few weeks, nanja looked thinner and less energetic so I took it to the doctor, and I turned out to have worms. Since from the doctor, Nanja has looked excited again and her body getting bigger. I am very happy and love nanja.



UIN SUSKA RIAU



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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Jum'at, 9-04-2021

Nama: Ali F Nur Utami
 Kelas: VIII.^B
 Mapel: Bahasa Inggris

My Bird

It is my favorite pet. It is name coki. Coki has black eyes and funny face. Coki likes seed very much. He always eat every day. Coki always sleep cage. I love very much because he is very funny and he can be my friends.

APPENDIX 3

Students' Grammar Ability

UIN SUSKA RIAU

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

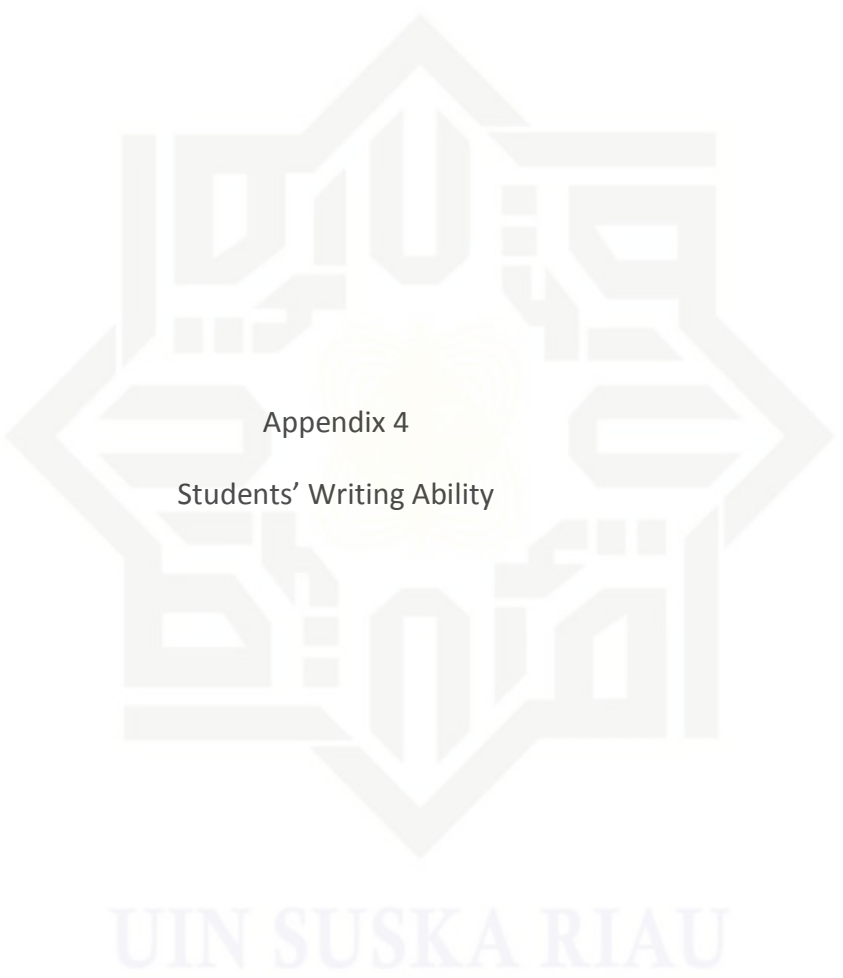
Students' Score of Grammar Ability in Simple Present Tense

No	Respondents	Score
1	Students 1	84
2	Students 2	76
3	Students 3	84
4	Students 4	76
5	Students 5	80
6	Students 6	72
7	Students 7	80
8	Students 8	88
9	Students 9	92
10	Students 10	76
11	Students 11	76
12	Students 12	84
13	Students 13	76
14	Students 14	84
15	Students 15	76
16	Students 16	80
17	Students 17	84
18	Students 18	76
19	Students 19	84
20	Students 20	76
21	Students 21	80
22	Students 22	72
23	Students 23	80
24	Students 24	84
25	Students 25	76
26	Students 26	84
27	Students 27	76
28	Students 28	80
29	Students 29	72
30	Students 30	80
31	Students 31	88
32	Students 32	92
33	Students 33	76
34	Students 34	80
35	Students 35	72
36	Students 36	84
37	Students 37	76
38	Students 38	84

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

39	Students 39	76
40	Students 40	80
41	Students 41	72
42	Students 42	80
43	Students 43	88
44	Students 44	92
45	Students 45	76
46	Students 46	76
47	Students 47	84
48	Students 48	76
49	Students 49	84
50	Students 50	76
51	Students 51	80
52	Students 52	76
53	Students 53	80
54	Students 54	72
55	Students 55	80
56	Students 56	88
57	Students 57	92
58	Students 58	76
59	Students 59	84
60	Students 60	76
61	Students 61	84
62	Students 62	76
63	Students 63	80
64	Students 64	72
65	Students 65	80
66	Students 66	88
67	Students 67	92
68	Students 68	76
69	Students 69	76
70	Students 70	80
71	Students 71	84
72	Students 72	76
73	Students 73	84
74	Students 74	76
75	Students 75	80
76	Students 76	72
77	Students 77	80
78	Students 78	88
79	Students 79	92
80	Students 80	76
Total		6416
Mean		80,2



Appendix 4

Students' Writing Ability

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

Students' Writing Ability in English Class Score

No	Respondents	Score
1	Students 1	73
2	Students 2	69
3	Students 3	69
4	Students 4	78
5	Students 5	84
6	Students 6	80
7	Students 7	67
8	Students 8	83
9	Students 9	85
10	Students 10	62
11	Students 11	82
12	Students 12	84
13	Students 13	75
14	Students 14	79
15	Students 15	69
16	Students 16	70
17	Students 17	77
18	Students 18	75
19	Students 19	59
20	Students 20	83
21	Students 21	79
22	Students 22	68
23	Students 23	93
24	Students 24	89
25	Students 25	51
26	Students 26	87
27	Students 27	87
28	Students 28	77
29	Students 29	73
30	Students 30	76
31	Students 31	84
32	Students 32	56
33	Students 33	81
34	Students 34	81
35	Students 35	79
36	Students 36	71
37	Students 37	60
38	Students 38	78

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

39	Students 39	69
40	Students 40	78
41	Students 41	70
42	Students 42	81
43	Students 43	77
44	Students 44	86
45	Students 45	33
46	Students 46	79
47	Students 47	79
48	Students 48	66
49	Students 49	63
50	Students 50	90
51	Students 51	77
52	Students 52	80
53	Students 53	90
54	Students 54	89
55	Students 55	69
56	Students 56	78
57	Students 57	89
58	Students 58	77
59	Students 59	56
60	Students 60	72
61	Students 61	77
62	Students 62	65
63	Students 63	57
64	Students 64	73
65	Students 65	80
66	Students 66	72
67	Students 67	50
68	Students 68	82
69	Students 69	78
70	Students 70	80
71	Students 71	86
72	Students 72	62
73	Students 73	90
74	Students 74	77
75	Students 75	71
76	Students 76	66
77	Students 77	73
78	Students 78	81
79	Students 79	59
80	Students 80	83
Total		5964
Mean		75

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

N O	STUDENT	CONTE NT	ORGANIZA TION	VOCABUL ARY	LANGUAG E USE	MECHA NICS	Tot al
1	HENDRICO	17	13	15	18	3	66
2	MAMAT	27	18	18	20	4	87
3	DIAN	17	14	13	17	2	63
4	ELLA	27	18	17	19	3	84
5	ADINDA	27	18	18	20	4	87
6	MELANI	22	18	18	18	3	79
7	DIAN	17	15	15	18	3	68
8	AURELIA	27	20	20	22	4	93
9	ANGGUN	27	18	18	22	4	89
10	ALIF	16	10	10	13	2	51
11	FATWA	22	18	18	20	4	82
12	AKBAR	27	18	18	20	4	87
13	AGUNG	21	18	17	20	4	80
14	FARHAN	21	18	17	20	4	80
15	DEVI	16	10	10	15	2	53
16	INDAH	22	17	14	17	3	73
17	MARTHA	20	14	14	17	2	67
18	RIDHO ILAHI	26	18	18	20	4	86
19	NOVITA	13	7	7	5	1	33
20	M. RIDWAN	21	18	17	20	3	79
21	AISYAH	22	18	18	18	3	79
22	AHMAD	17	15	15	18	3	68
23	MAY SINDI	27	20	20	22	4	93
24	AMAN	27	18	18	22	4	89
25	FANI	16	10	10	13	2	51
26	DEBBY KESUMA	27	20	18	22	4	91
27	IMEL	26	18	18	20	4	86
28	AGUSTIANA	27	20	18	20	4	89
29	ANGEL	26	18	18	20	4	86
30	GRACE	22	18	18	20	4	82
31	FARAH	22	18	17	20	4	81
32	M. FITRAH	17	18	14	17	3	69



33	DIMAS	22	18	17	17	3	77
34	REVI	24	18	18	20	4	84
35	RESFI	17	13	15	18	3	66
36	DESSY PURNAMASARI	27	18	18	20	4	87
37	JONATHAN	13	7	7	5	1	33
38	SRI SUNARTI	26	20	18	22	4	90
39	DESTA	21	17	17	17	2	74
40	ADINDA	27	20	18	22	4	91
41	DWI	26	18	18	20	4	86
42	IMANTO	27	20	18	20	4	89
43	M. KAHFI	26	18	18	20	4	86
44	ANNISA	26	18	18	20	4	86
45	BAGUS WIJAYA	13	7	7	5	1	33
46	PRASETYA	21	18	17	20	3	79
47	RAHMAT	22	18	18	18	3	79
48	JULIA	17	15	15	18	3	68
49	DINATA	27	20	20	22	4	93
50	LISA	27	18	18	22	4	89
51	FLORA	22	18	18	18	3	79
52	LYGIN	17	15	15	18	3	68
53	MICAEL	27	20	20	22	4	93
54	AGUSTINA	27	18	18	22	4	89
55	FASYA	16	10	10	13	2	51
56	LUSSY	22	18	18	20	4	82
57	RAHMADANI PUTRI	27	18	18	20	4	87
58	JUFRY	27	18	18	22	4	89
59	M. TABRANI	16	10	10	13	2	51
60	ABDI KAUMIYAH	22	17	14	17	3	73
61	FATMA KHAULANI	20	14	14	17	2	67
62	HAFIZUL AKBAR	26	18	18	20	4	86
63	NADHIRAH ARFAH	13	7	7	5	1	33
64	M. THARIQ AIMAR	21	18	17	20	3	79
65	FAKHRI HAMIZAN	21	18	17	20	3	79
66	ANDINA RAHMA	17	14	13	17	3	64
67	NAUFAL AL-ZIKRI	13	7	7	5	1	33
68	AISHA ANNA HUMAIRA	26	20	18	22	4	90

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69	ANNISA ALFI NASHIRAH	21	17	17	17	2	74
70	HANNISAH AZZAHRA	27	18	18	20	4	87
71	FAZLIAH AALIYA RAHMA	22	18	18	18	3	79
72	RAZIQ HANAN	17	15	15	18	3	68
73	MERY ASTRIA	27	20	20	22	4	93
74	RIANTI PUTRI	27	18	18	20	4	87
75	AL-FAJRI	22	18	18	18	3	79
76	ALFHA DEYA	17	15	15	18	3	68
77	RIZKA TIRTIANA	27	20	20	22	4	93
78	AMALIA WIRDA	27	18	18	22	4	89
79	ANNISA NADILA PUTRI	16	10	10	13	2	51
80	IMRAATUS SHALIHAH	27	18	18	20	4	87

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 2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

N O	STUDENT	CONT ENT	ORGANIZA TION	VOCABUL ARY	LANGUAG E USE	MECHA NICS	Tot al
1	HENDRICO	20	18	18	20	4	80
2	MAMAT	15	10	13	10	2	50
3	DIAN	22	18	14	17	3	74
4	ELLA	20	18	14	17	3	72
5	ADINDA	21	18	17	20	4	80
6	MELANI	21	18	17	20	4	80
7	DIAN	17	16	13	17	3	66
8	AURELIA	21	18	15	17	2	73
9	ANGGUN	22	18	18	20	3	81
10	ALIF	21	18	14	17	3	73
11	FATWA	22	18	18	20	4	82
12	AKBAR	22	18	17	20	4	81
13	AGUNG	17	18	14	17	3	69
14	FARHAN	22	18	17	17	3	77
15	DEVI	24	18	18	20	4	84
16	INDAH	17	13	15	18	3	66
17	MARTHA	27	18	18	20	4	87
18	RIDHO ILAHI	17	14	13	17	2	63
19	NOVITA	27	18	17	19	3	84
20	M. RIDWAN	27	18	18	20	4	87
21	AISYAH	22	18	18	18	3	79
22	AHMAD	17	15	15	18	3	68
23	MAY SINDI	27	20	20	22	4	93
24	AMAN	27	18	18	22	4	89
25	FANI	16	10	10	13	2	51
26	DEBBY KESUMA	22	18	18	20	4	82
27	IMEL	27	18	18	20	4	87
28	AGUSTIANA	17	14	14	17	3	65
29	ANGEL	17	13	13	15	2	60
30	GRACE	21	15	14	17	3	70
31	FARAH	26	18	18	20	4	86
32	M. FITRAH	13	9	9	10	2	43
33	DIMAS	22	18	17	25	2	84
34	REVI	22	18	17	17	3	77
35	RESFI	27	20	18	22	5	92
36	DESSY PURNAMASARI	13	10	13	17	2	55

37	JONATHAN	26	18	18	20	4	86
38	SRI SUNARTI	17	13	17	17	2	66
39	DESTA	17	14	13	17	2	63
40	ADINDA	17	14	13	17	3	64
41	DWI	16	10	10	15	2	53
42	IMANTO	22	17	14	17	3	73
43	M. KAHFI	20	14	14	17	2	67
44	ANNISA	26	18	18	20	4	86
45	BAGUS WIJAYA	13	7	7	5	1	33
46	PRASETYA	21	18	17	20	3	79
47	RAHMAT	21	18	17	20	3	79
48	JULIA	17	14	13	17	3	64
49	DINATA	13	7	7	5	1	33
50	LISA	26	20	18	22	4	90
51	FLORA	21	17	17	17	2	74
52	LYGIN	27	20	18	22	4	91
53	MICAEL	26	18	18	20	4	86
54	AGUSTINA	27	20	18	20	4	89
55	FASYA	26	18	18	20	4	86
56	LUSSY	21	17	17	17	2	74
57	RAHMADANI PUTRI	27	20	18	22	4	91
58	JUFRY	17	14	14	17	3	65
59	M. TABRANI	17	13	13	15	2	60
60	ABDI KAUMIYAH	21	15	14	17	3	70
61	FATMA KHAULANI	26	18	18	20	4	86
62	HAFIZUL AKBAR	13	9	9	10	2	43
63	NADHIRAH ARFAH	21	18	17	20	4	80
64	M. THARIQ AIMAR	17	16	13	17	3	66
65	FAKHRI HAMIZAN	21	18	17	20	4	80
66	ANDINA RAHMA	21	18	17	20	4	80
67	NAUFAL AL-ZIKRI	17	16	13	17	3	66
68	AISHA ANNA HUMAIRA	21	18	15	17	2	73
69	ANNISA ALFI NASHIRAH	22	18	18	20	3	81
70	HANISAH AZZAHRA	21	18	14	17	3	73
71	FAZLIAH AALIYA	27	20	18	22	5	92

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

- Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



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2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

	RAHMA						
72	RAZIQ HANAN	13	10	13	17	2	55
73	MERY ASRTIA	26	18	18	20	4	86
74	RIANTI PUTRI	17	13	17	17	2	66
75	AL-FAJRI	17	14	13	17	2	63
76	ALFHA DEYA	17	14	13	17	3	64
77	RIZKA TIRTIANA	16	10	10	15	2	53
78	AMALIA WIRDA	22	17	14	17	3	73
	ANNISA NADILA						
79	PUTRU	20	14	14	17	2	67
	IMRAATUS						
80	SHALIAH	21	18	17	20	3	79

Appendix 5

Recommendation Letter




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UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Sombaknas No. 100 Km 10 Tampian Pekanbaru Riau 28265 P.O. BOX 1004 Telp. (0771) 561647
Fax. (0771) 561647 Email: uin@uin-suska-riau.ac.id E-mail: info_uin@uin-suska-riau.ac.id

Nomor : Un 04.F IL 4-PP 00 9 6859/2019 Sifat : Biasa Lamp : - Hal : Pembimbing Skripsi	Pekanbaru, 24 April 2019
--	--------------------------

Kepada
Yth. Rizky Gushendra, S.Pd., M.Ed

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

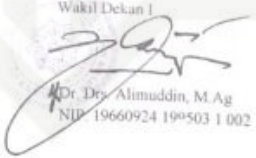
Assalamu 'alaikum warahmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama	: AMELINA DIAN SARI
NIM	: 11614200868
Jurusan	: Pendidikan Bahasa Inggris
Judul	: EXPLORING TEACHERS' FEEDBACK IN TEACHING SPEAKING AT MA PPM TI KAMPAR
Waktu	: 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih

Wassalam
an. Dekan
Wakil Dekan I



Dr. Dedy Alimuddin, M.Ag
NIP. 19660924 199503 1 002


Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



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 كلية التربية والتعليم
FACULTY OF EDUCATION AND TEACHER TRAINING
Jl. H. H. Sekeloa Km. 18 Tandan, Pekanbaru 28293 PO. BOX 1034 Telp. (0757) 7577337 Fax. (0757) 25124

KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing : **PROPOSAL**
 a. Seminar usul Penelitian : "The correlation between students grammar ability in simple present and their writing ability in descriptive text in English class at MTS Barui Faleh Sab"






b. Penulisan Laporan Penelitian

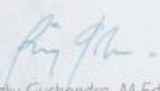
2. Nama Pembimbing :
 a. Nomor Induk Pegawai (NIP)

3. Nama Mahasiswa : **AMELINA DIAN SARI**

4. Nomor Induk Mahasiswa : **11614200868**

5. Kegiatan : **JADWAL BIMBINGAN**

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	15 MAY 2020	revisi bab I, bab II, bab III		
2.	21 MAY 2020	revisi BAB II, BAB III		
3.	24 JUNI 2020	revisi BAB II, BAB III		
4.	6 JUNI 2020	revisi BAB II		
5.	10 JULI 2020	ACC PROPOSAL		

Pekanbaru.....20
 Pembimbing.

 Rizky Gushendra, M.Ed.
 NIP.

UIN SUSKA RIAU



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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Jl. H. R. Soebrantas No.155 Km.18 Tampan Pekanbaru Riau 28293 PD. BOX 1004 Telp. (0761) 561647
Fax. (0761) 561647 Web www.fk.uinsuska.ac.id, E-mail: effak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II.4/PP.00.9/12173/2020
Sifat : Biasa
Lamp. : -
Hal : **Mohon Izin Melakukan PraRiset**

Pekanbaru, 05 November 2020

Kepada
Yth. Kepala Sekolah
MTsN Darul Falah Salo
di
Tempat

Assalamu 'alaikum warhamatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : AMELINA DIAN SARI
NIM : 11614200868
Semester/Tahun : IX (Sembilan)/ 2020
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

a.n. Dekan
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd.
NIP. 19660410 199303 1 005

UIN SUSKA RIAU

- Hak Cipta Dilindungi Undang-Undang
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**KEMENTERIAN AGAMA
MTs DARUL FALAH SALO
KECAMATAN SALO**

Alamat : Jl. Prof. M. Yamin, SH - Salo Telp 31266 Kode Pos - 28411 Website : <http://mts-rslo.sch.id>

SURAT REKOMENDASI
MTs.d / S / F4 / 151 / 2021

Kepala MTs Darul Falah Salo :

Nama : LENI KUSMIATI, M.Pd
NIP : 19730708 199903 2 003
Jabatan : Kepala Madrasah

Dengan ini memberikan izin untuk melaksanakan PraRiset di MTs Darul Falah Salo Kepada :

Nama : AMELINA DIAN SARI
NIM : 11614200868
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Demikianlah Surat Rekomendasi ini dibuat agar dapat dipergunakan semestinya. Terimakasih.

Salo, 08 Februari 2021
Kepala Madrasah

LENI KUSMIATI, M.Pd
NIP. 19730708 199903 2 003

UIN SUSKA RIAU



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
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Alamat : Jl. H. R. Soebrandt Km. 15 Tampus Pekanbaru Riau 28293 P.O. BOX 1004 Telp. (0761) 7077307 Fax. (0761) 21129

**PENGESAHAN PERBAIKAN
UJIAN PROPOSAL**

Nama Mahasiswa : Amelina Dian Sari
Nomor Induk Mahasiswa : 11614200868
Hari/Tanggal Ujian : Rabu, 14 Oktober 2020
Judul Proposal Ujian : The Correlation Between Students' Grammar Ability in Simple Present Tense and Their Writing Ability on Descriptive Text in English Classroom at MTsN Darul Falah Salo
Isi Proposal : Proposal ini sudah sesuai dengan masukan dan saran yang Dalam Ujian proposal

No	NAMA	JABATAN	TANDA TANGAN	
			PENGUJI I	PENGUJI II
1.	Rizki Fiprinita, M.Pd	PENGUJI I		
2.	Zelly Putriani, M.Pd	PENGUJI II		

Mengetahui
a.n. Dekan
Wakil Dekan I

Dra Drs. Alimuddin, M.Ag.
NIP. 19660924 199503 1 002

Pekanbaru, 23 Oktober 2020
Peserta Ujian Proposal



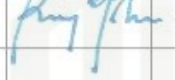
Amelina Dian Sari
NIM.11614200868

Dipindai dengan CamScanner


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 - Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
 - Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

**KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA**

1. Jenis yang dibimbing : Skripsi
 - a. Seminar usul Penelitian :
 - b. Penulisan Laporan Penelitian :
2. Nama Pembimbing : Rizky Gushendra, M.Pd
 - a. Nomor Induk Pegawai (NIP) : 19820882 200801 1 008
3. Nama Mahasiswa : Amelina Dian Sari
4. Nomor Induk Mahasiswa : 11614200868
5. Kegiatan : Bimbingan

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
1.	9 Juni 2021	Bab 4 - Data Presentation - Data analysis of Students and The Normality - Research Findings		
2.	16 Juni 2021	Melengkapi abstrak dan appendix		
3.	21 Juni 2021	ACC Skripsi		

Pekanbaru, 21 June 2021
Pembimbing,


Rizky Gushendra, M.Pd
NIP. 19820882 200801 1 008



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
FAKULTAS TARBIYAH DAN KEGURUAN
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Fax. (0761) 561647 Web: www.ftk.uinsuska.ac.id, E-mail: effak_uinsuska@yahoo.co.id

Nomor : Un.04/F.II/PP.00.9/1944/2021
Sifat : Biasa
Lamp. : 1 (Satu) Proposal
Hal : **Mohon Izin Melakukan Riset**

Pekanbaru, 18 Februari 2021 M

Kepada
Yth. Gubernur Riau
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
Satu Pintu
Provinsi Riau
Di Pekanbaru

Assalamu 'alaikum warahmatullahi wabarakatuh
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini
memberitahukan kepada saudara bahwa :

Nama : AMELINA DIAN SARI
NIM : 11614200868
Semester/Tahun : X (Sepuluh)/ 2021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan
judul skripsinya : The Correlation Between Students' Grammar Ability in Simple Present
Tense and Their Writing Ability on Descriptive Text in English Classroom at MTsN Darul
Falalah Salo
Lokasi Penelitian : MTsN Darul Falalah Salo
Waktu Penelitian : 3 Bulan (18 Februari 2021 s.d 18 Mei 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang
bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Tembusan :
Rektor UIN Suska Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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PEMERINTAH PROVINSI RIAU
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
 Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau
 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPTSP/MON (ZIN-RISET/38977
 TENTANG

PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Pemohonan Riset dari : **Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : Un.04.F.I/PP.00.9/1944/2021** Tanggal 18 Februari 2021, dengan ini memberikan rekomendasi kepada:

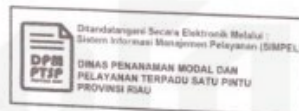
- | | |
|----------------------|--|
| 1. Nama | : AMELINA DIAN SARI |
| 2. NIM / KTP | : 116142008680 |
| 3. Program Studi | : PENDIDIKAN BAHASA INGGRIS |
| 4. Jenjang | : S1 |
| 5. Alamat | : PEKANBARU |
| 6. Judul Penelitian | : THE CORRELATION BETWEEN STUDENTS GRAMMAR ABILITY IN SIMPLE PRESENT TENSE AND THEIR WRITING ABILITY ON DESCRIPTIVE TEXT IN ENGLISH CLASSROOM AT MTSN DARUL FALAH SALO |
| 7. Lokasi Penelitian | : MTSN DARUL FALAH SALO |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 23 Februari 2021



Tambahan :

Disampaikan Kepada Yth :


1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar
3. Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
4. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

UIN SUSKA RIAU



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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



PEMERINTAH KABUPATEN KAMPAR
BADAN KESATUAN BANGSA DAN POLITIK
 JALAN TUANKU TAMBUSAI TELP. (0762) 20146
 BANGKINANG KOTA Kode Pos : 28412

REKOMENDASI
 Nomor : 070/BKBP/2021/152
 Tentang
**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**

Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMTSP/NON IZIN-RISET/38977 tanggal 23 Februari 2021, dengan ini memberi Rekomendasi /Izin Penelitian kepada:

1. Nama	: AMELINA DIAN SARI
2. NIM	: 11614200868
3. Universitas	: UNIVERSITAS ISLAM NEGERI SUSKA RIAU
4. Program Studi	: PENDIDIKAN BAHASA INGGRIS
5. Jenjang	: S1
6. Alamat	: PEKANBARU
7. Judul Penelitian	: THE CORRELATION BETWEEN STUDENTS GRAMMAR ABILITY IN SIMPLE PRESENT TENSE AND THEIR WRITING ABILITY ON DESCRIPTIVE TEXT IN ENGLISH CLASSROOM AT MTSN DARUL FALAH SALO
8. Lokasi	: MTSN DARUL FALAH SALO


Dengan ketentuan sebagai berikut :

1. Tidak melakukan Penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/pras riset dan pengumpulan data ini.
2. Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang
 pada tanggal 25 Februari 2021

an. **KEPALA BADAN KESBANGPOL KAB. KAMPAR**
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 dan Karakter Bangsa,


ONNITA, SE
 Pejabat Tk. I
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Rekomendasi ini disampaikan Kepada Yth:

1. Kepala Kantor Kementerian Agama Kabupaten Kampar di Bangkinang.
2. Kepala MTs N Darul Falah Salo di Salo.
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru.
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Pekanbaru, 18 Februari 2021 M

Nomor : Un.04/F.II/PP.00.9/1944/2021
 Sifat : Biasa
 Lamp. : 1 (Satu) Proposal
 Hal : *Mohon Izin Melakukan Riset*

Kepada
 Yth. Gubernur Riau
 Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu
 Provinsi Riau
 Di Pekanbaru


Assalamu 'alaikum warahmatullahi wabarakatuh
 Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : AMELINA DIAN SARI
 NIM : 11614200868
 Semester/Tahun : X (Sepuluh) / 2021
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan judul skripsinya : The Correlation Between Students' Grammar Ability in Simple Present Tense and Their Writing Ability on Descriptive Text in English Classroom at MTsN Darul Falah Salo
 Lokasi Penelitian : MTsN Darul Falah Salo
 Waktu Penelitian : 3 Bulan (18 Februari 2021 s.d 18 Mei 2021)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.


 Dr. H. Muhammad Syaifuddin, S.Ag., M.Ag.
 NIP. 19740704 199803 1 001

Tembusan :
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Curriculum Vitae

Amelina Dian Sari is the second daughter from Mr. Sabar Widodo and Mrs. Erni. She was born on March, 11th 1998 in Bangkinang, Riau, Indonesia. She has one brother Abdi Kaumiyah. She lives at Jl. Stanum, Bangkinang.

In 2010, she graduated from SDN 045 Bangkinang. Then continue education at Junior High School level. In 2013, she completed her studies at Junior High School 1 Bangkinang and also continued to the Senior High School level, namely SMAN 1 Bangkinang and then she finished her study at SMAN 1 Bangkinang in 2016. In 2016, she was accepted to become one of students in English Education Department, Faculty of Education and Teacher Training, UIN SUSKA RIAU. On July 2019, she did Kuliah Kerja Nyata (KKN) in Lubuk Kebun, Kuantan Singingi. Then, she conducted a teaching practice program (PPL) at MA Muhammadiyah Pekanbaru, Riau in September 2019 to December 2019. To fulfill requirements for undergraduate degree in English Education, she conducted the research in November 2020 by the thesis entitled "The Correlation Between Students' Grammar Ability in Simple Present Tense and Their Writing Ability in English Class at MTsN Darul Falah Salo".